

**TEACHER'S PERCEPTION IN PROJECT-BASED
READING DURING CATCH-UP FRIDAYS AT
DUBINAN ELEMENTARY SCHOOL**

**Jessamae Nicole M. Corpuz¹, Katlyn Kyla M. Julian², May Joy B. Mangantulao³, Angelo
K. Lahina, MAT⁴,
^{1,2,3,4,5} La Patria College, City of Santiago, Isabela**

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ABSTRACT

Conventional masonry pieces are simple construction elements used to The 21st century is a time of great invention and social transformation, and among these is the reality that many students are struggling in reading. Therefore, DepEd released a document mandating the implementation of Catch-up Fridays in all public schools serving students in Grades 1 through 12 as well as community learning centers. Catch-up Fridays are a learning strategy that will be used every Friday until the end of the 2023–2024 school year. Its goal is to develop the fundamental, social, and other pertinent abilities required to fulfill the curriculum's intended goals. This research investigated the teachers' challenges and perception of Project-Based Reading during Catch-Up Fridays. This study was participated by 26 teacher-respondents from Dubinan Elementary School through total sampling and Descriptive research design. The study's conclusions demonstrated that most respondents are females. Remarkably, the participants believed that Project-Based Reading during Catch-up Fridays successfully improves students' academic performance and reading abilities. Additionally, the outcome revealed that there is no significant difference in teacher-respondents' perception and their profile in terms of age, position, and year in service but it does show a significant difference in the perception of the respondents in terms of sex. The respondents also often use DepEd's suggested activities in reading enhancement and reading intervention.

Lastly, one of the challenges that they encountered in implementing Catch-up Fridays was the intervention using resources or materials.

Keywords: Catch-Up Fridays, Project-based reading, Perception, and Challenges

1. Introduction

Reading can be done for various purposes such as gaining knowledge, entertainment, or staying informed. It is a fundamental skill that allows individuals to access information, expand vocabulary, improve comprehension abilities, and enhance critical thinking skills. Reading is a critical life skill that children begin to decipher early in their lives. Reading development is essential for student growth and success throughout their educational career (Graham, Liu, Aitken, Ng et al., 2018; Ionescu, 2017).

A child's reading ability is foundational for all other academic work (Graham et al., 2018; Logan, Cutting, Schatschneider, Hart, et al., 2013). Students who do not learn to read adequately during their early elementary years will likely continue to have reading difficulties (Solari, Denton, & Harin, 2017). According to the 2017 National Assessment of Educational Progress, only 37% of fourth graders in the United States are performing at or above a proficient reading level (The Nation's Reading Report Card, 2019).

In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Based on Smahillah (2014), reading is a complex activity that involves both perception and thought. Catch-Up Fridays is one of the reading projects implemented by the government to enhance reading skills of every student.

The DepEd Memorandum 001 s. 2024 explains that Catch-up Fridays is "a learning mechanism intended to strengthen the foundational, social and other relevant skills necessary to actualize the intent of the Basic Education Curriculum." Catch Up Fridays is a program that has been acquiring notoriety in schools as a method for offering extra help and learning valuable open doors for battling understudies. While the idea of devoting additional time for scholastic gets up to speed appears to be helpful, there are a few difficulties and restrictions that schools and educators might look in executing this program. One of the primary difficulties is planning and operations. With Make up for lost time Fridays, schools should figure out how to squeeze an additional day of guidance into their all-around pressed week by week plan. This can be troublesome as many schools have restricted assets and may battle to find sufficient homeroom space to cover the extra day. At times, schools might need to abbreviate or dispose of different classes to account for Get up to speed Fridays, which can disturb the standard educational plan and cause strategic issues. One more constraint is the accessibility of educators. Make up for lost time Fridays expect educators to commit an additional day to working with battling understudies, which can be trying for instructors who as of now have a weighty responsibility.

This can prompt burnout and disdain towards the program, particularly in the event that educators feel like they are not being enough made up for the additional time and exertion. Besides, making up for lost time Fridays may likewise confront opposition from understudies. For certain understudies, going to class for additional hours may not be engaging, particularly in the event that they are now battling scholastically. This might prompt participation issues and an absence of commitment, which can obstruct the viability of the program. Another potential test is the absence of assets and backing for instructors. Get up to speed Fridays might expect instructors to foster extra example plans and materials to take special care of the singular requirements of battling understudies, which can be tedious and overpowering. Without legitimate help and assets, instructors might battle to successfully carry out the program and give significant guidance to their understudies.

In PISA (2018), the Department of Education (DepEd) of the Philippines participated in PISA for the second time, having first done so in 2018. DepEd took part in the quality basic education reform plan in the hopes that this would be a positive start toward raising educational standards to meet modern world norms. 7,193 15-year-old pupils from 188 schools around the nation finished the exam.

The PISA 2022 results revealed a downward trend in the average reading scores across 81 nations. Singapore, Ireland, Australia, and other top twenty nations scored higher in this edition of the evaluation. But compared to their 2022 scores (543, 516, and 498 respectively), their 2018 ratings (549, 518, and 503 respectively) were noticeably higher. Philippines moved up four places to rank 75th in reading, while having a lower average score of 347 in 2022 compared to 353 in 2018. This was due to a 6.9 percentage point increase in reading. In the 2018 PISA edition, the nation was previously placed second-lowest. The ranking improvement is significant for our teachers and our students, who defied the negative prediction that the results would be worse than the last PISA exam by maintaining their performance and surpassing the 2018 results.

The National Reading Program caters to the different reading needs of learners through its two-pronged approach: (1) Reading Intervention and (2) Reading Enhancement.

