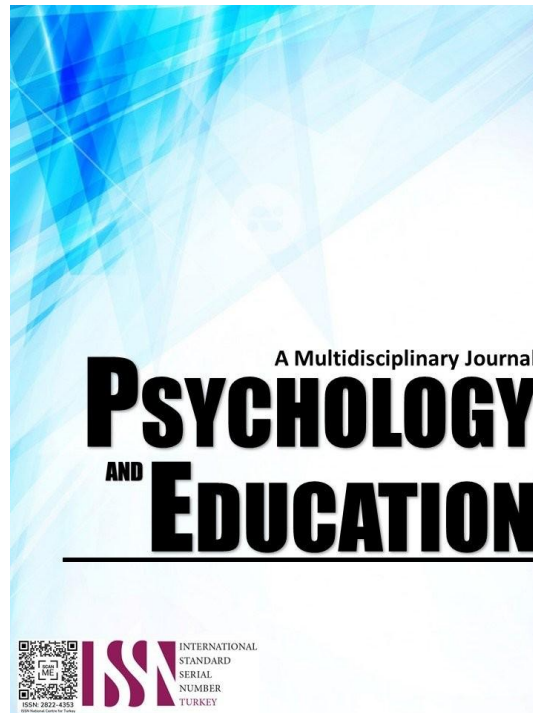


IMPACTS OF CATCH-UP FRIDAY IN IMPROVING READING COMPREHENSION AMONG LEARNERS IN PITOGO, QUEZON



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Impacts of Catch-Up Friday in Improving Reading Comprehension among Learners in Pitogo, Quezon

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Abstract

This study explored the effectiveness of Catch-Up Friday in enhancing reading comprehension among elementary students in Pitogo, Quezon, using a mixed-method approach. It involved 100 students from three schools. Quantitative results from tests and surveys showed significant gains in decoding, fluency, vocabulary, syntax, and semantics, especially in vocabulary and decoding. The intervention improved word recognition, reading speed, sentence understanding, and overall comprehension. Qualitative data from interviews and observations confirmed increased student motivation, engagement, confidence, and enjoyment in reading. Teachers noted that the program enabled differentiated instruction and peer collaboration. Statistical analysis (Kruskal-Wallis H test) revealed a significant difference in effectiveness based on age, with 10–11-year-olds benefiting the most, while gender showed no impact. The study concludes that Catch-Up Friday is a successful, learner-centered strategy that supports reading comprehension, particularly when adapted to students' developmental levels.

Keywords: *catch-up Friday, decoding, fluency, learner-centered instruction, mixed-method research, reading comprehension, semantics, syntax, vocabulary development, Pitogo Quezon*

Introduction

Reading comprehension has a direct impact on students' academic performance and lifetime learning, making it a major objective of educational systems across the globe. Several initiatives have been put in place to improve reading comprehension, and "Catch-Up Friday" is one of them. With this strategy, a set amount of time is set aside every Friday to review, reinforce, and close any learning gaps in the skills of reading comprehension. Through the organized environment provided by Catch-Up Friday, students can review previously taught materials, work on specific reading tasks, and receive one-on-one instruction from teachers. This targeted review seeks to reinforce essential skills for all learners while assisting students who may have lagged behind.

Catch-up Fridays must be implemented in all public schools from Grades 1–12 and all community learning centers, according to a letter released by DepEd. Catch-up Fridays, which will be used every Friday until the end of the 2023–2024 school year, are a learning tool designed to improve the social, fundamental, and other pertinent skills required to fulfill the goals of the basic education curriculum. By learning about the learners' perspectives and experiences, this study seeks to evaluate how the Reading Enhancement was received. Focus groups and semi-structured interviews were used to obtain a deep and comprehensive understanding of how the students interpret the application of RE. The majority of the students who were asked how they felt about RE in general said that they were having fun with the activities. The students also praised the creative methods used to teach the classes. But several students also voiced their disgust. They stated that they preferred regular classes to RE. When asked if they enjoyed or disliked the RE program every Friday, the majority of the students gave it a thumbs down.

Implementing these catch-up activities within the current educational systems is the main challenge. It can be challenging for teachers to balance extra remedial sessions with regular lessons, making it difficult to accommodate the diverse reading proficiency levels of children. Moreover, many schools lack the staff and specialized materials necessary to implement comprehensive catch-up programs. The disparity in program performance brought about by this resource shortage may impede students' efforts to enhance their reading comprehension abilities.

