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Catch-Up Friday: Improving the Reading Proficiency Levels and Perspectives of Grade 10 Students

Jeffrey M. Saro^{1*}, Arlyn O. Barol¹, Ardelyn L. Glodobe¹, Florelyn S. Grana¹, Nova P. Billuga¹

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ABSTRACT

Reading proficiency extends beyond mere word comprehension; it demands active engagement with text, analysis of its content, and synthesis of information to generate new insights and perspectives. This study aimed to investigate the reading proficiency levels of Grade 10 students during the implementation of Catch-Up Friday at Prosperidad National High School in the 2023-2024 school year and determine whether significant differences existed in the students' reading proficiency levels between pre- and post-assessments during Catch-Up Friday sessions. The study included 182 females and 205 males, selected based on attendance, with thirty Grade 10 students further interviewed to gather insights on the implementation of Catch-Up Friday. Pre-assessment occurred over two Fridays (January 12-19, 2024) with the same number of participants, while post-assessment took place from February 1-8, 2024, utilizing school-provided reading materials. Descriptive statistics, including frequency, percentage, and mean, were employed, and a t-test for independent samples compared Grade 10 students' mean scores in pre- and post-assessments during Catch-Up Friday sessions. The qualitative analysis utilized thematic guidelines by Bruan and Clarke (2006). The analysis revealed that implementing Catch-Up Friday sessions and contextualized reading materials significantly impacted Grade 10 students' reading proficiency levels, highlighting the importance of tailored interventions and learning resources to enhance reading proficiency. Furthermore, the study emphasized the need for ongoing efforts to provide comprehensive support for students to improve their reading proficiency levels. Findings indicated that students enjoyed diverse reading activities during Catch-Up Friday sessions, felt supported by teachers, and believed the sessions effectively addressed their individual needs. The materials used were relevant and engaging, boosting students' confidence in reading. Additionally, five themes emerged from student responses: Feedback on Catch-Up Fridays, Strategies for Reading Proficiency on Catch-Up Friday, Reading Importance and Catch-Up Friday, Challenges in Catch-Up Fridays: Share and Overcome, and Catch-Up Friday Effectiveness: Expanding Perspectives. These findings posited the effectiveness of Catch-Up Friday sessions in enhancing reading proficiency and fostering a stimulating learning environment conducive to academic growth and development.

INTRODUCTION

Reading comprehension is essential for future learning and understanding; without it, learners will struggle academically (Acedillo, 2023). In connection, the Department of Education (DepEd) is greatly responsive in providing quality, relevant, inclusive, and responsive basic education for all. This commitment is stipulated in the MATATAG Education Agenda, aiming to produce competent individuals who are job-ready, active, and responsible citizens with essential competencies and skills for lifelong learning (DepEd Memorandum No. 54, series of 2023).

The Department's current initiatives provide opportunities to enhance learners' academic performance, addressing issues such as low proficiency levels in reading based on national and international large-scale assessments. In the PISA results of 2022 (Program for International Student Assessment), the Philippines ranked among the lowest in the concluded assessment, with Science scoring 24.00%, English (Reading) scoring 23.00%, and Mathematics scoring 16.00%, indicating that students have only achieved basic proficiency in these major

subjects. Notably, reading scored only 23.00%, indicating a need for prompt attention to address learning gaps and strengthen the reading proficiency of every learner.

In response to the adoption of the National Learning Recovery Program (NLRP), there has been a heightened emphasis on Values, Health, and Peace Education. Values Education, mandated by Republic Act (RA) No. 11476, commonly known as the Good Manners and Right Conduct (GMRC) and Values Education Act, remains a primary focus. Recognizing the pivotal role of youth in nation-building, this legislation underscores the importance of instilling positive values in learners. Furthermore, the urgency for Peace Education has been emphasized by the 2022 Program for International Student Assessment (PISA) results, which highlight the persistence of bullying in public schools. Filipino learners are encouraged to develop peace competencies, empowering them to become advocates for peace in their communities. Additionally, Health Education is receiving increased attention to ensure the well-being of learners in the nation-building process (DepEd Memorandum No. 001, series of 2024).

¹ Prosperidad National High School, Prosperidad District I, Division of Agusan del Sur, Department of Education, Philippines

* Corresponding author's e-mail: jeffrysaro123@gmail.com

In alignment with these priorities, the Department of Education (DepEd) has initiated the “Catch-Up Fridays” project. Launched nationwide on January 12, 2024, across elementary and secondary schools and community learning centers (CLCs), this intervention program is designed to maximize learning opportunities. Every Friday throughout the academic year is dedicated to the “Drop Everything and Read” (DEAR) activity, fostering a culture of reading and knowledge acquisition. Moreover, Catch-Up Fridays are a platform for gathering invaluable feedback from field implementers regarding the program’s guidelines. Additionally, it provides an opportunity to collect data on students’ perspectives regarding the implementation of the project, ensuring its effectiveness and relevance in meeting educational objectives ((DepEd Memorandum No. 001, series of 2024).