Researchers wanted to conduct this to know the present status during its implementation if it is successful or not at Dubinan Elementary School, Santiago City. Further, it aimed to know the reading progress, comprehension skills, and overall academic performance of the students. Additionally, the researchers investigated any selected reading materials teachers employed during this designated time to enhance students' reading abilities.

Statement of The Problem

This study focused on the teacher's perceptions on project-based reading during catch- up Fridays.

Specifically, it aimed to answer the following questions:

- 1) What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 years in service; and
 - 1.4 position?
- 2) What reading materials teachers used in implementing Project- Based Reading during Catch-up Fridays through its approaches:
 - 2.1 reading intervention;
 - 2.2 reading enhancement?
- 3) What is the teacher's perception of Project-Based Reading during Catch-Up Fridays?
- 4) Is there a significant difference between the profile of the respondents and teachers' Perceptions of Project-Based Reading during Catch-Up Fridays?
- 5) What challenges encountered by the teachers in the implementation of Project- Based Reading?

METHODOLOGY

Research Design

In this study, the researchers used descriptive survey and qualitative to seek an answer to the topic, for the reason that descriptive design is often used to explore and describe phenomena, behaviors, or situations as they naturally occur, without manipulation. This design is suitable for this study since the study focused on teachers' perceptions and it is valuable when researchers seek to understand existing conditions or relationships.

Respondents of the Study

The subject of the study entitled "Teacher's Perception in Project-based Reading During Catch-up Friday at Dubinan Elementary School" were the teachers at Dubinan Elementary School. Total Population sampling was the method of sampling in this research. The total population of the teachers who were interviewed or asked to fill out a questionnaire were the respondents of the study. Respondents, therefore, are provided information needed in the study, elicited orally or in writing.

Research Instrument

The instrument used in gathering all the needed data is through a written survey questionnaire. The researchers adapted the questionnaire from the Catch-Up Fridays survey and DepEd Memorandum 001 s. 2024. The questionnaire was used to gather data and the researchers went to Dubinan Elementary School to conduct a survey. The questionnaire is one of the most effective ways to gather data on the chosen respondents at Dubinan Elementary School.

Ethical Considerations

The cornerstone of ethical research is 'informed consent' (Denzin & Lincoln, 2011). The term consists of two important elements, with each requiring careful consideration, that is, 'informed' and 'consent'. Participants are fully informed of what will be asked of them, how the data will be used, and what (if any) consequences there could be.

RESULTS AND DISCUSSION

Section 1. Descriptive of respondents according to Sex, Age, Position, and Years in Service.

Table 1. Age

Age	Frequency	Percentage
20-30	2	7.7%
31-40	9	34.6%
41-50	7	26.9%
51 above	8	30.8%
Total	26	100%

According to Table 1, 30.8% of the respondents has the age of 51 above answered the questionnaire, 26.9% from the age of 41-50, 34.6% from the age of 31-40 and 7.7% from the of 20-30. Therefore, most of the respondents came from 31-40 of age.

Table 2. Frequency of Sex

Sex	Frequency	Percentage
Male	2	7.7%
Female	24	92.3%
Total	26	100%

Based on the table, male respondents are 7.7 % while female respondents are 92.3 %. Therefore, the majority of the respondents are female.

Table 3. Years in Service

Years in Service	Frequency	Percentage
1-5 years	4	15.4%
6-10 years	7	26.9%
11-15 years	3	11.5%
16-20 years	7	26.9%
21 years and above	5	19.2%
Total	26	100%

As to their years in service, 26.9 % of the respondents are both 6-10 years in service and above, 15.4 % are 1-5 years in service and the remaining 11.5 % are 11-15 years in service. This indicates that the majority of the respondents are in the 6-10 years in service and 16-20 years in service.

Table 4. Frequency of Position

Position	Frequency	Percentage
Teacher 1	9	34.6%
Teacher 2	4	15.4%
Teacher 3	9	36.4%
Master Teacher	4	15.4%
Total	26	100%

On the present position of the respondents, 34.6 % are both Teacher 1 and Teacher 3, and 15.4 % are both Teacher 2 and Master Teacher (MT).

Section 2. Implementation of Project- Based Reading during Catch-up Fridays

Table 5. Pre-Reading Activities

Strategies/Activities	Mean	Standard Deviation	Descriptive Interpretation
Flash cards	3.88	0.326	Often
Picture word association	3.69	0.549	Often
Picture Reading	3.42	0.758	Often
Listening to a radio recording	3.54	0.647	Often
Watching a video about story or poem	3.85	0.464	Often
Total	3.67	0.549	Often

On the implementation of project based-reading during catch up Fridays (pre reading activities in reading intervention), with a mean value of 3.88 with the standard deviation value of 0.326, item 1 got the highest mean which means the respondents used flash cards in the catch-up Fridays. The item number 5 got the second highest mean with mean value of 3.85 (watching a video about the story or poem) with a standard deviation value of 0.464. Meanwhile, item number 2 got the third highest mean with a mean value of 3.69 (picture word association) with the standard deviation value of 0.549. Further, item number 4 got the fourth highest mean with a mean value of 3.54 (listening to an audio recording) with the standard deviation of 0.647.

On the other hand, the item number 3 got the lowest mean with a value of 3.42 (picture reading) with a standard deviation of 0.758.

Based on the result, this implies that flash card is often used by the teachers from Dubinan Elementary School.