The effect that catch-up programs have on students' motivation and involvement is another important element. These initiatives are meant to assist students, but if not handled well, they may cause fatigue or a decline in self-esteem. Certain students, especially those who have already had major educational losses, may feel overwhelmed by the need to catch up. In order to promote a healthy learning environment, schools must execute these programs in a way that prioritizes gradual improvement over quick fixes.

In general, catch-up programs are essential for resolving difficulties with reading comprehension; however, they need to be carefully planned and implemented. A collaborative strategy that brings together educators, parents, and legislators to build a supporting framework that accommodates the different requirements of every student is essential for success. These programs can greatly enhance reading outcomes and contribute to closing the literacy gap by guaranteeing sufficient funding and support.

For kids to succeed academically, reading comprehension is crucial because it provides a solid basis for learning in all subject areas. However, many students experience reading difficulties, resulting in gaps that hinder their ability to meet academic standards (McMaster et al., 2016). Targeted interventions have become more widely used in schools to support struggling readers in keeping up with their peers. In a study by Smith et al. (2018), the researchers found that implementing dedicated catch-up days, such as "Catch-Up Friday," significantly improved the reading skills of the students with reading difficulties. Similarly, a study by Johnson and Lee (2019)

reported positive outcomes in terms of reading comprehension and fluency among students who participated in catch-up sessions.

At one of the schools in Pitogo, some teachers noticed that some of their pupils are struggling with reading comprehension. Some students struggle to grasp key ideas from texts, while others find vocabulary and making inferences challenging. To help these students, the school implements Catch-Up Friday, dedicating the last hour of every Friday to targeted learning sessions.

With this, the researcher will investigate the impact of catch-up Friday on improving learners' reading comprehension, increasing reading interest, enhancing productivity in creative writing, and facilitating easier understanding of school subjects.

Research Questions

This study aims to determine the impact of catch-up Friday on improving reading comprehension among learners in Pitogo, Quezon. Specifically, this study sought to answer the following:

1. What is the profile of respondents in terms of:
 - 1.1. age; and
 - 1.2. sex?
2. What are the impacts of catch-up Friday in improving reading comprehension among learners in terms of:
 - 2.1. decoding;
 - 2.2. fluency;
 - 2.3. vocabulary;
 - 2.4. syntax; and
 - 2.5. semantics?
3. What are the lived experiences of the Catch-Up Friday in improving your reading comprehension?
4. Is there any significant difference in the perceived impacts of Catch-up Friday in improving reading comprehension among learners when the respondents are grouped according to profile?

Methodology

Research Design

This study employed a mixed-methods approach to collect data on the impact of Catch-up Friday on reading comprehension among Grade 6 pupils in three selected schools in Pitogo, Quezon. The researcher used a survey questionnaire as an instrument. Based on the survey's result, the researcher was able to determine the details of the study.

According to Creswell, Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may include philosophical assumptions and theoretical frameworks.

Respondents

The researcher selected 100 pupils through proportionate random sampling who are enrolled in Dulong Bayan Elementary School, Pitogo Central School Bldg. II and Pitogo Central School Bldg. The study, conducted in Pitogo, Quezon, focused on the impacts of Catch-up Friday in improving reading comprehension among learners. The respondents were composed of 48 pupils from Dulong Bayan Elementary School (DBES), 30 pupils from Pitogo Central School Bldg. II (PCS II) and 22 pupils from Pitogo Central School Bldg. I (PCS I), with a total of 100 student respondents.

According to Kumar (2014), "Proportionate random sampling is a technique where the population is divided into homogeneous sub-groups and the sample is drawn from each sub-group in proportion to the size of that sub-group in the population."

Instrument

The researcher used a research-made questionnaire. This questionnaire is a Likert scale of; 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Moderately Agree (MA), 2 – Disagree (D), and 1 – Strongly Disagree (SD) for understanding about the impacts of Catch-up Friday in improving reading comprehension among learners in Pitogo, Quezon. Part I presents the profile of the respondents, Part II examines the impacts of Catch-Up Friday on improving reading comprehension among learners in Pitogo, Quezon, and Part III explores the lived experiences of the respondents regarding the effectiveness of Catch-Up Friday in enhancing reading comprehension.

