



(RESEARCH ARTICLE)



## Program Delivering Management of Catch-Up Fridays in Rural Elementary Schools

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### Abstract

**Purpose:** This study assessed the program management of Catch-Up Fridays in rural elementary schools of Carmen District, Cebu, during School Year 2024-2025 as a basis for an enhanced school-based remediation roadmap.

**Methodology:** The study employed a descriptive-quantitative correlational design. Data were collected using an adapted survey questionnaire from Renaeu (2013) administered to 74 teachers and 5 school heads across five rural elementary schools: Pedro Erong Elementary School, Cantumog Elementary School, Natimao-an Elementary School, Francisco Villamor Sr Elementary School, and Florentino Rallos Elementary School. Statistical treatments included mean, standard deviation, frequency, percentage, and Pearson-r correlation.

**Findings:** The overall barrier level was "Low" (weighted mean=2.45), with budget allocations (2.78), infrastructure and resources (2.62), and policies and standards (2.52) rated as the highest barriers. Success indicators were rated "High" (2.94), with curriculum relevance and rigor (3.14) ranking highest, followed by student outcomes (3.06) and equity/inclusivity (3.06). The most pressing issues included schedule conflicts (28 responses), limited learning resources (26), lack of funds (25), insufficient stakeholder support (15), and additional teacher workload (11). Pearson-r analysis revealed no significant relationship between barriers and success indicators ( $r=-0.025$ ,  $p=0.834$ ).

**Conclusion:** Despite challenges in funding, infrastructure, and policies, the program yielded favorable outcomes through teacher commitment and adaptive practices. Stakeholder satisfaction requires improvement.

**Recommendation:** The proposed "Enhanced School-Based Remediation Roadmap" should be adopted in rural public schools. Future research should examine stakeholder issues, success factors, and literacy/numeracy outcomes.

**Keywords:** Catch-Up Fridays; Program delivery management; Rural elementary schools; Remediation roadmap; Literacy enhancement; Numeracy enhancement

## 1. Introduction

### 1.1. Rationale of the Study

Program delivery management ensures that educational projects such as Catch-Up Fridays are delivered successfully—on time, within budget, and according to desired quality standards. Such an approach is essential since in the rapidly evolving landscape of education, ensuring that students in remote and underserved areas receive quality instruction remains a persistent challenge. The Catch-Up Fridays Program was introduced to address learning issues and provide learners with additional instructional support at the end of each week, serving as a strategic tool to level the playing field for students who require additional support (Liswaniso & Pretorius, 2022).

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The Department of Education (DepEd) issued DepEd Memorandum No. 001, s. 2024, mandating all public schools in basic education and community learning centers to implement Catch-Up Fridays. This initiative is designed to enhance foundational, social, and other essential skills critical to fulfilling the goals of the basic education curriculum (LaBad, 2024). According to a school teacher cited in a news article (Bermudez, 2024), Catch-Up Fridays have posed challenges for both teachers and students, despite initial positive feedback describing the program as leaving both groups "happy and engaged" (Bacelonia, 2024). In connection with the strategies and guidelines stipulated in DepEd Order No. 013, s. 2023, the national program on Catch-Up Fridays was created to address issues and concerns related to learners' needs integrated across different learning areas, with a main focus on values education, health, and peace education.

Based on reports from The Asian Affairs (2024), the Catch-Up Fridays program enhanced crucial literacy skills like reading comprehension and critical thinking while establishing a more engaging and conducive learning environment. However, the program also created concerns among learners who found it stressful as an additional workload, particularly during the post-pandemic period. Moreover, students and teachers expressed frustration over the program since they found it repetitive and stressful as an additional obligation alongside their regular coursework within a limited time frame. Henceforth, the Catch-Up Fridays program, although intended for the benefit of learners, poses considerable challenges of balancing diverse expectations and educational needs, highlighting the continued need for stakeholder involvement to ensure its effectiveness (The Asian Affairs, 2024).

The investigation took place in the rural elementary schools of Carmen District: Pedro Erong Elementary School, Cantumog Elementary School, Natimao-an Elementary School, Francisco Villamor Sr Elementary School, and Florentino Rallos Elementary School. These schools are among the most isolated educational institutions, where access to education and resources is often limited. The district maintains these schools due to its dedication to overcoming limited infrastructure and the chronic shortage of educational materials. The environment involves long travel distances for both students and teachers, and the isolation of these communities reflects the connection between budget constraints and professional development opportunities. The Catch-Up Fridays Program implemented in Carmen District is among the most essential programs addressing learning recovery. Educators implement the program with a focus on how support appears in remote environments, involving a comprehensive system of educational materials and strategic interventions that reflect the administration's understanding of the connection between local context and equitable education.

The Carmen District uses numerous elements of support in Catch-Up Fridays, including strategic interventions representing equity, growth, and accessibility. The program contains several repeating challenges arising from education gaps and the geographic isolation of these schools. Physical resources and infrastructure create a smooth transition and slightly better results; however, the remote setting contains more severe limitations. Evaluations outline areas where education gaps need progress and physical resources need change to achieve success. Without complete knowledge of both barriers and indicators of success, efforts to improve student achievement may be ineffective and unsustainable. Therefore, this project identifies barriers to education as well as indicators of success, developing recommendations for change that target students in rural areas of Carmen.