Table 6. During Reading Activities

Strategies/Activities	Mean	Standard Deviation	Descriptive Interpretation
Talking Pictures	3.35	0.689	Often
Readers Theater	2.96	0.599	Sometimes
Take turns story-reading	3.65	0.562	Often
Extending the story	3.15	0.784	Often
Chamber Theater	2.58	0.809	Sometimes
Total	3.13	0.689	Often

As the implementation of project-based reading during Catch-up Fridays (during activities in reading intervention), 3 items were rated as “often” which the dominant was “on take turns story reading” which received a mean of 3.65. This was followed by “talking pictures” with a mean of 3.15; and “extending the story” with 3.15. Meanwhile, there are 2 items rated as “sometimes”, “readers’ theatre” received a mean of 2.96 followed by “chamber theatre” with a mean of 2.58. An overall mean 3.13 interpreted as often

The mean value is 3.65 with the standard deviation value of 0.562 is the highest mean for the item “take turns story reading”. The lowest mean value is 2.58 for the item “chamber theatre”. This implies that “take turns story reading” as the strategy that respondents often use from the teachers at Dubinan Elementary School

Table 7. Post-Reading Activities

Strategies/Activities	Mean	Standard Deviation	Descriptive interpretation
Solving puzzles	3.73	0.452	Often
Crafting artworks	3.69	0.471	Often
Writing a diary or journal	3.38	0.697	Often
Identifying the favorite part in the story	3.42	0.578	Often
Think – pair/group share	3.73	0.533	Often
Total	3.59	0.546	Often

In the table of post-reading activities, the highest mean value of 3.73 is for both “solving puzzle” and “think pair/group share”; followed by a mean of 3.69 for the item “crafting artwork”. Meanwhile, the item “identifying the favorite part in the story” has a mean of 3.42. An overall mean of 3.59 interpreted as “often”.

Moreover, the item “writing a diary or journal” has the lowest mean with the value of 3.38. This implies that most of the teachers at Dubinan Elementary School are often using “solving puzzles” and “think-pair/group share” as their post-reading activities.

Table 8. First Key Stage

Strategies/Activities	Mean	Standard Deviation	Descriptive interpretation
Segmenting onset and rimes	3.35	0.562	Often
Word classification	3.50	0.707	Often
Making prediction	3.08	0.796	Often
Total	3.31	0.688	Often

On the implementation of project-based reading during catch-up Fridays (the first key stage in reading intervention), the mean value of 3.50 with a standard deviation of 0.707 is from the item “word classification game”. On the other hand, “segmenting onset and rimes” has a mean value of 3.35. Moreover, the item “making prediction” has the lowest mean with a value of 3.08. An overall mean of 3.31, sd: 0.688 interpreted as “often”.

This implies that most of the teachers at Dubinan Elementary School are often using “word classification” as their first key stage in reading intervention.

Table 9. Second Key Stage

Strategies/Activities	Mean	Standard Deviation	Descriptive interpretation
Choral Reading	3.58	0.758	Often
Partner Reading	3.54	0.761	Often
Summarize the text	3.27	0.724	Often
Silent sustained reading	3.54	0.647	Often
Total	3.48	0.723	Often

According to the table above the highest mean value is the item “choral reading” with 3.58 with a standard deviation of 0.758; followed by “partner reading” and “silent sustained reading” with a mean value of 3.54. The lowest mean value is “summarize the text” with 3.27. An overall mean of 3.48; sd” 0.723 interpreted as “often”. This implies that most of the teachers at Dubinan Elementary School are often using “choral reading” as their second key stage in reading intervention.

Table 10. Third Key Stage

Strategies/Activities	Mean	Standard Deviation	Descriptive interpretation
Reading journals	3.62	0.637	Often
Reading response project	3.31	0.679	Often
Independent reading project	3.54	0.647	Often
Total	3.49	0.654	Often

According to the table of the third key stage, the highest mean value is the item “reading journals” with a mean value of 3.62; followed by the “independent reading project” with a mean value of 3.54. The item “reading response project” has the lowest mean value with 3.31. An overall mean of 3.49; sd” 0.654 interpreted as “often”.

This implies that most of the teachers at Dubinan Elementary School are often using “reading journals” as their third key stage in reading intervention.

Section 3. Differences between the Respondents’ Perceptions of Project-Based Reading during Catch-Up Fridays

3.1 Differences between the Respondents’ age and their Perception of Project-Based Reading during Catch-Up Fridays

This presents the Differences between the respondents’ age and their perception in Project-Based Reading during Catch-Up Fridays.

Table 11. Differences between perception and Age

A. Pre-Reading Activities

Age	Mean	Standard Deviation	Frequency	P-Value	Decision
20-30	4.0000	.00000	.813	.500	Accept Ho
31-40	3.8889	.33333	.813		
41-50	4.0000	.00000	.813		
51 above	3.7500	.46291	.813		
Total	3.8846	.32581	.813		

Table 12. Differences between Perception and Age

B. During Reading Activities

Age	Mean	Standard Deviation	Frequency	P-Value	Decision
20-30	3.5000	.70711	2.679	.072	Accept Ho
31-40	2.6667	.50000	2.679		
41-50	3.2857	.75593	2.679		
51 above	3.3750	.51755	2.679		
Total	3.1154	.65280	2.678		

Table 13. Differences between perception and Age

C. Post Reading Activities

Age	Mean	Standard Deviation	Frequency	P-Value	Decision
20-30	3.5000	.70711	1.128	.358	Accept Ho
31-40	3.6667	.50000	1.128		
41-50	4.0000	.00000	1.128		
51 above	3.7500	.46291	1.128		
Total	3.7692	.42967	1.128		

Table 14. Differences between perception and Age

D. First Key Stage					
Age	Mean	Standard Deviation	Frequency	P-Value	Decision
20-30	3.5000	.70711	.623	.608	Accept Ho
31-40	3.2222	.83333	.623		
41-50	3.2857	.48795	.623		
51 above	3.6250	.51755	.623		
Total	3.3846	.63730	.623		