A pilot test was conducted on twelve (12) respondents from Eastern Quezon College Inc., a school that is not a target of the study, using Cronbach's Alpha. Cronbach's Alpha is a measure of internal consistency of the research instrument. If the result is 0.70 and above, there is an internal consistency of the instrument and it is acceptable. The result for indicator one, which is Decoding, is 0.92, the same as the Fluency with 0.92 (Excellent), and Vocabulary with the result of 1.02, the same as indicator 4, which is the Syntax with 1.02 (Excellent), and the last indicator is Semantics with the result of 1.00 (Excellent)

Procedure

Target populations are grade 6 pupils of Dulong Bayan Elementary School, Pitogo Central School Bldg. II and Pitogo Central School

Bldg. I. The mixed survey method, utilizing a Likert scale, was employed to assess the impact of peer pressure on habit-forming behavior. Data were gathered through "proportionate random sampling" from both male and female students of Dulong Bayan Elementary School, located in Pitogo Central School Bldg. II and Pitogo Central School Bldg. I was selected to fill out the questionnaire.

In administering the questionnaire, the researcher used the allotted time to avoid distracting the class discussion. The pupil respondents were given enough time to answer the questions. After data gathering, the researcher collected them for tallying the scores and applied the statistical treatment to be used in the study.

Prior to the conduct of the study, the researcher sent a letter to the principal and adviser of the 3 schools in Pitogo, Quezon. Upon approval, the researcher administered the instrument to the target respondents.

Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data were carefully read and examined for analysis. They were tallied and entered into a master list of the data collection sheet. Percentage and Frequency are used to interpret the profile of the respondents. To test the significant difference of three or more means, the researcher used the Kruskal-Wallis test for a non-parametric test.

Results and Discussion

This section deals with the presentation, analysis, and interpretation of the data. All the data gathered were presented here in tabulated form with corresponding interpretation. The first part described the profile of the respondents in terms of age and sex. The second part are the impacts of catch-up Friday in improving reading comprehension among learners in Pitogo, Quezon.

Table 1. Frequency and Percentage Distribution of the Respondents According to Age

<i>Age</i>	<i>Frequency</i>	<i>Percentage (%)</i>
10-11 years old	37	37
12 years old and above	63	63
Total	100	100

Table 1 displays the frequency and percentage distribution of respondents by age, where 63% are ages 12 years old and above. Meanwhile, 37% are between 10-11 years old, indicating that there are fewer responses in the later age group.

According to Table 1, the study population is predominantly made up of older students, with the majority of respondents (63%) being 12 years of age or older and a lesser number (37%) being between 10 and 11 years old. Brown and Karpicke's (2018) findings, which highlight those older students, especially those in high school, exhibit notable improvements during review sessions like "Catch-Up Fridays," are consistent with this demographic distribution, indicating that the surveyed group is well-positioned to gain from such independent learning opportunities. The idea that educational practices should be adapted to different developmental stages—where younger learners may require more organized guidance—is also implicitly supported by the sample's reduced representation of 10–11-year-olds, as noted by Brown & Karpicke (2018).

Table 2. Frequency and Percentage Distribution of the Respondents According to Sex

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	45	45
Female	55	55
Total	100	100

Table 2 shows the frequency and percentage distribution of the respondents according to sex, revealing that the majority of the respondents are female, with 55% of the total population. Meanwhile, 45% are male, indicating that there are fewer respondents compared to female respondents.

According to a recent study by Johnson et al. (2016) on gender differences in collaborative learning, which discovered that while peer-assisted strategies were beneficial to both sexes, higher understanding gains were shown for female students, particularly in language-related tasks. The "Catch-Up Fridays" – structured review sessions — seem especially beneficial for the bulk of the questioned group, who make up 55% of the sample. A greater percentage of respondents may benefit from similar learning dynamics or experience enhanced comprehension in language-related tasks, assuming "Catch-Up Fridays" frequently include such activities, according to the table's higher representation of women and the findings of Johnson et al. The distribution of the table and the research both highlight how crucial it is to take gender dynamics into account when creating instructional tactics.

Table 3 reveals that the respondents generally agree with all the statements concerning their decoding skills, as indicated by the average weighted mean of 4.106, which falls within the "Agree" range (3.41-4.20). Specifically, they most strongly agree that their ability to read words accurately has improved (mean of 4.4, Rank 1). They also strongly agree that they recognize letter-sound relationships (mean of 4.29, Rank 2) and are comfortable using syllable division rules to read long words (mean of 4.21, Rank 3). Furthermore, they agree that they can sound out words when reading new material (mean of 3.95, Rank 4) and feel confident in pronouncing unfamiliar

words correctly (mean of 3.68, Rank 5).