## **1.2. Theoretical Background of the Study**

This study is based on Social Learning Theory, Resource Dependence Theory, and Transformational Leadership Theory. It also draws on two legal foundations: DepEd Memorandum No. 001, s. 2024, known as the "Implementation of Catch-Up Fridays," and Republic Act No. 10533, or the Enhanced Basic Education Act of 2013.

Social Learning Theory, developed by Albert Bandura, posits that learning occurs within a social context and is heavily influenced by observing and modeling the behaviors, attitudes, and emotional responses of others. As cited by Cherry (2024), Bandura's Social Learning Theory depicts that individuals acquire new behaviors and knowledge not only through direct personal experience but also by observing others in their social environment. This process, known as observational learning or modeling, involves several key components: attention, retention, reproduction, and motivation. Bandura's self-efficacy principle presents an individual's belief that they can perform a certain task or achieve specific goals. For example, the Catch-Up Fridays program provides support for determining how teachers' effective teaching strategies, positive role modeling, and assets of the social environment play an essential role in improving students' performance and motivation.

Resource Dependence Theory, developed by Jeffrey Pfeffer and Gerald R. Salancik (1978), explains how external resource dependency can constrain and influence organizations. Depending on resources managed by others for operation—whether funding, materials, or information—constrains organizations in ways that create power differentials and impact organizational behavior and decision-making. Managing dependencies between the

organization and external actors typically requires negotiating and building relationships to establish mutual benefit and support the organization's ability to access necessary resources for continued operation and success. Resource Dependence Theory explains how lack of funding and limited facilities can restrict the Catch-Up Fridays Program's success. Schools in rural environments may find it difficult to function because they depend on external resources such as funding and materials that they cannot access due to remote locations.

Transformational Leadership Theory, created by James MacGregor Burns (1978), complements the role of school principals. The basic tenet is that leaders create a clear and desirable vision for the future and communicate that vision with enthusiasm and optimism to motivate followers to achieve more than they would without the leader's guidance. The theory relates to this study because the Catch-Up Fridays Program is fundamentally linked to school principals providing a common vision to motivate teachers to achieve success in teaching and learning, specifically in relation to literacy and numeracy. Furthermore, principals must continue enhancing the morale of students and staff during times of transition and change.

DepEd Memorandum No. 001, s. 2024 is the first legal basis for this study. This initiative is part of the National Learning Recovery Program (NLRP) established under DepEd Order No. 013, s. 2023: every Friday during the school year is spent enhancing foundational skills, with a focus on reading through the National Reading Programme (NRP) during the first half of each day and on values, health, and peace education during the second half. Republic Act No. 10533 (Enhanced Basic Education Act of 2013) was signed into law on May 15, 2013, to improve the education system by adding one year of kindergarten to create a total of 12 years of schooling, providing Filipino children with high-quality, relevant education.

### 1.3. Statement of the Problem

This study assessed the program management of Catch-Up Fridays in the rural elementary schools of Carmen District, Carmen, Cebu in School Year 2024-2025 as a basis for an enhanced school-based remediation roadmap. Specifically, the study sought answers to the following questions:

What are the barriers in the program management of Catch-Up Fridays in terms of: (1.1) budget allocations; (1.2) infrastructure and resources; (1.3) resistance to change; (1.4) support from superiors; (1.5) policies and standards; and (1.6) trainings for teachers?

What are the success indicators in the program management of Catch-Up Fridays in terms of: (2.1) student outcomes; (2.2) student engagement and satisfaction; (2.3) teaching quality; (2.4) curriculum relevance and rigor; (2.5) equity and inclusivity; (2.6) stakeholder satisfaction; and (2.7) innovation and continuous improvement?

What are the issues and concerns encountered by teachers and school heads on the conduct of the Catch-Up Fridays Program?

Is there any significant relationship between the barriers and success indicators in the implementation of the Catch-Up Fridays Program?

Based on the results, what enhanced school-based remediation roadmap can be proposed?

Null Hypothesis: The following null hypothesis was tested at 0.05 level of significance:

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1: There is no significant relationship between the barriers and success indicators in the implementation of the Catch-Up Fridays Program in the rural schools of Carmen District.

## 2. Methodology

### 2.1. Research Design

The descriptive-quantitative design of research following the correlation method was used in this study to test the significant relationship between the independent and dependent variables. The study employed the survey method in gathering data pertaining to barriers and success indicators in the implementation of Catch-Up Fridays. Appropriate correlational analysis was used to test the null hypothesis. According to Creswell (2011), descriptive-quantitative research designs enable researchers to systematically describe, measure, and analyze existing implementation of program activities employing numerical data.

### 2.2. Research Environment

This study was conducted in selected rural elementary schools in Carmen District in the municipality of Carmen in the Division of Cebu Province. Based on the latest census of 2020, this third-class municipality in the northern part of Cebu Province has a population of 57,897 from 13,562 households. The municipality of Carmen is approximately 41 kilometers from Cebu City. The main sources of livelihood include farming, backyard livestock raising, small-scale business, and fishing.