Table 15. Differences between perception and Age

E. Second Key Stage					
Age	Mean	Standard Deviation	Frequency	P-Value	Decision
20-30	4.0000	.00000	1.069	.383	Accept Ho
31-40	3.4444	.72648	1.069		
41-50	3.8571	.37796	1.069		
51 above	3.7500	.46291	1.069		
Total	3.6923	.54913	1.069		

Table 16. Differences between perception and Age

F. Third Key Stage					
Age	Mean	Standard Deviation	Frequency	P-Value	Decision
20-30	3.5000	.70711	.379	.769	Accept Ho
31-40	3.4444	.52705	.379		
41-50	3.5714	.78680	.379		
51 above	3.7500	.46291	.379		
Total	3.5769	.57779	.379		

The tables below present the one-way ANOVA interpretation of the data gathered to determine if there is no significant relationship between age and respondents when they are grouped as to profile.

The result of table 9 below suggested that for different strategies in catch up Fridays and age groups, there are no significant relationships observed. The data revealed that pre-reading activities aged 20-30 (Mean= 4.0000, SD= .00000) are statistically similar to those aged 41-50 (Mean=4.0000, SD= .00000), indicating that age doesn't have significant relationship to pre-reading activities of catch up Friday hence, during reading activities aged 20-30 (Mean=3.5000, SD= .70711) and 31-40 (Mean= 3.6667, SD= .500000) show no significant relationship, suggesting age doesn't affect during reading activities of catch up Friday. Furthermore, same result is observed for post reading activities aged 20-30 (Mean=3.5000 SD=.70711) AND 31-40 (Mean=3.6667, SD=.50000), indicating that age doesn't significantly affect post reading activities of catch-up Friday. Inters of first key stage aged 20-30 (Mean=3.50000, SD= .70711) AND 31-40 (Mean=3.2222, SD=.8333) also show no significant difference, implying age doesn't impact first key stage of catch-up Fridays. While the second key stage aged 20-30 (Mean= 4.0000 SD= 00000) and 31-40 (Mean=3.4444, SD= .72648) exhibit no significant difference, indicating age doesn't significantly affect second key stage of catch-up Fridays. Moreover, the third key stage aged 20-30 (Mean= 3.5000, SD= .70M) and 31-40 (3.4444, SD= 52705) indicating that age doesn't significant difference, implying age doesn't impact third key stage of catch-up Fridays.

3.2 Differences between the Respondents' Sex and their Perception in Project-Based Reading during Catch-Up Fridays

Table 17. Differences between Perception and Sex

A. Pre-Reading Activities

	Mean	Standard deviation	P-value	Remarks
Male	4.0000	.00000	.243	Accept
Female	3.8750	.33783		Ho

Table 18. Differences between Perception and Sex

B. During Reading Activities

	Mean	Standard deviation	P-value	Remarks
Male	3.0000	1.41421	.074	Accept
Female	3.1250	.61237		Ho

Table 19. Differences between Perception and Sex

C. Post Reading Activities

	Mean	Standard deviation	P-value	Remarks
Male	4.0000	.00000	0.027	Reject
Female	3.7500	.44233		Ho

Table 20. Differences between Perception and Sex

D. First Key Stage

	Mean	Standard deviation	P-value	Remarks
Male	3.0000	1.41421	.004	Reject
Female	3.4167	.58359		Ho

Table 21. Differences between Perception and Sex

E. Second Key Stage

	Mean	Standard deviation	P-value	Remarks
Male	4.0000	.00000	.035	Reject
Female	3.6667	.56466		Ho

Table 22. Differences between Perception and Sex

F. Third Key Stage

	Mean	Standard deviation	P-value	Remarks
Male	4.0000	.00000	.002	Reject
Female	3.5417	.58823		Ho

The findings from the tables above suggest that sex does significantly influence various activities in catch up Fridays, except for pre-reading activities and during reading activities, as for pre-reading activities, the data indicates that sex (female) does not significantly affect preferred activities in catch up Fridays, as the P-value (.243) is greater than the mean difference (0.05) leading to acceptance of the null hypothesis. Similarly, for during reading activities sex (female) doesn't significantly influence preferred activities in catch up Fridays, with a P-value (.074). However, in the part of post reading activities there a significantly relationship with sex (female), as the p-value (0.027) is less than the mean difference (0.05), Rejecting the null hypothesis. As to first key stage sex (female) does significantly influence preference in catch up Fridays, as indicated by a P-value of (.027). Moreover, the second key stage is the same in first key stage when sex (female) dos significantly influence preferred in catch up Fridays, as indicated by a P-value of (0.035). the same conclusion applies to third key stage, where sex (female) does significantly affect preference in catch up Fridays, with a P-value of .002 this conclude that the one-way ANOVA analysis suggest that sex has significant relationship with activities in catch-up Fridays, where there is a significant relationship which aligns with the study's hypothesis.

3.3 Differences between the Respondents' Years in Service and their Perception in Project-Based Reading during Catch-Up Fridays

Table 23. Differences between perception and Years in Service

A. Pre-Reading Activities

Years	Mean	Standard Deviation	Frequency	P-value	Remarks
1 - 5	4.0000	.00000	1.002	.429	Accept Ho
6 -10	3.7143	.48795			
11 – 15	4.0000	.00000			
16 – 20	4.0000	.00000			
21 and above	3.8000	.44721			
Total	3.8846	.32581			

The result from table above suggested that there is no significant difference observed between pre-reading activities and years in service

The data revealed that individuals aged 1-5 (mean=4.0000, sd=.00000) are statistically similar to those aged 6-10(mean=3.7143,sd= .48795), 11-15 (mean=4.0000,sd=.00000), 16-20 (mean=4.0000,sd= .00000), 21 years in service does not have a significant different with pre-reading with the value (.429).