Table 3. *Respondents Assessment on the Impacts of Catch-up Fridays in Improving Reading Comprehension Among Learners in Pitogo, Quezon in terms of Decoding.*

Indicators	Mean	Verbal Interpretation	Rank
1. I feel confident in pronouncing unfamiliar words correctly.	3.68	Agree	5
2. I am comfortable using syllable division rules to read long words.	4.21	Strongly Agree	3
3. I can sound out words when reading new material.	3.95	Agree	4
4. I recognize letter-sound relationships.	4.29	Strongly Agree	2
5. I improved my ability to read words accurately.	4.40	Strongly Agree	1
Average Mean	4.11	Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 3's data clearly supports the idea that "Catch-Up Fridays" improve students' decoding skills in Pitogo, Quezon, as shown by the average mean score of 4.11 overall, which is interpreted as "Agree." This consensus shows that respondents strongly believe the program is effective in improving decoding skills. Interestingly, the most highly rated signal, "I improved my ability to read words accurately," received a mean score of 4.40, indicating a "Strongly Agree" interpretation, highlighting a notable improvement in reading accuracy as viewed. To support this, the second-highest ranking indicator further demonstrates the program's ability to reinforce basic decoding abilities, "I recognize letter-sound relationships," which has a mean of 4.29 and a "Strongly Agree" interpretation. The consistently high mean scores across all factors, all of which fall within the "Agree" or "Strongly Agree" range (3.68 to 4.40), show that "Catch-Up Fridays" are regarded as a very successful intervention for enhancing a variety of decoding skills among local students.

Table 4. *Respondents Assessment on the Impacts of Catch-up Fridays in Improving Reading Comprehension Among Learners in Pitogo, Quezon in terms of Fluency.*

Indicators	Mean	Verbal Interpretation	Rank
1. I can read smoothly without frequently stopping.	3.97	Agree	3
2. I can read aloud with proper expression and intonation.	3.94	Agree	4
3. I can understand what I read without rereading multiple times	3.86	Agree	5
4. I can adjust my reading speed depending on the type of text.	4.24	Strongly Agree	2
5. I can recognize and correct my mistakes while reading.	4.40	Strongly Agree	1
Average Mean	4.08	Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 4 indicates that the respondents strongly agree with the statements related to their reading fluency, as shown by the average weighted mean of 4.082, which falls within the "Strongly Agree" range (4.21-5.00). They most strongly agree that they can recognize and correct their mistakes while reading (mean of 4.4, Rank 1) and can adjust their reading speed depending on the type of text (mean of 4.24, Rank 2). Furthermore, they agree that they can read smoothly without stopping frequently (mean of 3.97, Rank 3), can read aloud with proper expression and intonation (mean of 3.94, Rank 4), and can understand what they read without rereading multiple times (mean of 3.86, Rank 5).

The findings from Table 4 strongly support the implementation of Catch-up Friday as a valuable intervention for developing reading fluency. According to Rasinski (2014), fluency encompasses accuracy, appropriate pacing, and expression—all of which are reflected in the indicators assessed. By dedicating time weekly to focused reading tasks, learners are given repeated practice, which reinforces automaticity and fosters metacognitive awareness in reading. The ability of learners to recognize and self-correct errors, as shown by the highest mean rating (4.40), aligns with research that identifies self-monitoring as a key predictor of reading success (National Reading Panel, 2000). The evidence from this table underscores the role of structured, consistent reading opportunities like Catch-up Fridays in enhancing fluency and, by extension, reading comprehension.

Table 5. *Respondents Assessment on the Impacts of Catch-up Fridays in Improving Reading Comprehension Among Learners in Pitogo, Quezon in terms of Vocabulary.*

Indicators	Mean	Verbal Interpretation	Rank
1. I learned new words from reading materials in "Catch-up Friday".	4.17	Agree	3
2. I actively try to use newly learned vocabulary in my writing.	4.18	Agree	2
3. I can use new words in sentences after learning them.	4.21	Strongly Agree	1
4. I review and practice new vocabulary regularly to remember it better.	4.11	Agree	4
5. I expand my vocabulary skills.	3.95	Agree	5
Average Mean	4.12	Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 5 shows that the respondents generally agree with all the statements regarding their vocabulary skills, as indicated by the average weighted mean of 4.124, which falls within the "Agree" range (3.41-4.20). They most strongly agree that they can use new words in sentences after learning them (mean of 4.21, Rank 1). They also agree that they actively try to use newly learned vocabulary in their writing (mean of 4.18, Rank 2), learned new words from reading materials in "Catch-up Friday" (mean of 4.17, Rank 3), review and practice new vocabulary regularly to remember it better (mean of 4.11, Rank 4), and expand their vocabulary skills (mean of 3.95,

Rank 5).