Requiso-Jimenez & Bascos-Ocampo (2022) assert that in today’s society, the ability to read is paramount. They emphasize the notion that reading is not merely a pastime but a fundamental prerequisite for fully embracing life and actively participating in nation-building endeavors. Their emphasis on the importance of reading stems from the understanding that it serves as a gateway to knowledge acquisition. Reading, they argue, is indispensable for mental and cultural enrichment and development, constituting a cornerstone of human existence.

Furthermore, Acedillo (2023) highlights the pervasive role of reading in daily activities, suggesting that learners engage in reading for approximately 80% of the tasks they undertake each day. This statistic posits the centrality of reading, indicating its significance not only within educational contexts but also in the fabric of everyday life. Consequently, reading emerges as one of the most pivotal activities, essential for both academic pursuits and navigating the complexities of modern living.

Tomas *et al.* (2021) assert that reading holds significant importance in a child’s educational journey, serving as the cornerstone of language proficiency and a fundamental skill essential for classroom success. Moreover, Helarde (2021) posits that it serves as the foundational skill for all other study skills. Despite the long-standing recognition of reading comprehension’s crucial role in learning, it remains a significant challenge for Philippine schools. Reading endows individuals with valuable skills and grants them access to a vast repository of information, thereby aiding them in their academic pursuits. As emphasized by Deluao *et al.* (2022), proficiency in reading is a prerequisite across all learning domains.

In Prosperidad National High School, it has empirically observed that some of the learners have low reading proficiency levels. Thus, the purpose of the study was outlined to address the critical issue of low reading proficiency among students, particularly in Prosperidad National High School, and its significant impact on their academic performance and overall learning outcomes. By examining the current state of reading comprehension and educational initiatives undertaken by the Department of Education (DepEd), the study aims to explore

the importance of reading as a foundational skill for lifelong learning and academic success. Furthermore, it sought to utilize the urgent implementation of “Catch-Up Fridays” to improve students’ reading abilities and address learning gaps. Through this research, empowering students to become competent, engaged, and responsible citizens equipped with the necessary skills for success in the modern world.

Research Questions

The purpose of the study was to evaluate the reading proficiency levels of Grade 10 students during the implementation of Catch-Up Friday at Prosperidad National High School in the school year 2023-2024. The researcher sought to answer the following research questions:

1. What are the reading proficiency levels of Grade 10 students in their pre- and post-assessments during the implementation of Catch-Up Friday?
2. Is there a significant difference in the reading proficiency levels of Grade 10 students between the pre- and post-assessments during the implementation of Catch-Up Friday?
3. What are the students’ perspectives on the implementation of the Catch-Up Friday sessions for enhancing reading for academic success?

Conceptual and Theoretical Framework

The study was rooted in the theory of scaffolding, as proposed by Jerome Bruner (1978), and further developed by Vygotsky (1978). According to this theory, learning is most effective when students are provided with appropriate support and guidance, gradually reducing the assistance as they develop competence in a particular skill or area. In the context of reading proficiency, scaffolding involves providing students with targeted interventions and support to help them improve their reading skills gradually.

Additionally, the study is guided by the socio-cultural theory of learning, which emphasizes the importance of social interactions and cultural contexts in the learning process. According to Vygotsky (1978), learning is a social activity, and students’ interactions with peers, teachers, and the learning environment play a crucial role in their cognitive development. In the context of Catch-Up Friday sessions, socio-cultural theory suggests that collaborative learning experiences and peer interactions can enhance students’ reading proficiency levels.

Furthermore, the study was grounded as well on the concept of differentiated instruction, as proposed by Carol Ann Tomlinson (1995). Differentiated instruction involved tailoring teaching methods, materials, and assessments to meet the diverse needs of students in the classroom. In the context of reading instruction, differentiated instruction emphasized providing students with multiple pathways to learning, allowing them to engage with reading materials in ways that were meaningful and relevant to their individual interests and abilities.

Furthermore, the study was informed by the theory of self-efficacy, as proposed by Albert Bandura (1977). Self-efficacy referred to an individual's belief in their ability to succeed in a particular task or situation. In the context of reading proficiency, students' self-efficacy beliefs could influence their motivation, persistence, and ultimately, their achievement in reading. Catch-Up Friday sessions were designed to enhance students' self-efficacy by providing them with opportunities for success and positive feedback in reading activities.

The combination of scaffolding, socio-cultural theory, differentiated instruction, and self-efficacy theory provided a comprehensive framework for understanding how Catch-Up Friday sessions could enhance reading proficiency levels among Grade 10 students. By providing targeted support, fostering collaborative learning experiences, tailoring instruction to meet students' diverse needs, and promoting self-efficacy beliefs, these sessions aimed to empower students to become proficient readers and succeed academically.