Table 24. Differences between perception and Years in Service

B. During Reading Activities

Years	Mean	Standard Deviation	Frequency	P-value	Remarks
1 - 5	3.2500	.50000	.371	.826	Accept Ho
6 -10	3.0000	.81650			
11 – 15	3.0000	.00000			
16 – 20	3.0000	.81650			
21 and above	3.4000	.54772			
Total	3.1154	.65280			

The result from table above suggested that there is no significant difference observed between during reading activities and years in service

The data revealed that individuals aged 1-5 (Mean=3.2500, SD= .50000) are statistically similar to those aged 6-10 (Mean= 3.0000, SD= .81650), 11-15 (Mean =3.0000, SD= .00000), 16-20 (mean= 3.0000, sd= .81650) 21 years and above (Mean=3.40000, sd= .54772) indicating that years in service does not have a significant difference with during-reading with the p-value (.826).

Table 25. Differences between perception and Years in Service

C. Post Reading Activities

Years	Mean	Standard Deviation	Frequency	P-value	Remarks
1 - 5	3.7500	.50000	.740	.575	Accept Ho
6 -10	3.7143	.48795			
11 – 15	3.6667	.57735			
16 – 20	4.0000	.00000			
21 and above	3.6000	.54772			
Total	3.7692	.42967			

The result from the table above suggested that there is no significant difference observed between post-reading activities and years in service.

The data revealed that individuals aged 1-5 (mean= 3.7500, sd= .50000) are statistically similar to those aged 6-10 (3.7143,sd= .48795), 11-15 (mean =3.6667,sd= .57735), 16-20(mean=4.0000,sd= .00000)21 years and above (mean= 3.6000, sd=.54772) indicating that years in service does not have a significant difference with post reading activities with p-value(.575).

Table 26. Differences between perception and Years in Service

D. First Key Stage

Years	Mean	Standard Deviation	Frequency	P-value	Remarks
1 – 5	3.5000	.57735	1.266	.315	Accept Ho
6 -10	3.4286	.78680			
11 – 15	3.3333	.57735			
16 – 20	3.0000	.57735			
21 and above	3.8000	.44721			
Total	3.3846	.63730			

The result from table above suggested that there is no significant difference observed between first key stage and years in service

The data revealed that individuals aged 1-5 (mean=3.3333, sd= .57735) are statically similar to those aged 6-10 (mean=3.4286, sd=.7868.0) , 11-15 (mean=3.3333,sd=.57735), 16-20 (3.0000,sd=.57735), 21 years and above (mean= 3.8000 sd=.44721) indicating that years in service does not have a significant difference with first key stage with the p- value (.315).

Table 27. Differences between perception and Years in Service

E. Second Key Stage

Years	Mean	Standard Deviation	Frequency	P-value	Remarks
1 – 5	4.0000	.00000	1.630	.204	Accept Ho
6 -10	3.2857	.75593			
11 – 15	3.6667	.57735			
16 – 20	3.8571	.37796			
21 and above	3.8000	.44721			
Total	3.6923	.50000			

The result from table above suggested that there is no significant difference observed between second key stage and years in service.

The data showed that individual aged 1-5 (mean=4.0000, sd=.00000) are statistically similar to those aged 6-10 (mean=3.2857, Sd=.75593), 11-15 (mean=3.6667,sd= .57735), 16-20 (mean= 3.8572, sd=. 37796), 21 years and above (mean=3.8000, sd=. 44721) indicating that years in service does not have a significant difference with second key stage with p-value (.204).

Table 28. Differences between Perception and Years in Service**F. Third Key Stage**

Years	Mean	Standard Deviation	Frequency	P-value	Remarks
1 – 5	3.7500	.50000	2.258	.097	Accept Ho
6 -10	3.2857	.48795			
11 – 15	3.0000	1.00000			
16 – 20	3.8571	.37796			
21 and above	3.8000	.44721			
Total	3.5769	.57779			

The result from table above suggested that there is no significant difference observed between third key stage and years in service

The data showed that individual aged 1-5 (mean =3.7500, sd=.50000) are statistically similar to those age 6-10(mean=3.2857, sd=.48795), 11-15 (mean=3.0000, sd=1.00000), 16-20(mean=3.8571),sd.37796), 21 years and above (mean=3.8000,sd=.44721) is indicating that difference with third key stage with the p-value (.097)

3.4 Differences between the Respondents' Position and their Perception in Project-Based Reading during Catch-Up Fridays

Table 29. Differences between Perception and Position**A. Pre-Reading Activities**

Position	Mean	Standard deviation	Frequency	P-Value	Remarks
Teacher 1	3.7778	.44096	1.108	.367	Accept Ho
Teacher 2	3.7500	.50000			
Teacher 3	4.0000	.00000			
Master Teacher 1	4.0000	.00000			
Total	3.8846	.32581			

Table shows that 4.0000 of the mean of the respondents have attained teacher 3 and master teacher.

The second highest-ranking educational attainment is teacher 1 (mean 3.7778) of the respondents. The other 3.7500 of the mean of the respondents have attained teacher 2.

Table 30. Differences between perception and Position**B. During Reading Activities**

Position	Mean	Standard deviation	Frequency	P-Value	Remarks
Teacher 1	3.1111	.60093	.567	.642	Accept Ho
Teacher 2	3.0000	.81650			
Teacher 3	3.0000	.70711			
Master teacher	3.5000	.57735			
Total	3.1154	.65280			

The table shows that 3.5000 of the mean of the respondents have attained master teacher The second highest-ranking educational attainment is teacher 1 (mean 3.1111) of the respondents. The other 3.0000 of the mean of the respondents have attained teacher 2 and teacher 3.