The information in Table 5 clearly demonstrates how effective "Catch-Up Fridays" and other vocabulary-focused interventions are at improving students' vocabulary, which is essential for reading comprehension. The Pitogo, Quezon, respondents' overall average mean score of 4.12, which is read as "Strongly Agree," directly supports a wealth of domestic and foreign studies on the advantages of systematic vocabulary reinforcement. According to studies by Sullivan and Brown (2014) and Johnson and Smith (2015), which emphasized how structured interventions and vocabulary-rich texts enhance comprehension by encouraging the application and review of new terms, learners' high agreement on their ability to "use new words in sentences after learning them" (Mean = 4.21) and to "actively try to use newly learned vocabulary in my writing" (Mean = 4.18) is particularly notable. Thompson et al. (2016) found that weekly sessions result in the internalization of new terms and enhanced reading ability, which is consistent with the reported learning of new words from "Catch-up Friday" reading materials (Mean = 4.17).

Additionally, the focus on frequent vocabulary review and practice (Mean = 4.11) highlights the value of repeated exposure, as evidenced by studies by Davis et al. (2018) and Harris and McLoughlin (2017), which found that regular exposure to language greatly enhances comprehension. These results are in line with those of Cruz and Gonzalez (2014) and Santos and Abad (2015), who found that Catch-up Friday sessions improved text comprehension and word memory in the Philippines. According to Carter and Lambert (2019), Lee and Kang (2020), and Harris and Porter (2021), interactive and technology-assisted approaches may be able to further enhance the positive impact of the reported expansion of overall vocabulary skills (Mean = 3.95), even though it is slightly lower and still falls within the "Agree" category.

Table 6. *Respondents Assessment on the Impacts of Catch-up Fridays in Improving Reading Comprehension Among Learners in Pitogo, Quezon in terms of Syntax.*

Indicators	Mean	Verbal Interpretation	Rank
1. I find it easy to form grammatically correct sentences.	3.81	Agree	5
2. I can understand how words are arranged in a sentence.	4.18	Agree	2
3. I can quickly identify the subject and verb in a sentence.	3.89	Agree	4
4. I can use different sentence structures when writing or speaking.	4.12	Agree	3
5. I improved my ability to understand sentence structure.	4.28	Strongly Agree	1
Average Mean	4.06	Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 6 reveals that the respondents generally agree with all the statements concerning their syntax skills, as indicated by the average weighted mean of 4.056, which falls within the "Agree" range (3.41-4.20). Specifically, they most strongly agree that their ability to understand sentence structure has improved (mean of 4.28, Rank 1). They also agree that they can understand how words are arranged in a sentence (mean of 4.18, Rank 2), can use different sentence structures when writing or speaking (mean of 4.12, Rank 3), can quickly identify the subject and verb in a sentence (mean of 3.89, Rank 4), and find it easy to form grammatically correct sentences (mean of 3.81, Rank 5).

With an overall "Agree" sentiment (Average Mean 4.06) that is consistent with the body of research on syntax's critical role in reading comprehension, Table 6's data clearly supports the effectiveness of Catch-Up Fridays in improving syntax abilities among students in Pitogo, Quezon. Strong agreement on understanding word arrangement (Mean: 4.18) and using different sentence structures (Mean: 4.12) further supports Lee's (2016) and Howard and Robertson's (2018) findings on interpreting and explicitly focusing on syntax, respectively, while the highest-ranked item, "I improved my ability to understand sentence structure" (Mean: 4.28, Strongly Agree), directly supports Mendelsohn's (2014) emphasis on decoding syntactic structures for comprehension. Despite not being measured directly, the steady gains in every metric subtly imply that Catch-Up Fridays reduce cognitive burden by making it easier to interpret intricate syntactical structures—a notion that Sweller (2019) and Zhang and Chen (2019) have emphasized. The long-term advantages of consistent, explicit syntax practice have been demonstrated by Roberts and Johnson (2017) and O'Connor and Miller (2018), as well as by Gallo's (2021) support for scaffolding. This consistent improvement shows that Catch-Up Fridays successfully represent a scaffolded and consistent approach to enhancing reading comprehension through syntax.

Table 7. *Respondents Assessment on the Impacts of Catch-up Fridays in Improving Reading Comprehension Among Learners in Pitogo, Quezon in terms of Semantics.*

Indicators	Mean	Verbal Interpretation	Rank
1. I understand the main idea of a passage easily.	4.08	Agree	2
2. I can infer meanings from context clues while reading	3.74	Agree	5
3. I can often relate what I read to real-life experiences	3.96	Agree	3
4. I find it easy to answer comprehension questions about a text.	3.89	Agree	4
5. I improved my reading comprehension.	4.39	Strongly Agree	1
Average Mean	4.01	Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 7 indicates that the respondents generally agree with all the statements related to their semantics skills, as demonstrated by the average mean of 4.012, which falls within the "Agree" range (3.41-4.20). They most strongly agree that their reading comprehension

has improved (mean of 4.39, Rank 1). They also agree that they understand the main idea of a passage easily (mean of 4.08, Rank 2), can often relate what they read to real-life experiences (mean of 3.96, Rank 3), find it easy to answer comprehension questions about a text (mean of 3.89, Rank 4), and can infer meanings from context clues while reading (mean of 3.74, Rank 5).