METHODOLOGY

Research Design

The study employed a mixed-methods approach, characterized by the collection and analysis of quantitative data followed by the gathering and evaluation of qualitative data through surveys and interviews, which assisted in explaining and interpreting the findings of the quantitative study (Creswell, 2015). Firstly, quantitative data were collected through pre-assessments and post-assessments to measure the reading proficiency levels of Grade 10 students before and after the implementation

of Catch-Up Friday sessions. These assessments focused on various aspects of reading, including comprehension, vocabulary, and fluency. Additionally, surveys were administered to gather students' perspectives on implementing Catch-Up Friday sessions, their perceptions of the sessions' impact on their reading skills and academic success, and their overall satisfaction with the program. Furthermore, qualitative data were obtained through interviews and focus group discussions with a subset of Grade 10 students to explore deeper into their experiences, attitudes, and perceptions regarding Catch-Up Friday sessions and their effects on reading proficiency. This mixed-methods approach allowed for a comprehensive exploration of both the quantitative outcomes and qualitative insights related to Catch-Up Friday sessions and their impact on reading proficiency levels and perspectives among Grade 10 students.

Participants of the Study

The participants of the study were Grade 10 students from Prosperidad National High School, Prosperidad District I, province of Agusan del Sur, during the school year 2023-2024. The study utilized a complete enumeration sampling method, meaning all students present in class during the implementation of Catch-Up Friday were included. Table 1 shows the distribution of participants across Grade 10 sections, based on attendance during implementation, with 182 females and 205 males included. Table 2 presents participants in the qualitative study, focusing on students' perspectives on Catch-Up Friday. Thirty (30) Grade 10 students were selected for interviews to gather their insights on the implementation of Catch-Up Friday.

Table 1: The Distribution of Research Participants in Each Section of Grade 10

Group	Female		Male		Overall	Percentage
	Frequency	%	Frequency	%		
Section A	40	21.98	31	15.12	71	18.35
Section B	35	19.23	30	14.63	65	16.80
Section C	24	13.19	43	20.98	67	17.31
Section D	30	16.48	36	17.56	66	17.05
Section E	19	10.44	30	14.63	49	12.66
Section F	34	18.68	35	17.08	69	17.83
Total	182	100	205	100	387	100

*Legend: Total Sample Population (387); Male (182); Female (205)

Table 2: Qualitative Participants of the Study

Group	Frequency	Percentage
Section A	5	16.6667
Section B	5	16.6667
Section C	5	16.6667
Section D	5	16.6667
Section E	5	16.6667
Section F	5	16.6667
Total	30	100

*Legend: Male (15) & Female (15)

Research Instrument

In the implementation of Catch-Up Friday on January 12, 2024, at Prosperidad National High School, teachers promptly followed the school's prescribed format for facilitating the reading intervention program. This study utilized reading materials available at the school, including contextualized materials from all subject areas. However, Grade 10 students primarily utilized reading materials from major subjects, particularly English, Mathematics, and Science, as these were the focal points for improving reading proficiency. The aim was to assess students' comprehension and ability to provide immediate

responses based on what they read. Pre-assessment took place over two weeks, specifically on Fridays (January 12, 2024, to January 19, 2024), with the same number of participants. Post-assessment was conducted from February 1, 2024, to February 8, 2024, using reading materials available at the school. Data were tallied and presented in tabular form using Microsoft Excel Version 2103 (16.0). Frequency and percentage were primarily used to present data on the reading proficiency levels of Grade 10 students, categorized into four reading levels: independent, instructional, frustrated, and non-reader. The study employed the Reading Proficiency Level Board by Johnson, Kress, and Pikulski (1987) for classification, with descriptive interpretations based on Flippo's study (2014).

Furthermore, a researcher-designed instrument was employed to collect the perspectives of students regarding Catch-Up Fridays, and participants underwent interviews to bolster the findings. Qualitative data underwent analysis following the thematic guidelines established by Braun and Clarke (2006). Based on the study's outcomes, a teaching guide was developed to enhance the reading proficiency of Grade 10 students during Catch-Up Friday interventions. This guide was intended to aid teachers in effectively guiding their students within the Department of Education's provided framework. It integrated insights from both quantitative and qualitative data, with the aim of offering comprehensive support to educators striving to enhance students' reading abilities and overall academic performance.

Table 3: Reading Proficiency Level Board

Students' Scores (%)	Reading Level	Descriptive Interpretation
100-80	Independent	The level to which readers can read the text and comprehend simultaneously with nearly perfect accuracy.
79-59	Instructional	The level to which readers gain most from teacher-directed instruction.
58-Below	Frustration	The level to which reading materials are too challenging for readers to respond to them successfully.

