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## AN UNTOLD STORY: IMPLEMENTATION OF THE CATCH-UP FRIDAY

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### Abstract

*Catch-up Friday is a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum. The main objective of this research is to explore the experiences of public-school teachers related to the implementation of Catch-Up Fridays in a secondary school in the Carmen District, Division of Davao del Norte, during the school year 2024-2025. There were ten (10) participants, with five (5) teachers undergoing in-depth interviews and five (5) participating in focus group discussions. Through purposive sampling to identify and select participants who can provide meaningful information. Moreover, Catch-Up Friday has been a useful and successful way to help people be more productive, lower their stress at work, and have a better work-life balance. Catch-Up Friday has proven to be an effective strategy for boosting productivity, reducing workplace stress, and improving work-life balance by giving staff dedicated time to complete tasks and plan without interruptions. With strong institutional support and clear communication, organizations saw increased morale and engagement, highlighting the lasting benefits of thoughtful time management initiatives. Based on the evidence, the researcher suggests that Catch-Up Fridays be used strategically by students to complete pending work and by teachers to provide targeted differentiated instruction. To ensure its effectiveness, school leaders should institutionalize the practice with proper support, clear guidelines, and consistent monitoring, while future research should evaluate its long-term impact on academic performance and student well-being across various contexts.*

**Keywords:** Catch-up Friday, challenges, experiences and phenomenological

## INTRODUCTION

Teachers act as implementers of the learning process, creating meaningful experiences, designing assessments, and providing feedback to support student excellence (Pacana & Cabaguing, 2023). However, they continue to face challenges such as limited time, teaching students at diverse levels, lack of preparedness, low student motivation, and limited parental involvement, all of which affect their roles in programs like Catch Up Fridays (Raymunde, 2024).

Filipino teachers encounter this reality. They struggle to balance their time to give adequate attention to all their students. Since many students need help at the same time, it becomes challenging to adequately address everyone's needs, making it difficult to effectively implement the program (Paculba, 2024). At times, misunderstandings and disagreements arise among teachers when teaching Catch-up Fridays, as some are unwilling to give their time due to the numerous activities happening in the school. Eventually, the teachers agree, for the sake of the students, to address and provide solutions to the gaps in understanding, reading, and numeracy.

Catch-up Fridays in schools serve as valuable opportunities for students to revisit and complete unfinished assignments, receive individualized support, and reinforce their understanding of academic content. This dedicated time reduces student stress and promotes a more inclusive learning environment by allowing learners to work at their own pace (Fuentes, 2024). Additionally, implementing catch-up sessions is associated with improved academic outcomes and increased student engagement, particularly in post-pandemic education settings where learning gaps are more pronounced (Hernando-Malipot, 2024).

The Catch-Up Friday program aims to fill gaps in macro skills, particularly in reading. However, it presents noticeable challenges, especially in terms of student participation. While some students use this time effectively to catch up on subjects, clarify questions, and complete unfinished tasks, others treat it as a free day. This disparity creates an unequal learning environment, where diligent students benefit while less motivated ones fall further behind. Teachers struggle to ensure all students use the time productively, as the absence of a structured class schedule often leads to distractions and reduced focus (Chi, 2024).

## THEORETICAL BACKGROUND

This study is anchored on organizational behavior theory, especially the Job Demands-Resources (JD-R) model. This paradigm says that employment resources like flexible hours, independence, and assistance help workers handle their work demands, avoid burnout, and do better at their jobs (Demerouti et al., 2001). "Catch-Up Friday" is a strategic time resource that helps employees wrap up tasks, get ready for the week ahead, and lower the mental stress that comes with multitasking and deadlines. This approach fits with what Bakker and Demerouti (2017) found: when companies give their employees time and freedom, they are more engaged and less emotionally drained. Furthermore, experience programs like "Catch-Up Friday" show that organizations are adapting to the new normal by recognizing the need for human-centered work design.

From the perspective of a learning organization, the idea of "Catch-Up Friday" is like Kolb's experiential learning theory, which says that reflection is an important part of professional progress (Kolb,

1984). Organizations promote a culture of learning from previous mistakes and always getting better by making time for regular reflection and concentrated catch-up. This contemplative area helps workers not only finish things that are still on their to-do list but also rethink their priorities, procedures, and results. The practice helps with long-term learning and creativity. The technique also fits with modern ideas about flexible work schedules and work-life balance, which help both people and businesses be more productive (Allen, 2013). By doing things like this, firms build teams that are strong and flexible enough to do well in changing work settings.