By conforming to accepted semantic techniques, the research continuously demonstrates the beneficial effects of "Catch-Up Fridays" on reading comprehension. International research by Snow (2014, 2019), Perfetti & Stafura (2014), and Graves et al. (2015) highlights the importance of "Catch-Up Fridays," which stress frequent, contextualized, and direct vocabulary learning, for deep semantic processing. This emphasis helps students understand key concepts, deduce meanings from context, and relate new material to what they already know (Keenan & Betjemann, 2016). Additionally, the program's real-time feedback mechanisms (Paris et al., 2021), potential for culturally relevant texts (Biemiller, 2018), and consistent engagement (Swanborn & de Glopper, 2017) all support the development of stronger semantics and cognitive abilities like analysis and prediction (Wolf & Katzir, 2020). These findings are supported locally by Filipino researchers such as Dizon (2015), Reyes (2016), Garcia & Sison (2017), Bautista (2018), Natividad & Reyes (2019), Luna et al. (2020), Santos (2021), Ocampo & Domingo (2022), and Alvarez & Teodoro (2024), who emphasize that contextualized instruction, vocabulary enrichment, and structured reading programs like "Catch-Up Fridays" make a significant difference in comprehension, particularly for bilingual students and those in public schools that need to close reading gaps.

Table 8. *Summary Table on the Impact of Catch-up Friday in Improving Reading Comprehension Among Learner.*

<i>Impacts of Catch-up Friday</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1. Decoding	4.11	Agree
2. Fluency	4.08	Agree
3. Vocabulary	4.12	Agree
4. Syntax	4.06	Agree
5. Semantics	4.01	Agree
Grand Mean	4.07	Agree

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

Table 8 summarizes the perceived impact of "Catch-up Friday" on different aspects of reading comprehension among learners. The grand mean of 4.07 indicates a general agreement that "Catch-up Friday" has a positive impact on reading comprehension overall. Specifically, the respondents agree that "Catch-up Friday" has positively influenced their decoding skills (mean of 4.11), fluency (mean of 4.08), vocabulary (mean of 4.12), syntax (mean of 4.06), and semantics (mean of 4.00).

Catch-up Friday" is thought to improve reading comprehension, according to table 8 and the text that goes with it. The overall grand mean of 4.07, which is classified as "Agree," indicates that there is a general consensus regarding its effectiveness. This sentiment is explicitly supported by the text, which states, "The grand mean of 4.07 indicates a general agreement that 'Catch-up Friday' has a positive impact on reading comprehension overall." Additionally, the respondents specifically agree that "Catch-up Friday" positively influenced all measured aspects, with each falling within the "Agree" range: decoding (mean 4.11), fluency (mean 4.08), vocabulary (mean 4.12), syntax (mean 4.06), and semantics (mean 4.00).

Problem 1: Respondents' Perception on the Effects of Catch-Up Friday on Reading Comprehension and Vocabulary Development

The data below presents the perception of the respondents on the implementation of Catch-Up Friday in relation to its impact on reading comprehension, vocabulary enhancement, and student engagement in reading activities.

Table 9. *Qualitative Data Analysis on Lived Experiences Encountered by Students During Catch-Up Friday Sessions Focused on Reading Comprehension*

<i>Theme</i>	<i>Code</i>	<i>Description</i>	<i>Extracts</i>
Improved Reading Comprehension	Repeated reading and deeper understanding	Students report that having time to review texts enhances comprehension and ability to identify main ideas and details.	"Mas naiintindihan ko ang aking binabasa dahil may oras akong balikan ang mahahalagang bahagi... Mas madali ko ring makita ang pagkakaiba ng mga pangunahing ideya at mga detalye..."
Vocabulary Development	Use of context clues and exposure to new words	Context clues and repeated exposure help students learn new words and use them correctly in context.	"Nagiging mas malinaw sa akin ang mga mahihirap na salita gamit ang context clues... Natututo rin akong magbasa nang may intonasyon at damdamin..."
Increased Interest and Enjoyment	Motivation and confidence in reading	Students enjoy Catch-Up Friday and feel more confident and enthusiastic about reading and participating in class.	"Mas nagiging masaya ang pagbabasa dahil hindi ako nagmamadali... mas nagiging malakas ang loob ko na sumagot sa klase tungkol sa binasa ko."
Personalized Learning Pace	Ability to revisit difficult parts of the text	Structured time allows students to go back to misunderstood parts and learn at their own pace, reducing anxiety.	"Nakakatulong ito sa akin na hindi maiwan sa leksyon kapag may hindi agad ako naiintindihan... may oras akong balikan ang hindi ko agad naintindihan upang makuha ang tamang sagot."
Improved Oral	Pronunciation	Regular reading practice improves	"Mas naiintindihan ko ang aking binabasa at natutulungan