**Legend: The scoring criteria for reading proficiency levels were derived from the research conducted by Johnson, Kress, and Pikulski (1987), while the descriptive interpretations or meanings of each criterion were informed by Flippo's study (2014)*

Data Gathering Procedure

Prior to commencing the data gathering process, the researchers sought permission from the school division superintendent and forwarded a copy of the letter to the Division Research Coordinator. Subsequently, they obtained approval to conduct the study from the School Principal of Prosperidad National High School, covering all six sections of Grade 10. Additionally, the researchers prepared all necessary documents, including validation forms validated by three experts for the researcher-designed instrument focused on students' perspectives regarding Catch-Up Fridays. At this stage, participants in the study completed informed consent and assent forms. The primary objective of this study was to assess the effectiveness of implementing Catch-Up Fridays in enhancing the reading proficiency levels and perspectives of Grade 10 students, with the intention of informing the development of a teaching guide for the continued implementation of Catch-Up Fridays. Furthermore, the researchers prepared all reading materials required for conducting pre- and post-assessments with Grade 10 students, ensuring adherence to standard procedures in supporting participants during the assessments. Subsequently, the students' scores were recorded and used to determine whether a significant difference existed between the pre- and post-assessments. This comparison also aimed to evaluate the impact of the reading materials on students' reading proficiency levels during the implementation of Catch-Up Fridays.

Statistical Treatment/Data Analysis

The data collected from the participants were tallied, tabulated, summarized, and interpreted based on the study's objectives. Descriptive statistics, including frequency, percentage, and mean, were employed. To ascertain significant differences, a t-test for independent samples was utilized to compare the mean scores of Grade 10 students in their pre- and post-assessments during the Catch-Up Friday sessions.

IBM SPSS (Statistical Package for the Social Sciences) was the software used to analyze the quantitative data, enabling confident data analysis. For the qualitative analysis, thematic guidelines by Bruan and Clarke (2006) were utilized. Table 3 above illustrates the reading proficiency levels of students during Catch-Up Friday reading sessions, while Table 4 below presents the Mean Score,

Table 4: Mean Score and Mean Percentage Score and its Verbal Description

Mean Percentage Ranges	Verbal Description
96% - 100%	Mastered
86% - 95%	Closely Approximating Mastery
66% - 85%	Moving Towards Mastery
35% - 65%	Average Mastery
16% - 34%	Low Mastery
5% - 15%	Very Low Mastery
0% - 4%	Absolutely No Mastery

Table 5: Phases of Thematic Analysis

Phases	Description of the Process
Familiarization of Data	Transcribing data, reading, and rereading the data, noting down initial ideas.
Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
Reviewing themes	Checking in the themes work in relation to the coded extracts (Level 1 and the entire data set (Level 2), generating a thematic “map” of the analysis.
Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, the final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

**Legend: Phases of Thematic Analysis (Braun & Clarke, 2006)*

Mean Percentage Score, and their corresponding verbal descriptions to determine students’ mastery levels based on pre- and post-assessments. The verbal descriptions of the mean percentage score were determined using a scale and descriptive rating observed in the National Achievement Test (Fernandez, 2013).

Ethical Considerations

The data collection from the study’s participants adhered to established guidelines and procedures to address ethical concerns regarding the evaluation of the reading proficiency levels of students during the implementation of Catch-Up Friday. Specifically, four ethical issues were observed: informed consent, risk of harm, confidentiality and anonymity, and conflict of interest (Zegwaard, 2018).

RESULTS AND DISCUSSIONS

Reading Proficiency Levels of Grade 10 Students in Their Pre- and Post-Assessments During the Implementation of Catch-Up Friday

Table 6 presented the results of Grade 10 students’ reading proficiency levels in their pre- and post-assessments during the Catch-Up Friday implementation, referencing Table 3 for the reading proficiency level board based on

Johnson *et al.* (1987) study and Flippo’s (2014) descriptive interpretation.

As presented in Table 6, 63.31% (245 students) were categorized as independent readers, scoring between 80-100, indicating their ability to comprehend text with nearly perfect accuracy. Meanwhile, 28.94% (112 students) were at the instructional level, scoring between 59-79, signifying that they benefited most from teacher-directed instruction. A smaller percentage, 7.75% (30 students), fell under the frustration level, scoring below 58, suggesting that the reading materials were too challenging for successful comprehension. None of the students were classified as non-readers, though some required guidance. Notably, the post-assessment results showed significant improvement, with 95.35% (369 students) demonstrating successful reading fluency and comprehension. However, 4.65% (18 students) remained at the instructional level, indicating a continued need for teacher guidance. The post-assessment also revealed a 32.04% increase in the number of independent readers compared to the pre-assessment, indicating the effectiveness of the reading materials utilized during Catch-Up Friday sessions. Nonetheless, these findings suggest an improvement in Grade 10 students’ reading abilities as a result of the Catch-Up Friday sessions.