### Research Objectives

To validate these sentiments, the researcher is motivated to conduct a study that exposes the various feelings, experiences, challenges, and perspectives of teachers involved in this phenomenon. Based on the previously mentioned problems, this study aims to address the following questions:

1. What are the experiences of teachers in promoting Catch-Up Fridays?
2. What are the challenges faced by teachers in promoting Catch-Up Fridays?
3. What are the perspectives of teachers regarding the promotion of Catch-Up Fridays?

## METHODS

### Research Design

The qualitative design of this paper includes a phenomenological method. Phenomenology is the study of the structures of consciousness as experienced from an individual's viewpoint. The primary structure of an experience is formed by its goal, whether directed toward it or not. Qualitative research primarily seeks to understand underlying motivations, opinions, and justifications. It offers ideas or insights into issues for possible research or helps shape hypotheses. Focusing on wholeness, phenomenology examines entities from all aspects and viewpoints to form a consistent picture of reality or experience. Empirical phenomenological studies provide in-depth descriptions based on people's experiences, serving as a foundation for thoughtful analysis aimed at understanding the core of events. Therefore, this design concentrates on examining experiences from people's viewpoints and seeks to clarify the relevance of a phenomenon while exploring how chosen instructors use Catch-Up Fridays (Ntara & Odongo, 2024).

This research gathers information that does not use numbers. The study uses a phenomenological approach that values the experiences of the respondents. The researcher believes that it is important to give meaning to their feelings toward the unusual experience. Additionally, the researcher investigates how participants react to Catch-Up Fridays, recording their responses during detailed interviews and group discussions to understand their complaints, strengths, and challenges with the program (Emiliussen, Christiansen & Klausen, 2021).

### Location of Study

This study focuses on the Municipality of Carmen, Davao del Norte, Region XI, Philippines. The researcher decided to conduct the research with the municipality, which made it easier for the researcher to administer and collect the information based on the participants' responses.

## Research Instruments

Open-ended questions allow respondents to express their thoughts in their terms, unlike the predetermined set of answer options used in this study. I ask my research participants about their experiences, mechanisms, and learnings related to the implementation of Catch-Up Friday using interview guide questions. During the interview, the researcher takes notes on the participants' responses, and I use a voice recorder to record the entire conversation, then conduct a verbatim translation to expedite the coding process. According to Mirza, Bellalem & Mirza (2023), they need to follow the procedure in conducting research. In addition, the researcher formulates the interview guide questions for this study, which receive expert validation.

This approach involves the interviewer attempting to facilitate a natural conversation by posing open-ended questions related to the study topic. This strategy is appropriate for studies in which the researcher possesses insufficient information about the phenomenon. I design the interview questions to elicit the feelings of teachers teaching outside their field. Data coding was also implemented, where the data analyst could significantly contribute to the collection and organization of qualitative data by combining, arranging, and categorizing it in the simplest and most understandable way. Then, they explain with proper focus on a few data points while disregarding other parts that are no longer important. The researcher also utilized data illustrations to present or report the data in a systematic and neat manner.

## Research Respondents

In carrying out this study, I chose to use purposive sampling to identify and select participants who can provide meaningful information. Thus, the teachers involved in this study are those who implemented the catch-up Friday. The participants involved in this study are Filipino teachers who implemented Catch Up Fridays at Carmen National High School during the school year 2024-2025. This study includes ten informants for in-depth interviews, highlighting that Creswell's principle (2011) suggests there should be between five and twenty-five participants in phenomenological research interviews.

## Research Procedure

The data collection steps include setting the boundaries of the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing a protocol for recording information. Thus, before conducting the study, the researcher sought permission from the school division superintendent of Davao del Norte and gave formal letters of consent to the principal of Carmen National High School. The researcher explained to the informants the methods and processes of obtaining information from them. The researcher also conveyed to the informants that their participation was voluntary and of their own volition. Participants were told their identities would be kept secret and that a code would protect their data. Above all, the researcher assured them that their responses and statements would be kept confidential.