The schools in which the study was conducted are the following public elementary schools under the flagship of DepEd Carmen District: Pedro Erong Elementary School, Cantumog Elementary School, Natimao.an Elementary School, Francisco Villamor Sr Elementary School, and Florentino Rallos Elementary School. These schools are all located in geographically mountainous villages, which can be considered rural areas.

### 2.3. Respondents

The study involved two groups of respondents: teachers and school heads from the selected rural elementary schools in Carmen District. For School Year 2024-2025, there were 79 public elementary school teachers and five school heads across these schools. However, during actual data collection, 74 respondents returned answered questionnaires. The study employed purposive sampling or complete enumeration for the teacher group of respondents due to the limited number of respondents.

**Table 1** Distribution of Respondents

Rural Public Elementary Schools in Carmen District	Teachers	School Heads	Total	%
	N	N		
Pedro Erong Elementary School	8	1	9	11.39
Cantumog Elementary School	21	1	22	27.85
Natimao.an Elementary School	17	1	18	22.78
Francisco Villamor Sr Elementary School	16	1	17	21.52
Florentino Rallos Elementary School	12	1	13	16.46
TOTAL	74	5	79	100

### 2.4. Research Instrument

This study employed adapted questionnaires from Renaeu (2013) to collect necessary data. The questionnaire was subdivided into three major parts. The first part identified barriers in Catch-Up Fridays Program implementation in terms of budget constraints, infrastructure and resources, resistance to change, support from superiors, policies and standards, and trainings for teachers. The second part identified success indicators in terms of student outcomes, student engagement and satisfaction, teaching quality, curriculum relevance and rigor, equity and inclusivity, stakeholder satisfaction, and innovation and continuous improvement. The third part collected data on issues and concerns encountered by teachers and school heads using open-ended questions.

The format of the questions followed a four-point Likert scale: 1.00-1.74 (Very Low), 1.75-2.49 (Low), 2.50-3.24 (High), and 3.25-4.00 (Very High). Before fielding, the researcher conducted pre-testing among two respondent groups. Three master teachers checked the validity of the questionnaire's construction. The questionnaire was presented in English and double-checked by an English critic to ensure it was free from grammatical errors.

### 2.5. Data Gathering Procedures

Before data collection, the researcher sent letters asking for permission from the Public Schools District Supervisor (PSDS) of Carmen District and from school principals. When transmittal letters were approved, data collection commenced. The researcher oriented respondents about the rationale of the study and how to answer the questionnaires. Research subjects were informed that they voluntarily participated and could not expect any reward or punishment. The researcher ensured that respondent identities would never be disclosed. Data were treated with confidentiality and used exclusively for this study.

### 2.6. Statistical Treatment of Data

Microsoft Excel and Statistical Package for Social Sciences (SPSS Ver. 25) were used for data treatment. Descriptive statistics including frequency, total, average, ranges, percentages, mean, and weighted mean were computed for barrier and success indicator variables. Frequency, total, percentages, and ranks were used to analyze issues and concerns. Pearson-r was employed to analyze significant correlation between barriers and success indicators.

## 3. Results and discussion

### 3.1. Barriers in the Program Management of Catch-Up Fridays

#### 3.1.1. Budget Allocations

Table 2 presents survey results on barriers in terms of budget allocations. Results revealed that "implementation difficulty due to budget for learning materials" obtained the highest mean of 2.89 (SD=0.8532), indicating high barrier level due to insufficient budget for learning materials. "Implementation difficulty due to budget for teaching materials" had a mean of 2.86 (SD=0.8652). "Implementation difficulty due to monetary support from stakeholders" obtained a mean of 2.76 (SD=0.8729). "Implementation difficulty due to budget on logistical needs" had a mean of 2.73 (SD=0.9111). "Implementation difficulty due to monetary allocation" showed the lowest mean of 2.68 (SD=0.9232). The overall weighted mean was 2.78, indicating a high barrier level.

Financial constraints in the form of inadequate budgetary allocations were primary barriers. These findings reflect the financial challenges associated with implementing Catch-Up Fridays within rural schools. Akhter et al. (2018) obtained similar findings; head teachers expressed disappointment with minimal budgets and struggle to meet increasing demands with limited resources.

**Table 2** Barriers in Terms of Budget Allocations

Barriers of Catch - Up Fridays Program in Terms of Budget Allocation	$\bar{X}$	SD	Verbal Description
1. Implementation difficulty due to monetary allocation	2.68	0.9232	High
2. Implementation difficulty due to budget on logistical needs	2.73	0.9111	High
3. Implementation difficulty due to budget for teaching materials	2.86	0.8652	High
4. Implementation difficulty due to budget for learning materials	2.89	0.8532	High
5. Implementation difficulty due to monetary support from the stakeholders	2.76	0.8729	High
TOTAL	2.78	0.8851	High
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

#### 3.1.2. Infrastructure and Resources

Table 3 presents survey results on barriers in terms of infrastructure and resources. "Limited ICT-related materials" obtained the highest mean of 2.69 (SD=1.0193). "Unavailability of internet connection" had a mean of 2.66 (SD=1.0505).

"Limited workbooks and modules" received a mean of 2.62 (SD=0.9609). "Inadequate learning resources" had a mean of 2.58 (SD=0.9364). "Unavailability of computer equipment" had the lowest mean of 2.54 (SD=1.0229). The overall weighted mean was 2.62, indicating a high barrier level.