Table 6: Reading Proficiency Levels of the Grade 10 Students Based on their Pre- and Post-Assessment Results

Reading Level	Pre-Assessment		Reading Level	Post-Assessment	
	Frequency	(%)		Frequency	(%)
Independent	245	63.31	Independent	369	95.35
Instructional	112	28.94	Instructional	18	4.65
Frustration	30	7.75	Frustration	0	0
Non-Reader	0	0	Non-Reader	0	0
Total	387	100	Total	387	100

Acedillo (2023) revealed a significant impact of students’ reading comprehension levels on their overall academic performance. Pretest results indicated that 13.4% of learners exhibited reading comprehension

difficulties, while posttest outcomes demonstrated a notable improvement, with no non-readers identified and a substantial increase to 37.19% in instructional comprehension levels. Additionally, the number of

independent readers surged by 92.85%. Furthermore, Saro *et al.* (2022) emphasized the pivotal role of teacher supervision and the quality of instructional materials in shaping students' academic performance. They highlighted the importance of teachers' guidance and the relevance of the materials used during the learning process. Eshet-Alkalai (2013) corroborated this assertion, suggesting that students' level of engagement and interest in reading course materials significantly influenced their reading proficiency. These findings collectively emphasize the crucial interplay between effective teaching practices, supportive learning environments, and students' intrinsic motivation in fostering improved reading comprehension skills.

The performance of students in contextualized reading assessments reflects their prior knowledge and proficiency in English. The relatively low instances of reading frustration observed suggest the effectiveness of the instructional materials utilized in implementing

reading modules (Manlapaz *et al.*, 2022).

This finding implies that the respondents are accustomed to traditional reading materials, indicating a potential limitation in their ability to engage with and comprehend more complex texts (Requiso-Jimenez & Bascos-Ocampo, 2022). Addressing this constraint is crucial, particularly among young learners, as emphasized by Slavin (2008). Young learners, in their concrete operational stage of development, benefit greatly from tangible, real-world experiences to facilitate effective learning and comprehension.

Based on the results presented in Table 6, it can be concluded that Grade 10 students possess the ability to read texts or passages across various subject materials, including English, Mathematics, Science, and other minor subjects. Furthermore, the findings indicate that while most students can read independently, a few may still require guidance from teachers.

As depicted in Table 7, the mean percentage scores of

Table 7: Mean Percentage Scores of Pre- and Post-Assessments during the Catch-Up Friday Sessions

Construct Guide	Pre-Assessment		Post-Assessment		Improvement Gain Score
	Mean Percentage Score	Remarks	Mean Percentage Score	Remarks	
Accessible Reading Materials during Catch-Up Friday Sessions	63.30%	Average Mastery	95.33%	Closely Approximating Mastery	32.04%

pre- and post-assessments during the Catch-Up Friday sessions using the accessible reading materials were presented. The pre-assessment scores showed an average mastery of 63.30%, while the post-assessment scores closely approximated mastery at 95.33%. This indicated a significant increase in independent readers between the pre- and post-assessments. Consequently, the improvement gain score from pre- to post-assessment increased by 32.04%.

The results were underpinned by several studies, each highlighting critical aspects of reading proficiency and its impact on academic performance. According to Nindy & Kustijono (2017), contextualized learning materials played a pivotal role in transforming learners' interest and academic achievement. By providing these resources, learners could engage more actively in classroom activities, fostering a conducive learning environment that enhanced their comfort and participation.

Bro. Armin A. Luistro, former Secretary of the Department of Education (2016), underscored the importance of evaluating students' reading comprehension and competence as fundamental to all academic endeavors. He also emphasized that without a solid foundation in reading skills, students would face ongoing challenges in mastering other disciplines. This assertion highlighted the essential role of reading proficiency as a cornerstone of academic success.

Moreover, Nieuwoudt (2022) asserted into the reading culture of primary schools and its impact on Grade 4

learners' reading proficiency in selected Western Cape schools. The findings suggested that the prevailing reading culture significantly influenced learners' overall reading proficiency levels, consequently affecting their academic performance. This emphasized the interconnectedness of reading culture, proficiency, and academic achievement, emphasizing the need for effective interventions to enhance reading skills from an early stage.

There was a Significant Difference Observed in the Reading Proficiency Levels of Grade 10 Students between the Pre- and Post-Assessments Conducted During the Implementation of Catch-Up Friday

Presented in Table 8, the T-test for the pre-assessment and post-assessment during the Catch-Up Friday sessions of Grade 10 students utilized the available reading materials in school. The computed t-test value exceeded the tabular t-test results, indicating a significant difference between the pre- and post-assessment scores using the available contextualized reading materials.

The results of the pre- and post-assessment reading proficiency demonstrated a substantial disparity. Estremera & Estremera (2018) highlighted that exposure to localized and contextualized learning resources could influence the development of pretest and posttest processes in reading. The notable contrast in reading proficiency levels between the pretest and posttest groups with the same participants suggested a lack of exposure or intervention in the classroom setting (Lartec, 2014).