## Data Analysis

This study used thematic analysis of informant and participant responses. Thematic analysis is a method of identifying, analyzing, and reporting patterns or themes found in the data collected (Naeem & Ozuem, 2023). Thus, the purpose of qualitative analysis is to interpret the data and resulting themes to better understand the studied events. These ideas represent the informants' responses to

the questions posed during the in-depth interview. In addition, because of the large and dense amount of information obtained, not all of it was used in qualified research; therefore, the researcher carefully selected and examined the data. They explain that it is a process of focusing on certain data points while dismissing others that are less significant. They describe the impact of this technique as combining similar details to generate a few themes, typically five to seven.

## RESULTS AND DISCUSSION

The researcher meticulously recorded the gathered data from participant individual and group interviews, then forwarded it to the analyst for examination and development of the themes and ideas. The completed interview, which presents participant replies and gathered data, serves as the primary information source for this paper. Conversely, due to the lack of teaching personnel, educators are required to instruct beyond their field of knowledge.

### The experiences of teachers in promoting Catch-Up Fridays

This section's themes are derived from the specific research question. "What are your positive experiences in fulfilling Catch-up Fridays?" The responses yielded ten (10) themes: decreased stress levels, youth gaining skills, helping identify students struggling with reading, having the opportunity to discuss topics not covered in class, demonstrating a desire to learn, being able to read but with limited comprehension, happy, productive, and active students, emphasizing values education, increased confidence among children, and sharing knowledge.

**The Level of Stress Decreases.** This theme demonstrates a positive change in mental well-being. It often indicates that individuals or groups are experiencing a reduction in stress, which may result from various factors such as improved work-life balance, effective stress management strategies, or supportive environments.

Respondent 1 shared that there has been a decrease in stress levels due to Catch-up Fridays. He expressed "My positive experience with Catch-up Fridays has reduced my stress levels because you can focus on children who need immediate assistance, especially in reading. You can also deepen a child's understanding of their life or what they want in it. As a teacher, you can talk to students one-on-one and express their feelings".

**Youth Experience.** This theme emphasizes focusing on enhancing the well-being and happiness of young people. The concept of bringing joy to young people encompasses various aspects, including creating opportunities for personal growth, promoting a positive environment, and ensuring access to resources that contribute to their overall happiness. This may include initiatives such as engaging educational programs, recreational activities, or support systems that address the needs and interests of young people.

Respondent 2 stated that Catch-up Fridays contributed to mental and emotional health and self-esteem and fostered social interactions. They revealed that they have a positive experience in implementing Catch-up, which probably gives me satisfaction based on the faces of the youth. When students are satisfied, it's evident on their faces; they appear joyful, and this sentiment resonates with the teacher, who believes they've completed their tasks based on the children's contented expressions. I can say it "made an impact" and "penetrated," and we can feel what we shared.



**Helping to Identify Students Struggling with Reading.** This theme emphasizes the importance of recognizing and supporting students who have difficulty reading, which is crucial for their academic success and overall development. Identifying students who struggle with reading is an important step in addressing their challenges and providing targeted interventions.

Respondent 3 shared that Catch-up Fridays can improve reading skills, boost self-confidence, and enhance overall academic performance. It also helps to prevent the long-term consequences of reading difficulties, such as decreased educational attainment and limited career opportunities, and he added that students who are having trouble reading were helped. Then the activities in Catch Up help enhance their numeracy skills as well.

**The Opportunity to Discuss Undiscussed Topics in Class.** This theme emphasizes the importance of revisiting and addressing topics or issues that may not have been fully covered during classroom discussions. In a classroom setting, time constraints and curriculum limitations often mean that not all relevant topics or student concerns can be thoroughly examined during scheduled lessons. This gap can leave students with unanswered questions or incomplete understanding.

Respondent 4 shared that creating opportunities to revisit and discuss overlooked topics allowed them to ensure that all essential aspects of the curriculum were covered, leading to a more comprehensive learning experience, and they had positive experiences in implementing Catch-up Fridays. I had the opportunity to be a subject in class discussions on topics we wouldn't discuss in regular classes when teaching the Filipino subject. At Carmen National High School, the teachers of the Filipino subject were tasked to collaborate with ESP to carry out activities in teaching reading and literacy skills, even though the topics were still in ESP.