The findings indicate that significant numbers of rural schools lack sufficient infrastructure and resources to properly implement the program. According to Utomo & Melaningsih (2023) and Rachman et al. (2020), lack of funding and poor community engagement are obstacles preventing educational program development.

**Table 3** Barriers in Terms of Infrastructure and Resources

<b>Barriers of Catch – Up Fridays Program in Terms of Infrastructure and Resources</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Verbal Description</b>
1. Limited ICT related materials	2.69	1.0193	High
2. Unavailability of internet connection	2.66	1.0505	High
3. Unavailability of computer equipment	2.54	1.0229	High
4. Inadequate learning resources	2.58	0.9364	High
5. Limited workbooks and modules	2.62	0.9609	High
<b>TOTAL</b>	<b>2.62</b>	<b>0.9980</b>	<b>High</b>
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

3.1.3. Resistance to Change

Table 4 presents survey results on barriers in terms of resistance to change. "Teachers are more comfortable on the old ways" obtained the highest mean of 2.42 (SD=0.9509), indicating a low barrier level. "Learners are not interested in the program" followed with a mean of 2.31 (SD=0.9782). "Teachers have less confidence in the new program" had a mean of 2.20 (SD=0.9213). "School leaders are reluctant to implement the program" received a mean of 2.05 (SD=0.7001). "Teachers are unwilling to implement it" had the lowest mean of 2.01 (SD=1.0662). The overall weighted mean was 2.20, indicating a low barrier level.

The findings show that teachers, students, and school administrators were mostly positive and welcoming toward program implementation. These outcomes match Moleta and Yango's (2023) research stating that teachers need effective training and assistance to be prepared for change.

**Table 4** Barriers in Terms of Resistance to Change

<b>Barriers of Catch – Up Fridays Program in Terms of Resistance to Change</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Verbal Description</b>
1. Teachers are unwilling to implement it	2.01	1.0662	Low
2. Teachers are more comfortable on the old ways	2.42	0.9509	Low
3. School leaders are reluctant to implement the program	2.05	0.7001	Low
4. Less confidence of the teacher to the new program	2.20	0.9213	Low
5. Learners are not interested to it.	2.31	0.9782	Low
<b>TOTAL</b>	<b>2.20</b>	<b>0.9234</b>	<b>Low</b>
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

3.1.4. Support from Superiors

Table 5 presents survey results on barriers in terms of support from superiors. "School heads do not provide technical assistance to teachers" obtained the highest mean of 2.28 (SD=0.9583). "School heads do not allocate enough budget to

the program" followed with a mean of 2.26 (SD=0.7226). "School heads do not conduct periodic assessment and evaluation" had a mean of 2.14 (SD=0.8652). "School heads are less knowledgeable about the program" received a mean of 2.09 (SD=0.9388). "School heads are not supportive" had the lowest mean of 2.01 (SD=0.8276). The overall weighted mean was 2.16, indicating a low barrier level.

School principals are overall supportive and involved in program implementation. These findings are consistent with Transformational Leadership Theory (Burns, 1978), which emphasizes school leaders as inspirers and supporters. Winarsih & Purnomo (2023) and Syomwene (2018) emphasized that effective leadership and conducive school environment are essential for successful program implementation.

**Table 5** Barriers in Terms of Support from Superiors

<b>Barriers of Catch – Up Fridays Program in Terms of Support From the Superiors</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Verbal Description</b>
1. School heads are less knowledgeable to the program	2.09	0.9388	Low
2. School heads are not supportive	2.01	0.8276	Low
3. School heads does not conduct periodic assessment and evaluation	2.14	0.8652	Low
4. School heads does not allocate enough budget to the program	2.26	0.7226	Low
5. School heads does not provide technical assistance to the teachers	2.28	0.9583	Low
<b>TOTAL</b>	<b>2.16</b>	<b>0.8625</b>	<b>Low</b>
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

3.1.5. Policies and Standards

Table 6 presents survey results on barriers in terms of policies and standards. "Overlapping policies with other programs" obtained the highest mean of 2.81 (SD=0.9462), indicating a high barrier level. "No clear guidelines coming from higher authorities" received a mean of 2.49 (SD=0.9252). "Teachers are not well-informed on its policies and standards" followed with a mean of 2.47 (SD=0.8948). "Lack of policies that firmly implement Catch-Up Fridays" received a mean of 2.45 (SD=0.9237). "Inconsistency of policies from school to school" obtained the lowest mean of 2.38 (SD=0.6559). The overall weighted mean was 2.52, indicating a high barrier level.

The greatest stumbling block is overlap with existing initiatives from other programs, creating potential confusion and diluted focus. These results align with Hidayatullah and Rodiyah (2022), who found that effective implementation requires clear communication, well-defined structures, and reduced bureaucratic complexity.