Moghaddas (2013) study on the impact of contextualization on Iranian EFL learners' reading performance was consistent with Berns & Erickson's (2005) claim that contextualized learning improved both career-related and educational proficiencies. The study revealed that students who were taught within a contextualization framework performed better, indicating that organizing lessons according to students' interests contributed to enhanced academic achievement. Furthermore, Fuchs *et al.* (2018) supported the idea that many standardized reading comprehension measures fell short of fully capturing the comprehension process. This suggested that traditional assessments may not have adequately assessed students' true comprehension abilities. In contrast, Jiang (2016) found that engaging

in reading activities and tasks could enhance learners' comprehension levels. This improvement was attributed to the use of oral reading strategies and approaches, indicating the effectiveness of developing efficient reading skills through active engagement in reading tasks (Acedillo, 2023). These findings emphasized the importance of incorporating learning approaches in educational settings. By aligning lessons with students' interests and engaging them in meaningful reading activities, educators could foster improved reading comprehension skills and overall academic achievement. This posited the relevance of the study's focus on evaluating the impact of Catch-Up Friday sessions, which aimed to enhance reading proficiency levels through the use of contextualized reading materials and activities.

Table 8: T-test for Pre-Assessment and Post-Assessment during the Catch-Up Friday Sessions

Constructs	Pre-Assessment	Post-Assessment	Computed (t)	Tabular (t) 5%	Interpretation
Mean Percentage Scores					
Accessible Reading Materials during Catch-Up Friday Sessions	63.30%	95.33%	2.47	0.01	Highly Significant

*Legend: Significant at 1% means that the p-value is less than 0.01; the level of significance is taken at 0.05 (5%)

This analysis suggested that the implementation of Catch-Up Friday sessions, coupled with contextualized or an available reading materials, significantly impacted the reading proficiency levels of Grade 10 students. The discrepancy between pre- and post-assessment scores emphasized the importance of tailored interventions and learning resources in enhancing students' reading proficiency levels. Furthermore, it emphasized the need for continued efforts to provide comprehensive support for students to improve their reading proficiency levels.

Students' Perspectives on the Implementation of the Catch-Up Friday Sessions for Enhancing Reading for Academic Success

The students' perspectives on the implementation of the Catch-Up Friday sessions for enhancing reading for academic success were gathered through a researcher-designed survey questionnaire. Additionally, guided interviews were conducted with students based on their experiences with Catch-Up Friday. Thematic analysis, following the guidelines outlined by Bruan and Clarke

Table 9: Students' Perspectives on the Implementation of the Catch-Up Friday

Indicators	Weighted Mean	Verbal Descriptive Interpretation
1. Catch-Up Friday sessions effectively improved my reading skills.	4.64	Strongly Agree
2. I am satisfied with the structure and organization of Catch-Up Friday sessions.	4.78	Strongly Agree
3. Catch-Up Friday sessions positively impacted my overall academic performance.	4.60	Strongly Agree
4. I feel that the frequency and duration of Catch-Up Friday sessions are appropriate.	4.52	Strongly Agree
5. The reading materials used during Catch-Up Friday sessions are relevant to my learning needs.	4.89	Strongly Agree
6. I am actively engaged during Catch-Up Friday sessions.	4.57	Strongly Agree
7. Catch-Up Friday sessions address my individual reading needs and learning preferences.	4.90	Strongly Agree
8. I feel supported by teachers during Catch-Up Friday sessions.	4.93	Strongly Agree
9. Participating in Catch-Up Friday sessions has increased my confidence in my reading abilities.	4.80	Strongly Agree
10. I enjoy the variety of reading activities offered during Catch-Up Friday sessions.	4.94	Strongly Agree
Overall	4.76	Strongly Agree

(2006), was employed to analyze the collected data. The results revealed strong agreement from students regarding various aspects of Catch-Up Friday sessions. With a weighted mean of 4.94, students expressed a strong enjoyment of the diverse reading activities offered during these sessions. This high level of response suggested that the activities provided were engaging and stimulating for students, aligning well with the study's goal of enhancing reading proficiency through enjoyable learning experiences. Additionally, students strongly agreed they were supported by teachers during Catch-Up Friday sessions, as indicated by a weighted mean of 4.93. This emphasized the crucial role of teachers in facilitating the sessions and providing assistance when needed, contributing to the creation of a supportive learning environment conducive to academic growth. Moreover, students strongly agreed that Catch-Up Friday sessions effectively addressed their individual reading needs and preferences, with a weighted mean of 4.90. This personalized approach ensured that

students received tailored support based on their specific requirements, maximizing the impact on their reading proficiency. Similarly, students perceived the reading materials used during Catch-Up Friday sessions to be highly relevant to their learning needs, as reflected by a weighted mean of 4.89. This emphasized the importance of selecting materials that were appropriately matched to students' academic levels and interests, enhancing their engagement and comprehension. Furthermore, students strongly agreed that participating in Catch-Up Friday sessions had increased their confidence in reading, with a weighted mean of 4.80. This suggested that the sessions not only improved reading skills but also boosted students' self-perception and belief in their abilities. Lastly, these findings highlighted the effectiveness of Catch-Up Friday sessions in enhancing students' reading proficiency and fostering a positive learning environment. The high weighted means across all indicators underscored the program's success in meeting students' needs and promoting their academic success in reading.