**Desire to Learn.** This theme emphasizes the acknowledgment and desire of students to learn. Recognizing this desire is crucial for both educators and students, as it can significantly impact educational outcomes and experiences.

Respondent 5 indicated that for students, recognizing their desire can be highly motivating. It strengthens their commitment to learning and encourages them to pursue their interests with greater enthusiasm. He revealed that. Okay. Thank you very much for your question. First, my positive experience as a teacher in Catch-up Friday is seeing the willingness of the children to learn the lessons they need. The children need to catch up on their lessons or acquire the necessary skills so they can proceed to a higher level of education. If we don't understand the fundamentals of literacy and numeracy, we may find it challenging to advance to higher levels without a solid foundation. This is why the students are highly engaged in the various activities organized by the teachers.

**Able to read but have limited understanding.** This theme describes a situation where students can decode text but struggle to fully comprehend or grasp its meaning. Reading comprehension is a critical skill that goes beyond mere word recognition. It involves interpreting, analyzing, and deriving meaning from the information conveyed in the text. When a person can read but has limited understanding, they may be able to pronounce words correctly and follow the surface level of the text but may have difficulty with deeper understanding, such as grasping main ideas, making inferences, or connecting content to their knowledge.

Respondents noted that reading without comprehension poses a challenge due to various factors, including the difficulty of achieving a deeper understanding, and they emphasized that understanding the relationship between reading ability and comprehension is essential for effective learning and academic success. He said, There are positive experiences happening, and there are also negative experiences. You can't avoid that. Well, my positive experiences, since I'm handling English, are really numerous. Our youth really have a lot of output in our basic activities that we use in English. Some of them can read, but others can only read without understanding the material.

**Happy, Productive, and Active Learners.** This theme describes an ideal student who displays positive traits and behaviors suitable for successful learning. A happy student is one who finds joy in the learning process and maintains a positive attitude toward school. This sense of well-being contributes to a more engaging and enjoyable educational experience. Student happiness often leads to higher motivation and enthusiasm, which can greatly enhance their overall performance and willingness to participate in various aspects of school life.

Respondents 7 & 9 shared about the positive experience with their teachers that they had; it's fun for the kids and productive. Furthermore, ma'am, they are active, even those who are usually quiet in regular classes; they participate in math games. We often have group activities that turn into contests, where students compete for the highest score. The kids become competitive, ma'am. First, ma'am, I give them the reading sheets, and then after they read them within 15 minutes, I give them message strips. The student at the back reads the message strip, then relays it to the student at the front, who quickly writes the entire phrase on the board. It should be complete; every word must be correct. The absence of grading adds to their enjoyment.

**Education of values is given emphasis.** This theme highlights the importance of incorporating moral and ethical teaching into the educational curriculum. Values education focuses on instilling principles such as respect, responsibility, empathy, and integrity in students. By emphasizing these values, educators aim to cultivate individuals who not only succeed academically but also exhibit strong character and ethical behavior. Interviewee 8 stated that emphasizing values education ensures that students receive a holistic education that prepares them not only for academic challenges but also for life as responsible and compassionate individuals.

Respondent 8 responded that I have a positive experience in Catch-up Friday, which can be seen in my classmates who are reading and playing, as well as in the aspects of values, health, peace, and homeroom guidance. Therefore, as a teacher, I am excited to see and restore the previous education system that children really need today. Values education has been emphasized to enhance the students' positive manners.

**Students' confidence increased.** The increase in children's confidence can be attributed to many factors. Positive reinforcement from parents, teachers, and peers plays a significant role. When children receive encouragement and recognition for their efforts and achievements, they are more likely to feel valued and capable.

Respondent 9 emphasized that creating a supportive and engaging learning environment contributes to this increase in confidence. Additionally, she said that the students' confidence increased, and

they became more comfortable talking to their teacher, participating in activities, and with their classmates. Because it was not graded. So, they were free to share themselves.

**Knowledge is shared.** This theme emphasizes the importance of sharing knowledge, skills, and experiences with others.

Respondent 10 mentioned that students have shared what they learned from the stories they encountered in their readings. He said, 'Because we use different reading materials every Friday, I can share my knowledge and various stories that I read.'