**Table 6** Barriers in Terms of Policies and Standards

<b>Barriers of Catch – Up Fridays Program in Terms of Policies and Standards</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Verbal Description</b>
1. Lack of policies that firmly implements the Catch – Up Fridays	2.45	0.9237	Low
2. Teachers are not well-informed on its policies and standards	2.47	0.8948	Low
3. Inconsistency of policies from school to school	2.38	0.6559	Low
4. Overlapping policies with other programs	2.81	0.9462	High
5. No clear guidelines coming from the higher authorities	2.49	0.9252	Low
<b>TOTAL</b>	<b>2.52</b>	<b>0.8691</b>	<b>High</b>
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

3.1.6. *Trainings for Teachers*

Table 7 presents survey results on barriers in terms of trainings for teachers. "Teachers were not provided with technical know-how about the program" obtained the highest mean of 2.55 (SD=0.9951), indicating a high barrier level. "Teachers are not well-oriented about the program" and "lack of training for teachers about the program" both had a mean of 2.46 (SD=1.0751). "Inadequate guidance among teachers on program implementation" had a mean of 2.39 (SD=0.9482). "Limited capability of teachers for program implementation" had the lowest mean of 2.32 (SD=0.9807). The overall weighted mean was 2.44, indicating a low barrier level.

The evidence is consistent with Pauling et al. (2021) and Nageen et al. (2023), who found that lack of sufficient teacher training and knowledge is a barrier to successfully implementing school programs.

**Table 7** Barriers in Terms of Trainings for Teachers

<b>Barriers of Catch - Up Fridays Program in Terms of Trainings for the Teachers</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Verbal Description</b>
1. Teachers are not well-oriented about the program	2.46	1.0751	Low
2. Limited capability of the teachers for the program’s implementation	2.32	0.9807	Low
3. Lack of trainings for teacher about the program	2.46	1.0751	Low
4. Teachers were not provided with the technical know-how about the program	2.55	0.9951	High
5. Inadequate guidance among the teachers on the program’s implementation	2.39	0.9482	Low
TOTAL	2.44	1.0149	Low
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

3.1.7. *Summary of Barriers*

Table 8 presents the overall summary of barriers. Budget allocations had the highest mean of 2.78 (SD=0.8851), followed by infrastructure and resources (2.62, SD=0.9980), and policies and standards (2.52, SD=0.8691)—all high barrier levels. Resistance to change had a mean of 2.20 (SD=0.9234), support from superiors (2.16, SD=0.8625), and trainings for teachers (2.44, SD=1.0149)—all low barrier levels. The overall weighted mean was 2.45, indicating a low barrier level.

**Table 8** Summary of Barriers in Program Management of Catch-Up Fridays

<b>Barriers of Catch - Up Fridays Program in Rural Schools</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Verbal Description</b>
Budget Allocations	2.78	0.8851	High
Infrastructure and Resources	2.62	0.9980	High
Resistance to Change	2.20	0.9234	Low
Support From the Superiors	2.16	0.8625	Low
Policies and Standards	2.52	0.8691	High
TOTAL	2.45	0.9255	Low
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

### 3.2. Success Indicators in the Program Management of Catch-Up Fridays

#### 3.2.1. Student Outcomes

Table 9 presents success indicators in terms of student outcomes. "Implementation helped learners improve literacy skills" obtained the highest mean of 3.11 (SD=1.0412). "Implementation helped learners to develop positive learning practices" received a mean of 3.05 (SD=1.0189). "Implementation helped learners improve numeracy skills" and "helped learners improve academic performance" both had means of 3.08 (SD=1.0035). "Implementation helped learners improve study habits" had the lowest mean of 2.99 (SD=0.9861). The overall weighted mean was 3.06, indicating a high success level.

These results align with Saro et al. (2024), who highlighted that Catch-Up Fridays with contextualized materials enhance reading competence, and Babajani et al. (2023), who stated that student engagement directly affects academic satisfaction and achievement.

**Table 9** Success Indicators in Terms of Student Outcomes

Success Indicators of <i>Catch – Up Fridays</i> Program in Terms of Student Outcomes	$\bar{X}$	SD	Verbal Description
1. The implementation of the <i>Catch – Up Fridays</i> helped the learners improve their literacy skills	3.11	1.0412	High
2. The implementation of the <i>Catch – Up Fridays</i> helped the learners improve their numeracy skills	3.08	1.0035	High
3. The implementation of the <i>Catch – Up Fridays</i> helped the learners to improve in their academic performance	3.08	1.0035	High
4. The implementation of the <i>Catch – Up Fridays</i> helped the learners improve their study habits	2.99	0.9861	High
5. The implementation of the <i>Catch – Up Fridays</i> helped the learners to develop positive learning practices	3.05	1.0189	High
TOTAL	3.06	1.0106	High
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

#### 3.2.2. Student Engagement and Satisfaction

Table 10 presents success indicators in terms of student engagement and satisfaction. "Implementation helped learners gain interest in learning" obtained the highest mean of 3.08 (SD=0.7169). "Catch-Up Fridays helped learners be more attentive in class" and "made learners more satisfied with studies" both had means of 3.03 (SD=0.7397 and 0.7585 respectively). "Implementation made learners more focused" and "more engaged in studies" both had means of 3.01 (SD=0.7764 and 0.7674). The overall weighted mean was 3.03, indicating a high success level.

This finding aligns with Setyawati et al. (2022), who discovered that interventions promoting teacher-student interaction yield satisfaction and engagement.