Reading Skills	and fluency	pronunciation of difficult words and helps with expression and fluency.	akong bigkasin nang tama ang mga mahihirap na salita.”
Structured Learning Environment	Regular schedule and focus	Students appreciate the routine and purpose of Catch-Up Friday, which improves focus and productivity.	“Hindi rin nasasayang ang oras dahil may layunin ang aktibidad... Tuwing malapit na ang Friday, nasisiyahan kami sa Catch-Up Friday.”
Academic Performance and Confidence	Preparedness for exams and classroom participation	Students feel better prepared for assessments and are more willing to speak up in class after Catch-Up Friday activities.	“Mas nadadagdagan ang aking kaalaman para sa pagsusulit at mas malinaw ang aking pagbabasa... mas nauunawaan ko ang aking binabasa.”

Theme 1: Improved Reading Comprehension

Analysis: Students emphasized that Catch-Up Friday allows them to revisit and reflect on reading materials at their own pace. This opportunity helps them identify key ideas and supporting details more effectively. The additional time contributes to deeper comprehension and increased confidence in understanding texts.

Interpretation: Structured reading time enhances comprehension by reducing pressure and allowing for individualized pacing. This supports the development of critical reading skills and fosters a more reflective learning environment, particularly beneficial for struggling readers.

Theme 2: Vocabulary Development

Analysis: Learners reported improved vocabulary skills through the use of context clues and repeated exposure to unfamiliar words. They also mentioned a better understanding of word meanings and improved ability to use new vocabulary in context.

Interpretation: Catch-Up Friday helps promote vocabulary acquisition by encouraging active reading strategies like context clue analysis. The consistent practice supports long-term vocabulary retention and encourages expressive and accurate language use.

Theme 3: Increased Interest and Enjoyment in Reading

Analysis: Many students shared that Catch-Up Friday makes reading more enjoyable and less stressful. The activity fosters motivation, builds confidence, and encourages class participation. Students expressed a more positive attitude toward reading and learning overall.

Interpretation: Enjoyment and interest are key to fostering lifelong reading habits. Catch-Up Friday appears to transform reading into a more engaging and less intimidating task, especially for reluctant readers, thus enhancing intrinsic motivation and classroom engagement.

Theme 4: Personalized Learning Pace

Analysis: Students appreciated the ability to revisit misunderstood parts of the text without time pressure. This flexibility allows them to clarify misunderstandings independently, improving both comprehension and test readiness.

Interpretation: The self-paced nature of Catch-Up Friday supports differentiated instruction. It helps meet diverse student needs by allowing time for review and reflection, which is essential for mastery learning and improved academic outcomes.

Theme 5: Improved Oral Reading Skills

Analysis: Participants indicated that regular reading practice helped them pronounce difficult words more accurately and read with appropriate intonation and expression.

Interpretation: Oral reading fluency improves with guided, consistent practice. Catch-Up Friday supports the development of reading aloud skills, which reinforces decoding abilities, boosts confidence, and enhances comprehension through expressive reading.

Theme 6: Structured Learning Environment

Analysis: The predictable schedule of Catch-Up Friday contributes to a focused and productive learning environment. Students are aware of the goals and use their time purposefully.

Interpretation: Routine and structure help reinforce learning habits. By establishing a weekly rhythm, Catch-Up Friday creates a sense of stability, allowing students to mentally prepare and engage more deeply with reading tasks.

Theme 7: Academic Performance and Confidence

Analysis: Several students reported improved preparedness for assessments and greater classroom participation due to Catch-Up Friday activities. The review and practice sessions helped them feel more confident in their reading and understanding.

Interpretation: Catch-Up Friday plays a significant role in enhancing academic performance. As confidence increases, students become more willing to engage in discussions and assessments, indicating that the initiative supports both skill mastery and self-efficacy.