Table 10: The Results of the Interview Session with the Student-Participants

Themes from the Interview Sessions	Overview of Student-Participants Responses
Feedback on Catch-Up Fridays	<ol style="list-style-type: none"> 1. Catch-Up Friday classes have significantly improved my reading skills, enhancing speed, comprehension, and retention of information through consistent engagement and dedicated time each week. 2. The Catch-Up Friday sessions have significantly enhanced my reading skills and comprehension through structured practice and feedback. 3. The Catch-up Friday session significantly improved my reading ability, understanding, and, enhancing critical thinking. 4. Regular reading sessions like Catch-Up Friday significantly improve reading proficiency by expanding vocabulary and enhancing comprehension skills through a variety of reading materials. 5. The school's reading day was enlightening, and Catch-up Friday, as a reader, was a beautiful activity to engage in every Friday.
Strategies for Reading Proficiency on Catch-Up Friday	<ol style="list-style-type: none"> 1. Catch-Up Friday sessions involved reading comprehension exercises, vocabulary building, active reading, critical thinking tasks, and group discussions, fostering understanding and engagement with the material. 2. During Friday catch-up sessions, I engaged in storytelling, reading, and active analysis, which helped me understand concepts, enhance vocabulary, and encourage active participation. 3. Engaging and interactive sessions include group reading, discussions, quizzes, and vocabulary games, promoting active participation and deeper understanding, ultimately improving memory retention. 4. The teacher utilized close reading exercises, vocabulary expansion drills, and group discussions to enhance their analytical and comprehension skills. 5. Friday sessions enhance reading skills through various activities like independent reading, guided reading groups, comprehension strategies, vocabulary building, fluency practice, literature circles, and response writing, fostering interest and allowing students to take responsibility for their learning.
Reading Importance and Catch-Up Friday	<ol style="list-style-type: none"> 1. Reading proficiency enhances academic success and personal growth by developing critical thinking skills and broadening perspectives. Regular reading sessions transform reading into an enriching and enjoyable experience. 2. Friday sessions underscored the importance of literacy in academic, professional, and personal growth, enhancing reading comprehension and appreciation through diverse text engagement and critical thinking.

	3. Reading proficiency is essential for academic and real-world contexts, requiring continuous improvement and practice for critical thinking and effective communication.
	4. Reading proficiency is crucial for academic success and personal growth, promoting effective communication and knowledge acquisition. Catch-Up Friday sessions emphasize active engagement and critical analysis.
	5. Reading proficiency is crucial in academics for vocabulary, critical thinking, and understanding various topics, discussions, research papers, conversations, and debates.
Challenges in Catch-Up Fridays: Share and Overcome	1. During sessions, I struggled with reading complex texts, adopting strategies like skimming key points, and seeking clarification from peers or facilitators.
	2. To overcome Friday sessions' challenges, break readings into smaller parts, use note-taking techniques, discuss difficult passages, participate in class discussions, address shyness, and maintain consistent effort, support, and commitment.
	3. The teacher tackled a reading challenge by incorporating mindfulness techniques and active reading strategies like note-taking and summarizing.
	4. Despite challenges, such as understanding complex texts and maintaining interest, practice, perseverance, seeking help, and finding reading materials that align with personal interests have helped overcome these obstacles.
	5. During catch-up Friday, I encountered unfamiliar words and found asking the teacher about their meaning was crucial for overcoming this challenge.
Catch-Up Friday Effectiveness: Expanding Perspectives	1. The Catch-Up Friday sessions significantly enhanced my understanding of various subjects by exposing me to diverse materials, discussions, and literature from various cultures.
	2. Catch-Up Friday sessions effectively expanded student perspectives on climate change, ethical dilemmas, and cultural diversity, promoting intellectual growth and critical thinking, fostering a deeper understanding of global issues.
	3. The Catch-Up Friday sessions significantly enhanced my understanding of complex social, historical, and scientific issues, fostering informed viewpoints and exposing me to diverse opinions and interpretations.
	4. The Catch-Up Friday sessions significantly enhanced my understanding of various subjects by exposing me to diverse materials, discussions, and literature from various cultures.
	5. The Friday-catch-up session was a brilliant idea to broaden the mind and understand fundamentals through discussions, essays, and language. By implementing universal language, we can connect and unite the world, influencing the viewpoint of illiterate children and extending knowledge and ideas to all languages.