### **The challenges faced by teachers in promoting Catch-Up Fridays**

This section presents the results related to the second main question: 'What challenges do teachers face in implementing Catch-up Friday? The responses yielded eight themes, such as limited teaching time, the use of words or terminology that are not understood, student attendance and attention, identifying the needs of every student, lack of sufficient equipment, no barriers, and preparation of worksheets.

**Limited Time for Teaching.** This theme explores the challenges that arise from the limited time available for teaching on designated days. This theme is important because it highlights the tension between the goals of Catch-Up Fridays and the practical limitations imposed by shorter or more focused timeframes.

Respondent 1 confirmed that teaching these skills can be hindered by time constraints, fatigue, and a lack of focus or motivation due to other demands or pressures. He also mentioned that some possible obstacles to teaching these skills during the day include limited instructional time, fatigue and energy depletion among both students and teachers and a potential lack of motivation stemming from being behind on tasks.

**Use of Words or Terminology that are Not Understood.** This theme addresses a critical challenge in education: the use of language and terminology that may be difficult for students to understand. When teachers use complex terms or specialized vocabulary that students do not fully comprehend, it can create an obstacle to understanding. This is especially problematic.

Respondent 2 emphasizes the importance of thoroughly explaining terms or instructions that students may not immediately understand. He also said, 'Ok. Maybe for me, what I said earlier is based on the words or terminology used in an instruction that they do not understand in just one reading. They require additional explanations. Because when you explain it to them, they will understand it even more.'

**Student Attendance and Attention.** This theme emphasizes the need for careful consideration of class size when implementing educational initiatives designed to close learning gaps and support student development.

According to the respondents, 3 shared that student attendance and their focus or attention are critical for effective learning in these core skills. He mentioned that, based on his experience, student attendance and their level of attention are significant challenges he faces in teaching literacy and numeracy.

Respondent 9 also said that there were no obstacles. The only challenge I encounter is with attendance. But there are not too many. It appears that attendance issues affect about 10 to 20 percent of the class.

**Identifying the Needs of Every Student.** Understanding and responding to needs is essential to ensure that Catch-Up Fridays are truly beneficial and that each student receives the support they need to succeed.

Respondent 4 mentioned the challenges teachers face when teaching literacy and numeracy skills through 'Catch-Up Fridays.' One of the main difficulties is recognizing and addressing the individual needs of each student to ensure they can keep pace with their learning speed. This personalized approach is crucial but difficult for teachers to manage effectively. He says that one of the biggest problems is figuring out what each student needs to learn at their own pace.

**Out of Focus.** The potential benefits of these outreach sessions can significantly diminish when students struggle to focus.

Respondent 5 shared that if students are not interested or engaged, it can have a significant negative impact on their learning. Additionally, he mentioned that teachers face numerous obstacles, particularly on Catch-up Friday. The students lose focus because they are completing reading and numeracy tasks. Such behavior can have a negative effect. But the teacher can get their attention and make them enjoy their work by making it more engaging. Consequently, they established a collaborative environment.

**Lack of Sufficient Equipment.** The lack of adequate resources can significantly reduce the potential benefits of these outreach sessions that students are not interested in if classroom equipment is lacking, which can also have a substantial negative impact on their learning.

Respondent 6 suggests that by making lessons more engaging and livelier, teachers can enhance students' attention, making the learning process more enjoyable and collaborative, which ultimately improves their educational experience. Moreover, she revealed that, for me, ma'am, the hindrance is sometimes the lack of sufficient equipment to use for teaching catch-up Fridays. Occasionally, my colleagues and I just borrow from each other. This became a hindrance for me, especially if our teaching schedules coincided. There are instances when it's not a problem because it is provided to me before the Catch-up Friday class. I hope the shortages will be addressed so that we can teach properly.

**No Barriers.** By ensuring that there are no obstacles to learning, schools can take advantage of these days' effectiveness and provide students with the optimal conditions they need to address academic gaps and enhance their studies.

Respondent 7 shared that, based on his experience, he did not encounter many barriers or difficulties. He mentioned that in their math department, their master teacher provides materials and instructions in advance, particularly on Thursdays, allowing them to prepare and organize everything early, and she added, "I don't have much experience with difficulties in implementing Catch-up Friday, ma'am, in the math department. Our master teacher really gives us something. We just need to prepare early. By Thursday, we should have everything organized."