**Table 10** Success Indicators in Terms of Student Engagement and Satisfaction

Success Indicators of <i>Catch – Up Fridays</i> Program in Terms of Student Engagement and Satisfaction	$\bar{X}$	SD	Verbal Description
1. The implementation of the <i>Catch – Up Fridays</i> helped the learners to gain interest in learning	3.08	0.7169	High
2. The implementation of the <i>Catch – Up Fridays</i> made the learners more focused in their studies	3.01	0.7764	High

3. The implementation of the Catch – Up Fridays made the learners more engaged in their studies	3.01	0.7674	High
4. The Catch – Up Fridays made the learners more satisfied with their studies	3.03	0.7585	High
5. The Catch – Up Fridays helped the learners be more attentive in the class.	3.03	0.7397	High
TOTAL	3.03	0.7518	High
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

### 3.2.3. Teaching Quality

Table 11 presents success indicators in terms of teaching quality. "Catch-Up Fridays improved pedagogical approaches of teachers" obtained the highest mean of 2.93 (SD=0.6689). "Catch-Up Fridays helped teachers improve instructional quality" and "helped teachers gain varied teaching methods" both had means of 2.89 (SD=0.7322). "Implementation made teachers more effective in delivering their lessons" had a mean of 2.86 (SD=0.6688). "Catch-Up Fridays helped teachers be more productive" had the lowest mean of 2.82 (SD=0.6487). The overall weighted mean was 2.88, indicating a high success level.

These outcomes align with Syomwene (2018) and Rutstein et al. (2019), who highlighted that teaching quality and curriculum relevance are primary elements of effective school program application.

**Table 11** Success Indicators in Terms of Teaching Quality

Success Indicators of <i>Catch – Up Fridays</i> Program in Terms of Teaching Quality	$\bar{X}$	SD	Verbal Description
1. The Catch – Up Fridays helped the teachers be more productive	2.82	0.6487	High
2. The Catch – Up Fridays helped the teachers improve their instructional quality	2.89	0.7322	High
3. The implementation of the Catch – Up Fridays made the teacher more effective in their delivering their lessons	2.86	0.6688	High
4. The Catch – Up Fridays improved the pedagogical approaches of the teachers	2.93	0.6689	High
5. The Catch – Up Fridays helped the teachers to gain varied teaching methods and techniques	2.89	0.7322	High
TOTAL	2.88	0.6901	High
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

### 3.2.4. Curriculum Relevance and Rigor

Table 12 presents success indicators in terms of curriculum relevance and rigor. "Catch-Up Fridays supported DepEd curriculum implementation" obtained the highest mean of 3.19 (SD=0.6553). "Catch-Up Fridays helped teachers implement literacy and numeracy programs" had a mean of 3.16 (SD=0.6830). "Catch-Up Fridays strengthened current curriculum" and "complements high standards in literacy and numeracy" both had means of 3.12 (SD=0.7206 and 0.7013). "Catch-Up Fridays strictly follows DepEd standards" had the lowest mean of 3.08 (SD=0.7169). The overall weighted mean was 3.14, indicating a high success level.

These findings are consistent with Rutstein et al. (2019) and Syomwene (2018), who stated that alignment with national curriculum frameworks and uniform rigor play important roles in student success.

**Table 12** Success Indicators in Terms of Curriculum Relevance and Rigor

Success Indicators of <i>Catch – Up Fridays</i> Program in Terms of Curriculum Relevance and Rigor	$\bar{X}$	SD	Verbal Description
1. The Catch – Up Fridays supported the implementation of the DepEd curriculum	3.19	0.6553	High
2. The Catch – Up Fridays program strengthen the current curriculum	3.12	0.7206	High
3. The Catch – Up Fridays program helped the teachers to implement the literacy and numeracy programs of DepEd	3.16	0.6830	High
4. The Catch – Up Fridays strictly follows the standards of DepEd	3.08	0.7169	High
5. The Catch – Up Fridays complements the high standards in literacy and numeracy program	3.12	0.7013	High
TOTAL	3.14	0.6954	High
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

### 3.3. Equity and Inclusivity

Table 13 presents success indicators in terms of equity and inclusivity. "Catch-Up Fridays is instrumental in developing numeracy and literacy skills of slow learners" obtained the highest mean of 3.09 (SD=0.6656). "Catch-Up Fridays helped less fortunate learners gain desirable competency skills" and "provided fair treatment regardless of backgrounds" both had means of 3.08 (SD=0.6776). "Catch-Up Fridays helped learners have equal access to quality education" had a mean of 3.07 (SD=0.6481). "Catch-Up Fridays gave opportunity to learners from disadvantaged sectors" had the lowest mean of 2.97 (SD=0.6819). The overall weighted mean was 3.06, indicating a high success level.

These results are coherent with Rafique and Hameed (2021) and Gona et al. (2023), who emphasized that inclusive school practices ensure equitable learning opportunities for all learners.