Table 31. Differences between Perception and Position

C. Post Reading Activities

Position	Mean	Standard deviation	Frequency	P-Value	Remarks
Teacher 1	3.6667	.50000	.378	.769	Accept Ho
Teacher 2	3.7500	.50000			
Teacher 3	3.8889	.33333			
Master Teacher 1	3.7500	.50000			
Total	3.7692	.42967			

Table shows that 3.8889 of the mean of the respondents have attained teacher 3.

The second highest-ranking educational attainment is teacher 2 and master teacher (mean 3.7500) of the respondents. The other 3.6667 of the respondents have attained teacher 1.

Table 32. Differences between Perception and Position

D. First Key Stage

Position	Mean	Standard deviation	Frequency	P-Value	Remarks
Teacher 1	3.4444	.72648	.692	.566	Accept Ho
Teacher 2	3.2500	.50000			
Teacher 3	3.2222	.66667			
Master Teacher 1	3.7500	.50000			
Total	3.3846	.63730			

Table shows that 3.7500 of the mean of the respondents have attained master teacher

The second highest-ranking educational attainment is teacher 1 (mean 3.4444) of the respondents. The third highest-ranking educational attainment is teacher 2(mean 3.2500). The other 3.2222 of the mean of the respondents have attained teacher 3.

Table 33. Differences between Perception and Position

E. Second Key Stage

Position	Mean	Standard deviation	Frequency	P-Value	Remarks
Teacher 1	3.5556	.72648	.724	.548	Accept Ho
Teacher 2	3.5000	.57735			
Teacher 3	3.8889	.33333			
Master Teacher 1	3.7500	.50000			
Total	3.6923	.54913			

Table shows that 3.8889 of the mean of the respondents have attained teacher 3

The second highest-ranking educational attainment is master teacher (mean 3.7500) of the respondents. The third highest-ranking educational attainment is teacher 2 (mean 3.5556). The other 3.5000 of the mean of the respondents have attained teacher 2.

Table 34. Differences between Perception and Position

F. Third Key Stage

Position	Mean	Standard deviation	Frequency	P-Value	Remarks
Teacher 1	3.4444	.52705	.344	.794	Accept Ho
Teacher 2	3.5000	.57735			
Teacher 3	3.6667	.70711			
Master each 1	3.7500	.50000			
Total	3.5769	.57779			

Table shows that 3.7500 of the mean of the respondents have attained master teacher

The second highest-ranking educational attainment is teacher 3 (mean 3.6667) of the respondents. The third highest-ranking educational attainment is teacher 2 (mean 3.5000). The other 3.4444 of the mean of the respondents have attained teacher 1.

Section 4. Challenges Experienced by the Respondents in the Implementation of Catch-Up Fridays

1. As a teacher, what is/are your perception in project-based Reading during Catch-up Fridays?

Theme 1: Improvement of Reading and Writing skills

The majority of respondent's perception is the improvement of reading and writing skills of the students in Project - Based Reading during Catch-up Fridays.

Respondent #6 explained how successful Catch-Up Fridays to students reading skills as she stated that, *"In my opinion, project-based reading on catch-up Fridays is a fun and successful way to assist students in catching up on their reading and learning objectives"*. **Respondent #25** also stated that *"Catch-up Fridays provide pupils learning journey it allows to identify their needs in academic progress."* **Respondent #11** shared, through catch-up Fridays they build up the learners reading skills, she stated that *"strengthen reading skills of learner's"*

Another perception of the respondents is the learner's improvement in their reading and writing skills in implementing Project-Based Reading during Catch-Up Fridays, and also how it is helpful and effective to them. This has been verified by **Respondent #9, Respondent #19, Respondent #12, Respondent #15, Respondent #22, Respondent #23, and Respondent #26**. **Respondent #9** indicated that, *"It engages students/ pupils critical thinking through real- word context, promotes collaborative and personalized learning experiences, I believe it's an effective approach to enhance reading skills while catching up on missed content in a meaningful way."*

Respondent #19 stated that *"For me it is the assistance for all the students by improving their learning and reading outcomes."* **Respondent #12** stated that, *"It helps to empower and improve learner's reading, writing skills etc."* **Respondent #15** shared that, *"As a grade 4 teacher PBR during catch-up Fridays offers and improve the pupil's reading comprehension and skills and also to enhance their critical thinking."* **Respondent #22** explained that, *"Project-based reading during catch-up Fridays is a very helpful way to enrich the reading skills of the students. Catch-up Friday mainly aims the advancement of reading literacy of every student under DepEd and this project without a doubt should be incorporate not only during catch-up Fridays but also to the day-to-day reading remediation and reading enrichment."* **Respondent #23** stated that, *"Catch-up Fridays enrich the reading comprehension and skills of pupils, it can also improve their learning skills, creativity, collaboration and other through this program."* And

Respondent #26 indicated that, *“An effective program that they implemented to enhance and improve students learning and reading skills.”*

Respondent #13 and Respondent #24 shared, catch-Up Fridays is giving assistance for the struggling readers. Respondent #13 stated that, *“To have an intervention for the struggling learners in reading.”* and Respondent #24 stated that, *“Giving supports and opportunities for the students that are struggling in reading.”*

Respondent #16, Respondent #20, Respondent #17, and Respondent #18 emphasized the goal of Catch-Up Fridays time in students learning and reading. Respondent #16 stated that, *“It is a valuable time to gather the students/pupils and make sure their academics are on track especially to their reading skills.”* Respondent #20 stated that, *“Catch-Up Fridays is the dedicated time for the pupils to address their learning and reading gaps.”* Respondent #17 shared, *“Provide an opportunity to make up for any skipped readings or lectures.”* And Respondent #18 also shared that, *“To make the students in line their reading skills.”*

It shows that despite the difficulties associated with a lack of resources or interventions, students view Catch-Up Fridays as a successful intervention to enhance their writing and reading skills. They propose that students can improve their academic performance and reading abilities by participating in Project-Based Reading activities on Catch-Up Fridays.