Respondent 10 is also firmly shared, in literacy and numeracy, there are no barriers that we are not facing.

**Preparation of Worksheets.** The quality of prepared materials influences how teachers and students interact when addressing learning gaps. This lesson emphasizes the importance of preparing worksheets and focusing on the needs of each student. To

effectively support each student, it is essential for teachers to understand the abilities of each child before creating activities for them.

Respondent 8, She mentioned that. Okay. For me, preparing the activity sheet, ma'am, and really focusing on the children. Because there are some who are weaker in literacy and some students who are weak in numeracy. Therefore, we should know their abilities.

#### **The perspectives of teachers regarding the promotion of Catch-Up Fridays**

This section presents the results of the question, "What are the teachers' perspectives on the implementation of Catch-up Fridays?" The responses identified nine (9) themes: the need for long patience and a broad understanding of students, the importance of students gaining a deeper comprehension, the recognition of low levels of comprehension and numeracy, the significance of planning and organization, learning foundational skills, increased learning opportunities, valuing time effectively, how games enhance the learning process, and the necessity of monitoring students' progress.

**Long patience and a broad understanding of students.** This theme emphasizes the important role of patience and empathy in the teaching process, especially when engaging with students who may be struggling or falling behind.

Respondent 1 recounted that through his experience in Catch-Up Fridays, he learned to be more patient, understanding, and willing to make sacrifices for his students. Additionally, he mentioned that, from my experience teaching Catch-Up Fridays, I learned to have a long patience, broaden my understanding of the students, and make sacrifices. I also noticed that it feels good to see something different compared to before, now that Catch-Up Fridays has been implemented. There is fulfillment as a teacher. It feels happy and light that the students who were previously quiet now have color in their learning and are starting to interact with their classmates and can read continuously. I am very pleased that our department has created this kind of program.

Meanwhile, Respondent 7 also narrated that, I think I have learned to understand our weaker students in class even more. What we really need to do is to be patient with them. Because we cannot force them to think about things they cannot grasp, right, ma'am? It's like, how can you feed them something they can't swallow? It really should be done gradually, ma'am. And teaching shouldn't only be fun and active on Catch-up Fridays but also every day.

**The student gains a deeper comprehension.** This theme emphasizes the more profound understanding that teachers develop about their students through focused and dedicated time for assessment and individual support. Catch-Up Fridays are designed to give students the opportunity to review lessons, ask questions, and clarify concepts they may not have fully understood during the regular school week.

Respondent 2 shares that through teaching Catch-up Fridays, they learned more about their students, especially their behaviors and attitudes. They mentioned, my perspective on teaching Catch-up Friday is that I might understand the children even more. They receive more effective assistance with their problems.

**Low Level of Comprehension and Recognition of Numeracy.** This theme refers to the common challenge faced by many students who struggle to understand fundamental concepts fully in

mathematics and effectively apply them in problem-solving situations.

Respondent 3 shares that students today demonstrate a low level of understanding and recognition when it comes to numeracy. This indicates that many students are having difficulty grasping mathematical concepts and effectively applying them, which could be a major hurdle in their learning development. He added that nowadays they have a low level of comprehension and recognition of numeracy.

**Importance of Planning and Organization.** This theme emphasizes the crucial role that effective planning and organization play in ensuring the success of both teachers and students in maximizing the benefits of this dedicated time. However, without proper planning and organization, it is easy to lose the day's objectives, resulting in wasted time and unproductive sessions.

Respondent 4 shares that one of the key lessons they learned is the importance of planning and organization in teaching. He revealed that his insights and learnings emphasize the importance of planning and organization. Planning, setting clear objectives, and maintaining a focus are essential, don't you think? On what you really want to happen that day. Time management is necessary for effective time management. Allocating the right amount of time for each activity can help meet all the student's needs. Furthermore, students need to adopt various learning strategies.

**Learning the Basics.** This theme refers to the primary goal of ensuring that students have a solid understanding of the most important or fundamental concepts in their lessons. Catch-Up Fridays provide an opportunity for students who may be struggling with certain subjects throughout the week to revisit and reinforce these key principles.