**Table 13** Success Indicators in Terms of Equity and Inclusivity

Success Indicators of <i>Catch – Up Fridays</i> Program in Terms of Equity and Inclusivity	$\bar{X}$	SD	Verbal Description
1. The Catch – Up Fridays helped the learners who are less fortunate to gain desirable competency skills	3.08	0.6776	High
2. The Catch – Up Fridays helped the learners to equally access to quality education	3.07	0.6481	High
3. The Catch – Up Fridays is instrumental in developing the numeracy and literacy skills of the slow learners	3.09	0.6656	High
4. The Catch – Up Fridays gave opportunity to learners from disadvantaged sectors to get quality education	2.97	0.6819	High
5. The Catch – Up Fridays provided fair treatment to the learners regardless of their backgrounds	3.08	0.6776	High
TOTAL	3.06	0.6701	High
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

#### 3.3.1. Stakeholder Satisfaction

Table 14 presents success indicators in terms of stakeholder satisfaction. "School community members are happy with Catch-Up Fridays implementation" obtained the highest mean of 2.62 (SD=0.8227), indicating a high level. "Catch-Up Fridays is supported by parents of learners" had a mean of 2.54 (SD=0.8471). "Stakeholders showed appreciation to

program implementation" received a mean of 2.49 (SD=0.8150). "Catch-Up Fridays is supported by stakeholders" had a mean of 2.45 (SD=0.7611). "Stakeholders provide teachers with materials" had the lowest mean of 2.38 (SD=0.8712). The overall weighted mean was 2.49, indicating a low success level.

These findings are consistent with Khadija (2022) and Pasubillo and Asio (2023), who suggest that stakeholder involvement is crucial for effective implementation of school programs.

**Table 14** Success Indicators in Terms of Stakeholder Satisfaction

Success Indicators of <i>Catch - Up Fridays</i> Program in Terms of Stakeholder Satisfaction	$\bar{X}$	SD	Verbal Description
1. The Catch – Up Fridays is supported by the stakeholders	2.45	0.7611	Low
2. The Catch – Up Fridays is supported by the parents of the learners	2.54	0.8471	High
3. The school community members are happy with the implementation of the Catch – Up Fridays	2.62	0.8227	High
4. The stakeholders provide the teachers with materials that could be used for the Catch – Up Fridays program	2.38	0.8712	Low
5. The stakeholders showed appreciation to the implementation of the Catch – Up Fridays program	2.49	0.8150	Low
TOTAL	2.49	0.8234	Low
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

### 3.3.2. Innovation and Continuous Improvement

Table 15 presents success indicators in terms of innovation and continuous improvement. "Catch-Up Fridays has been an effective tool for National Learning Recovery Program" obtained the highest mean of 3.01 (SD=0.7402). "Catch-Up Fridays turned out to be effective in improving learner skills" had a mean of 2.97 (SD=0.7580). "Catch-Up Fridays helped DepEd improve current curriculum" had a mean of 2.96 (SD=0.7483). "Implementation showed improvement in education system" had a mean of 2.91 (SD=0.7247). "Catch-Up Fridays turned out to be an innovative program that helped learners" had the lowest mean of 2.88 (SD=0.6183). The overall weighted mean was 2.95, indicating a high success level.

These results correspond to Cerado and Garcia (2020) and Mago and Aima (2023), who focused on continuous enhancement and innovation of school programs accompanied by evidence-based assessment.

**Table 15** Success Indicators in Terms of Innovation and Continuous Improvement

Success Indicators of <i>Catch - Up Fridays</i> Program in Terms of Innovation and Continuous Improvement	$\bar{X}$	SD	Verbal Description
1. The implementation of the Catch – Up Fridays showed an improvement in the education system	2.91	0.7247	High
2. The Catch – Up Fridays turned out to be an innovative program that helped the learners	2.88	0.6183	High
3. The Catch – Up Fridays helped DepEd in improving the current curriculum.	2.96	0.7483	High
4. The Catch – Up Fridays turned out to be effective in improving the skills of the learners	2.97	0.7580	High
5. Catch – Up Fridays have been an effective tool for National Learning Recovery Program	3.01	0.7402	High
TOTAL	2.95	0.7179	High

*Legend: N=79;  $\bar{x}$  = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High*

### 3.3.3. Summary of Success Indicators

Table 16 presents the overall summary of success indicators. Curriculum relevance and rigor had the highest mean of 3.14 (SD=0.6954), followed by student outcomes (3.06, SD=1.0106), equity and inclusivity (3.06, SD=0.6701), student engagement and satisfaction (3.03, SD=0.7518), innovation and continuous improvement (2.95, SD=0.7179), teaching quality (2.88, SD=0.6901), and stakeholder satisfaction (2.49, SD=0.8234). The overall weighted mean was 2.94, indicating a high success level.

**Table 16** Summary of Success Indicators in Program Management of Catch-Up Fridays

Success Indicators of Catch – Up Fridays Program in Rural Schools	$\bar{X}$	SD	Verbal Description
Student Outcomes	3.06	1.0106	High
Student Engagement and Satisfaction	3.03	0.7518	High
Teaching Quality	2.88	0.6901	High
Curriculum Relevance and Rigor	3.14	0.6954	High
Equity and Inclusivity	3.06	0.6701	High
Stakeholder Satisfaction	2.49	0.8234	Low
Innovation and Continuous Improvement	2.95	0.7179	High
TOTAL	2.94	0.7656	High
<i>Legend: N=79; <math>\bar{x}</math> = Mean; SD = Standard Deviation; 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High</i>			

### 3.4. Issues and Concerns Encountered

Table 17 presents issues and concerns encountered. Conflict in schedule and time constraints ranked 1st with 28 responses. Limited access to learning resources ranked 2nd with 26 responses. Lack of funds and materials ranked 3rd with 25 responses. No support from parents and stakeholders ranked 4th with 15 responses. Additional workload for teachers ranked 5th with 11 responses. Lack of training for teachers had 10 responses. The program failed to create learner engagement had 7 responses. The program is not needed by all learners and program does not address diverse learning each had 6 responses. Limited support from school administrators had 5 responses. Mental exhaustion and stress for teachers and learners not interested in the program each had 4 responses. The program uses lots of time and effort, lack of close monitoring from authorities, and students view program as punishment each had 2 responses.