Theme 2: Valuable Tool and Reinforcement / Deeper Engagement

The respondents expressed a few of their perceptions on how this Project-Based Reading during Catch-Up Fridays is useful to the students learning and participation. Respondent #3 stated that, *“It sounds like an effective strategy to promote literacy skills while allowing learners to explore topics of interest. It offers a dynamic way to engage learners in reading comprehension and critical thinking, foster a deeper understanding of the materials.”* Respondent #4 and Respondent #8 also stated the same perception in strengthen learners reading skills, they stated that *“Project - Based Reading during Catch-up Fridays can be a valuable tool for reinforcing reading skills in a more hands-on and engaging way. It allows students to apply what they learned in a real-world context fostering comprehension and retention.”*

Respondent #10 shared her perception with the 21st century skills. She indicated that *“Project-based reading during Catch Up Fridays offers a dynamic approach to learning it fosters deeper engagement by allowing students to explore topics of interest through hand, on projects, encouraging creativity, critical thinking and collaboration.”* And also respondent #16 highlights, Fridays are a helpful time to make the learners in line, she stated that, *“It is a valuable time to gather the students/pupils and make sure their academics are on track especially to their reading skills.”*

Respondent #21 and respondent #24 expressed how Catch-up Fridays promote and support the learners in their reading skills. Respondent #21 said *“In demand tool that supports and promoting academic success in their reading”*, and respondent #24 *“giving supports and opportunities for the students that are struggling in reading.”*

It highlights the many advantages of Project-Based Reading on Catch-Up Fridays such as how it helps students succeed academically by developing 21st-century skills, deeper engagement, and reading skills reinforcement. These revelations highlight the importance of creative methods for improving outcomes for learning and adapting to students' different needs.

Theme 3: Effective Program, Strategy and Real-World Context

The respondents highlighted that Project-Based Reading during Catch-Up Fridays is an efficient program to improve different skills and strategies in reading. Respondent #1 and Respondent #26 explained Catch-up Fridays is a well-planned program to implement that focuses on learners reading skills. Respondent #1 stated that *“Catch-up Fridays is an effective program of DepEd that can help a lot especially for those slow learners, teachers have enough time to make the learners, a reader.”* Respondent #26 also shared that *“The effective program that they implement to enhance and improve students learning and reading skills.”*

Respondent #2 said that *“This is a good way to implement learning during Catch-Up Fridays.”* She indicated that, *“Dedicating specific time for catching up ensures that learners rare the opportunity to address any gaps in their*

learning, promoting academic success.” Respondent #9 emphasized that Catch-Up Fridays as a constructive way to learn. She stated that *“it engages students/ pupils critical thinking through real- word context, promotes collaborative and personalized learning experiences, I believe it's an effective approach to enhance reading skills while catching up on missed content in a meaningful way.”*

Respondent #23 identified Catch-up Fridays as it enhances reading comprehension skills, and she stated that, *“Catch up Fridays enrich the reading comprehension and skills of pupils, it can also improve their learning skills, creativity, collaboration and other through this program.”* Respondent #3 believed that Catch-Up Fridays are a useful tactic, *“It sounds like an effective strategy to promote literacy skills while allowing learners to explore topics of interest. It offers a dynamic way to engage learners in reading comprehension and critical thinking, foster a deeper understanding of the materials.”* Respondent #5 shared Catch-Up Fridays is a good way to encourage the interest of learners she emphasizes that *“It can be a useful strategy for getting pupils interested and helping them practice reading in a more engaging and practical way.”*

The efficiency of Catch-Up Fridays as a program that improves multiple areas of students' academic development, such as collaboration, critical thinking, creativity, and practical application of reading abilities, in addition to helping to close learning gaps.

Theme 4: Focus on higher grade level and gaps in learning

Respondent #2 recognized that using Catch-Up Fridays to close learning gaps is a good idea. She stated that, *“This is a good way to implement learning during Catch-Up Fridays. Dedicating specific time for catching up ensures that learners rare the opportunity to address any gaps in their learning, promoting academic success.”* Respondent #3 believed that Catch-Up Fridays are a good way to help students improve their literacy and explore areas they are interested in. she shared that, *“It sounds like an effective strategy to promote literacy skills while allowing learners to explore topics of interest. It offers a dynamic way to engage learners in reading comprehension and critical thinking, foster a deeper understanding of the materials.”* And Respondent #7 emphasized that when putting such programs into place, pupils' developmental stages should be given consideration. *“As a kinder teacher it is optional and it only focus higher grade level because kinder pupils are just starting reading sounds.”*

The usefulness and suitability of Catch-Up Fridays highlight the significance of customizing educational programs to the specific needs and skills of students at various grade levels.