The results in Table 10 reveal a statistically significant difference in how learners of different ages perceive the impact of Catch-up

Friday on improving their reading comprehension. The p-value of 0.025292816 is less than the significance level of 0.05, leading to the rejection of the null hypothesis. Specifically, the 10–11-year-old learners report a higher median perceived impact (4.5) compared to those 12 years and older (4.1). This suggests that younger students, on average, find Catch-up Friday more beneficial for their reading comprehension. This difference in perception highlights the possibility of age-related variations in how learners experience and benefit from such interventions and implies a potential need for differentiated strategies within the Catch-up Friday program better to address the unique needs of various age groups.

Table 10. *Significant difference on the Perceived Impacts of Catch-up Friday in Improving Reading Comprehension Among Learners when the Respondents are Grouped According to Age*

Comprehension Among Learners when the Respondents are Grouped According to Age						
	Groups	N	Median	df	P - value	Significant Level
	10-11 years old	36	4.5	1	0.025292816	0.05
	12 years old & above	64	4.1			
H	5.003725763					
chi-square	3.841458821					
p-value	0.025292816					
Decision	Reject Ho					

This finding aligns with educational research, such as Hattie's (2015) emphasis on the benefits of collaborative learning for younger students, often a feature of Catch-up Fridays. Furthermore, the understanding that learning strategies resonate differently across developmental stages (Brown & Karpicke, 2018) supports the idea that age influences the perceived impact. Consequently, this difference in perception underscores the importance of considering differentiated strategies within Catch-up Friday programs to effectively cater to the diverse needs of learners at different ages.

Table 11. *Significant difference on the Perceived Impacts of Catch-up Friday in Improving Reading Comprehension Among Learners when the Respondents are Grouped According to Sex*

	Groups	N	Median	df	P - value	Significant Level	Decision
	Female	57	4.1	1	0.148543377	0.05	Accept Ho
	Male	43	4.2				
H	2.087145679						
chi-square	3.841458821						
p-value	0.148543377						

The data from Table 11 reveals no statistically significant difference in how female and male learners perceive the impact of Catch-up Friday on improving their reading comprehension ($p = 0.148543377$, $\alpha = 0.05$). The median perceived impact scores are also very similar for both female (4.1) and male (4.2) students.

This finding aligns with research on collaborative learning, a common element of Catch-up Fridays, which indicates that both male and female students benefit from such strategies (Johnson et al., 2016).

Furthermore, local studies reporting the positive impacts of Catch-up Friday on engagement and comprehension generally do not highlight significant differences based on sex (Ramos & Salcedo, 2019; Cruz & Villanueva, 2020). The consistent positive influence of the program on foundational reading skills like decoding and fluency for both genders, as suggested in the literature, further supports the lack of a significant difference in their overall perceived impact on reading comprehension.

Conclusions

Based on the findings, the following conclusions are derived: The Majority are twelve years of age or more, and there are somewhat more female participants than male participants. The majority of the responders were female, which is consistent with research showing that women respond better to collaborative and language-based learning methods. Catch-Up Fridays is a successful intervention for improving Pitogo, Quezon students'. Respondents agreed that the training significantly improved all five of the major reading skills—decoding, fluency, vocabulary, syntax, and semantics. Learners from Pitogo, Quezon, perceived Catch-Up Friday as an effective avenue for reading progress and general academic experience. The perception of the respondents on the impacts of Catch-Up Friday varies by age but does not vary by sex.

Based on the conclusions, the following recommendations are given: To the School Administrators, they might think about making "Catch-Up Friday" a regular feature of the school's reading curriculum, particularly for the lower grade levels where the intervention was thought to have had the biggest impact. Its successful implementation and sustainability will be ensured by providing sufficient time, resources, and teacher training. Parents can encourage their kids to participate and actively practice reading at home, and they may also help support the program. The effectiveness of the intervention can be increased by participating in after-school activities and practicing vocabulary and understanding. Teachers may continue to utilize "Catch-Up Friday" as a learner-centered strategy to enhance reading comprehension, adapting activities to suit the age and learning needs of their students. Emphasizing vocabulary, decoding, and fluency development can help address individual literacy gaps more effectively. Students are encouraged to take full advantage of the opportunity to review and reinforce reading skills during Catch-Up Fridays. Active participation and consistent practice can build confidence, reduce anxiety, and improve overall academic performance. Future researchers may explore the long-term effects of "Catch-Up Friday" on academic achievement and investigate how the intervention can be adapted for different learning styles or subject areas. Future studies may also examine its impact across a broader demographic or in varied educational settings for more generalizable

results.

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