These findings are consistent with Utomo and Melaningsih (2023) and Rachman et al. (2020), who cited time constraints, insufficient funding, and non-participation of community as main obstacles. The issue of teacher workload and emotional load correlates with Yambot et al. (2023), demonstrating emotional burden and stress of teachers with implementation of new programs.

**Table 17** Issues and Concerns Encountered on the Conduct of Catch-Up Fridays Program

Issues and Concerns on the Conduct of the <i>Catch – Up Fridays</i> Program	$\bar{X}$	SD
Conflict in schedule and time constraints	28	1 <sup>st</sup>
Limited access to learning resources	26	2 <sup>nd</sup>
Lack of funds and materials	25	3 <sup>rd</sup>
No support from parents and stakeholders	15	4 <sup>th</sup>
Additional workload for teachers	11	5 <sup>th</sup>

Lack of training for teachers	10	6 <sup>th</sup>
Program failed to create learner engagement	7	7 <sup>th</sup>
Program is not needed by all learners	6	8 <sup>th</sup>
Program does not address diverse learning	6	9 <sup>th</sup>
Limited support from school administrators	5	10 <sup>th</sup>
Mental exhaustion and stress for teachers	4	11 <sup>th</sup>
Learners are not interested in the program	4	12 <sup>th</sup>
The program uses lots of time and effort	2	13 <sup>th</sup>
Lack of close monitoring program from authorities	2	14 <sup>th</sup>
Students view the program as punishment	2	15 <sup>th</sup>
TOTAL	2.78	0.8851

### 3.5. Relationship Between Barriers and Success Indicators

Table 18 presents Pearson-r results between barriers and success indicators. The correlation coefficient ( $r = -0.025$ ) with a p-value of 0.834 indicated no significant relationship between barriers and success indicators. The decision was to fail to reject the null hypothesis, meaning the presence of barriers does not have a statistically significant relationship with the level of success indicators as perceived in program implementation.

The results imply that despite challenges encountered in funding, infrastructure, support, policies, and training, program implementation continued to yield favorable outcomes. This could indicate that teachers and school heads worked hard to surmount difficulties so the program is successful. It also shows possibility of intervening variables, such as teacher commitment or student resilience, enabling success despite obstacles. This observation is consistent with Berkel et al. (2018), who asserted that impact of external barriers can be reduced by process quality, fidelity, and teacher commitment.

**Table 18** Significant Relationship Between Barriers and Success Indicators

Variables Correlated	Pearson $r$ - value	p- Value (2 tailed)	Decision
Barriers and Success Indicators in the Implementation of the <i>Catch - Up Fridays</i> Program in the Rural Schools	-0.025	0.834	Failed to Reject the $H_0$

\*Legend: 0.05 = Level of significance\*

## 4. Conclusion

The following conclusions are drawn from the findings:

- The low level of barriers in program management of Catch-Up Fridays could be attributed to general perceptions of teachers and school heads that the program has positive effects on learners. The program connects with students' lives, experiences, and future aspirations, challenging students to think critically, solve problems, and apply knowledge meaningfully.
- Teachers viewed the implementation of Catch-Up Fridays program as successful overall. The most pressing problems are that teachers experience additional workload on top of existing curricular and co-curricular programs, and the program requires additional materials that cannot be appropriately appropriated.
- The absence of a statistically significant relationship between barriers and success indicators means that despite challenges encountered in funding, infrastructure, support, policies, and training, program implementation continued to yield favorable outcomes. This suggests that teachers and school heads exerted effort to overcome these challenges, ensuring program success.

## 4.1. Recommendations

### 4.1.1. Practical Recommendations

The study highly recommends the creation of an enhanced school-based remediation roadmap to assist school administrators and teachers in implementing a remediation program among learners. DepEd decision-makers should prioritize the following aspects in remediation program implementation: conflict in schedule and time constraints, limited access to learning resources, lack of funds and materials, limited support from parents and stakeholders, additional workload for teachers, and lack of training for teachers. The output of the study, titled "Enhanced School-Based Remediation Roadmap," should be adopted in public elementary schools in rural areas.

### 4.1.2. Recommendations for Future Research

The following titles and topics for further study are recommended to future researchers:

- Issues and Concerns Encountered by School Community Members on Implementation of Literacy Remediation Program
- Factors Affecting Outcomes of Implementation of Catch-Up Fridays Program
- Levels of Literacy and Numeracy Skills of Grade 6 Learners Before and After Implementation of Catch-Up Fridays Program

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.”

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