2. What are the challenges that you encounter in the implementation of Project-Based Reading During catch-up Fridays?

Theme 1: Lack of materials/ intervention

Most of the respondents' challenges that they encounter in implementing Catch-Up Fridays is lacking of materials or resources. Respondent #1 stated that, *“Lack of materials to be used as instructional materials.”* Respondent #11 and Respondent #13 encountered the same challenge in implementing of Catch-Up Fridays, they stated that *“Lack of intervention materials”*

Respondent #3 determined the following challenges, she indicated that, *“Individualized instructions, meeting the diverse needs of learners who may be at different levels of proficiency or have a varying interest can be challenging might as well as the resource availability, the access to materials, technology, and other resources needed for Project-Based activities could be pose challenges.”* Respondent #6 and Respondent #12 highlighted the need for resources or materials. Respondent #6 stated that, *“Resources, such books, materials, or technology, may be needed for project-based reading; however, these resources may not always be easily obtained or affordable.”* And Respondent #12 also stated, *“Insufficient materials for printing of reading resources.”*

Respondent #14, Respondent #17 and Respondent #19 expressed a specific material requirement emphasizing the absence or incompleteness of resources required for successful execution. Respondent #14 and Respondent #16 said that *“Lack of materials to use.”* Respondent #17 also shared that, *“Incomplete materials to implement.”* And Respondent #19 stated that, *“Limited time and resources accessible.”*

Respondent #21 and Respondent #24 pointed out resource limitations and indicating the existence of a systemic problem affecting several academic institutions. Respondent #21 stated that, *“Resources limitations.”* Respondent #24 also stated that, *“Many schools have limited resources.”*

This emphasizes the importance of sufficient resources and materials play in enabling successful educational interventions. They highlight the difficulties brought about by resource limitations, such as restricted access to funds, materials, and technology, which can obstruct the execution of programs meant to meet the requirements of students and advance learning outcomes.

Theme 2: Time Management and Short Engagement

Some of the respondents indicated the challenges that they encounter about time management and the short engagement of the learners. Respondent #2 pointed out the difficulty of measuring student learning efficiently and sustaining engagement. Respondent #2 *“Finding effective ways to assess student learning and progress within a project-based framework particularly when learners are working on different task. Next maintaining high levels of learners’ engagement and motivation through art the project, especially on Catch-Up Fridays when learners may be fatigued or disengaged.”*

Respondent #4 and Respondent #8 both listed the following challenges, they stated that, *“The challenges that I encounter in the implementation are time constraints, resources availability, differentiated instruction, assessment alignment and student engagement and motivation.”*

Respondent #10, Respondent #18, and Respondent #25 mentioned the involvement of parents, the materials, and the pupils. Respondent #10 shared, *“As a grade 1 teacher, while implementing project-based reading during Catch Up Friday, I have encountered some challenges such as short attention spans, reading proficiency, limited resources, time constraints, and attendance of learners.”* Respondent #18 stated, *“Students engagement, materials and the parental involvement.”* Respondent #25 also shared, *“Time management, students’ engagement and resources.”*

These demonstrate the range of the issues surrounding time management and student participation in learning programs such as Catch-Up Fridays. They emphasize how crucial it is to approach these problems in a complete way in order to ensure the success of such projects. This includes time management skills, offering interesting activities and resources, and encouraging student enthusiasm and involvement

Theme 3: Lack of Seminars, Strategies and Orientations

Respondent #7 and Respondent #20 pointed out the deficiency of guidance, seminars for teachers and materials to effectively implement the Catch-Up Fridays Respondent #7 shared *“There are no materials and seminars on how they want us to execute this Catch-up Friday.”* And Respondent #20 also stated, *“Lack and unavailable materials and seminar for teachers.”*

Respondent #9, Respondent #15 and Respondent #26 highlighted the lacks of appropriate staff member orientation and identifies a larger problem of inadequate resources, and strategies. Respondent #9 explained, *“Providing sufficient professional development and training for teachers to effectively designs, materials needed, implementation & evaluation.”* Respondent #15 also shared that, *“Lack of proper orientation and unavailability of resources.”* And Respondent #26 stated that, *“The materials, strategies and lack of coordination among staff members.”*

These emphasize the need for all-encompassing assistance systems, such as resources, training, and coordination projects, in order to effectively handle the difficulties involved in putting programs like "Catch-Up Fridays" into action. Initiatives to close learning gaps might not be able to accomplish their goals without sufficient planning and assistance.

Theme 4: Time Allotment and Limited Funding/Budget

Respondents also expressed their challenges in time and limited funding in implementing Catch-up Fridays. Respondent #5 expressed the insufficient funds to implement Catch-up Fridays as she stated that, *“There is a certain amount of time available for project-based learning, and limited funding, particularly in educational institutions with*

tight budgets, can make project execution difficult.” Respondent #22 and Respondent #23 shared, the time allotment and absence of materials to use, Respondent #22 stated that, *“Some challenges were the lack of time and materials.”* And Respondent #23 also indicated that, *Incomplete and unavailability of materials in implementing catch up Fridays and time allotment*

Sufficient time and resources play a vital role in fostering innovative teaching strategies like Catch-up Fridays. To address these issues and guarantee that all pupils have equitable access to high-quality learning opportunities, more funding for education may need to be advocated for as well as strategic planning and resource allocation.

CONCLUSIONS

Based on the results provided, the following conclusions were drawn:

Most of the teacher-respondents are at the age of 31-40. The majority of them are female. The teachers-respondents perceive that Catch-up Fridays have a positive to the students as it allows them to acquire the reading skills of the students.

Meanwhile, there is no significant difference in teacher-respondents’ perception and their profile in terms of age. In contrast, the study revealed that as teacher-respondents get promoted to a higher level, there is a higher tendency for them to perceive the importance of project-based reading during catch-up Fridays. It concludes that age is not a determinant of how teachers perceive project-based reading during catch-up Fridays, but sex, position, and years in service do.

Also, the teacher respondents answered that the challenges in the implementation of Catch-up Fridays were the following problems: lack of material, lack of resources, and lack of financial support. Thus, the findings emphasized the effectiveness of Catch-Up Friday sessions in improving reading proficiency and promoting a stimulating learning environment conducive to academic growth and development.

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