Respondent 5 revealed that during the numeracy lessons, he learned about the complexities of teaching algebra, particularly the addition and multiplication of integers with different signs. Additionally, he mentioned, during numeracy, I learned about algebra from positive to negative and how to add because that was where I struggled the most. Based on what I saw, they emphasized how you can hit and how to ensure that the child is not confused about how to multiply, add, and subtract because the signs are different. So, aside from the students that we impart to, we as teachers should also know what the basics are.

**More learning.** This theme emphasizes the meaningful learning opportunities provided by this designated day for students.

Respondent 6 shared that he learned a lot from the implementation of Catch-up Fridays, especially in helping students with low comprehension. The program has been beneficial in improving their understanding, thanks to the efforts of the teachers. He noted that student motivation can be enhanced through various strategies, including offering incentives like food to capture their interest and engagement.

He further stated, "I have learned a lot." Because our youth, who are weak in comprehension, have been helped by teachers through the implementation of Catch-up Fridays. Others are also motivated because it depends on the teacher's strategy. Occasionally we even provide food just to motivate the kids. Just to get their interest.

**Valuing Time.** This theme emphasizes the importance of time management in maximizing the effectiveness of this allocated day for the support and assessment of students.

Respondent 8 shares the significance of time management in the context of Catch-up Fridays, as it is a limited one-hour period dedicated to teaching. This experience has taught him to improve his effectiveness in using time, focusing on the most important aspects of his students' learning.

**Games enhance the effectiveness of the learning process.** The incorporation of games into this allocated time makes the learning process more engaging and enhances the effectiveness of these sessions. By including games, teachers can create a dynamic and enjoyable environment that encourages students to actively participate and understand the material more effectively.

Respondent 9 shared that incorporating games and engaging activities makes the learning process more effective and enjoyable for students. He stated that having games makes the activities more engaging.

**Monitor the student's progress.** This theme emphasizes the important role of checking in on students to assess their well-being, progress, and understanding.

Respondent 10 confirmed that high absenteeism during Catch-up Fridays is a major issue. To address this, they reach out to absent students through their counselors or by conducting surveys to understand their reasons for missing class. Additionally, he mentioned that the primary issue during Catch-up Fridays is the high number of students absent from class. It has also been a challenge for me. What happened is that I just checked with them. For example, I just asked via Messenger for the advisor. I ask how these kids are doing or if they were just absent during Fridays. That's just how it is. I am conducting a survey.

## CONCLUSION

Catch-Up Friday has been a useful and successful way to help people be more productive, lower their stress at work, and have a better work-life balance. Organizations saw improvements in overall productivity and morale by giving teachers specific time each week to finish off duties, think about their successes, and plan. The program set up a planned break in the busy work schedule, giving staff a chance to get back on top of their work and focus on what's most important without the stress of meetings or tight deadlines. Furthermore, the analysis indicates that Catch-Up Friday was a success because of institutional support and good communication. When management supported the method and promoted its continuous use, employees felt more in control and involved. While Catch-Up Friday is not a universal solution, it underscores the significance of effective time management in today's workplace. As businesses are changing to meet new needs, projects like these can show how to boost productivity and employee health in a way that lasts.

### Recommendation

The researcher arrives at the following suggestions based on the available evidence: Students should use Catch-Up Fridays to finish any work that is still due and clear up any confusion. During this time, teachers should plan activities that are relevant and focused on each student's needs. These activities will help with differentiated instruction. To make sure that Catch-Up Friday works, school leaders should make it a regular part of the school day by giving it the support it needs, clear rules, and regular checks. Lastly, future studies should look into how this intervention affects academic performance and student well-being

over time. They might do this by comparing results across different grade levels and school settings to make sure it works.

## CONSENT

As per international standards or universities standard, respondents' signed consent was the author(s) collected and preserved the materials.

## ETHICAL APPROVAL

The researchers followed and adhered to all the criteria for conducting the study, including the assessment methodology and standardized criteria. Voluntary participation, privacy, confidentiality, and permission. The Assumption College of Nabunturan Ethics Review Committee's requirements for organizational/location and technology issues were strictly adhered to. The researchers gained certification for carrying out the investigation.

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