As presented in Table 10, providing an overview of the student-participants' feedback regarding the implementation of Catch-Up Fridays, the first theme, 'Feedback on Catch-Up Fridays,' reveals that some participants shared their experiences with these Catch-Up Friday sessions, noting a significant improvement in their reading skills through consistent engagement and dedicated time each week. These sessions have expanded their vocabulary and comprehension skills through various reading materials. Participants also emphasize the importance of regular reading sessions like Catch-Up Fridays in enhancing critical thinking and reading proficiency, finding them enlightening and a beautiful way to engage with reading.

The second theme, 'Strategies for Reading Proficiency on Catch-Up Friday,' indicates that teachers conducted sessions including reading comprehension exercises, vocabulary building, active reading, critical thinking tasks, and group discussions. These activities aimed to enhance understanding, vocabulary, and engagement with the material. Additionally, close reading exercises, vocabulary

expansion drills, and group discussions were utilized to improve analytical and comprehension skills. Sessions also included independent reading, guided reading groups, comprehension strategies, vocabulary building, fluency practice, literature circles, and response writing, fostering interest and allowing students to take responsibility for their learning.

The third theme, 'Reading Importance and Catch-Up Friday,' emphasized that reading proficiency is crucial for academic success and personal growth, as it develops critical thinking skills and broadens perspectives. Regular reading sessions enhance comprehension and appreciation through diverse text engagement and critical thinking. Reading proficiency is essential for effective communication and knowledge acquisition in both academic and real-world contexts. Catch-Up Friday sessions emphasize active engagement and critical analysis. Reading proficiency is essential in academics for vocabulary, critical thinking, and understanding various topics, discussions, research papers, conversations, and debates.

Furthermore, the fourth theme, 'Challenges in Catch-Up

Fridays: Sharing and Overcoming,' posits that students struggle with reading complex texts and adopt strategies like skimming key points and seeking clarification. To overcome these challenges, they break readings into smaller parts, use note-taking techniques, discuss difficult passages, participate in class discussions, address shyness, and maintain consistent effort. Teachers tackle reading challenges by incorporating mindfulness techniques and active reading strategies. Despite challenges, practice, perseverance, seeking help, and finding reading materials aligning with personal interests have helped overcome these obstacles.

Lastly, the fifth theme, 'Catch-Up Friday Effectiveness: Expanding Perspectives,' highlights that Catch-Up Friday sessions have significantly improved students' understanding of various subjects by exposing them to diverse materials, discussions, and literature from different cultures. These sessions have expanded student perspectives on climate change, ethical dilemmas, and cultural diversity, promoting intellectual growth and critical thinking. They have also enhanced their understanding of complex social, historical, and scientific issues, fostering informed viewpoints. The idea of Friday catch-up sessions is brilliant, as they broaden the mind and understanding of fundamentals through discussions, essays, and language. Implementing a universal language can connect the world, influence illiterate children's viewpoints, and extend knowledge to all languages.

Moreover, Anjulo (2017) suggests that students proficient in language learning can effectively support those with less aptitude, underlining the importance of efficient teaching strategies. An examination of strategies for teaching reading comprehension, focusing on extensive reading, demonstrates that while intensive reading is commonly employed by students, extensive reading yields significantly positive effects on comprehension (Anjulo, 2017). Similarly, Kung & Aziz (2020) conducted research on metacognitive reading strategies, finding that such strategies enhance reading comprehension and provide ample opportunities for independent reading.

Almutairi (2018) emphasizes that to meet educational goals, students must master reading comprehension to facilitate effective classroom organization. McNamara (2007) defines comprehension as the ability to delve beyond the words, grasp paragraph ideas, and discern relationships within a text. This skill involves understanding words, sentences, and connected text, as noted by McKee (2012), who further defines comprehension as the capacity to extract and understand textual information, identifying implicit and explicit content, and bridging the author's message with the reader's interpretation.

Snow (2002) describes reading comprehension as a collaborative process in which meaning is constructed through interaction with written language. Woolley (2011) asserts that reading comprehension is a critical reading component requiring mastery, while Klingner, Vaughn, & Boardman (2007) elaborate on comprehension as a

multifaceted process involving readers' interests, thoughts, previous knowledge, and text type understanding. Oakhill, Chain, & Elbro (2015) elaborate on comprehension as a cognitive task blending skills such as word identification, decoding, and language mastery, essential for deciphering textual codes like synonyms, antonyms, and idioms, thus facilitating reading understanding.

CONCLUSIONS

The findings of the study led to the conclusions that a significant portion of Grade 10 students demonstrated remarkable progress in their reading abilities throughout the Catch-Up Friday sessions. It also concluded that, a majority of students were categorized as independent readers, reflecting their strong proficiency levels. However, a notable percentage benefited from instructional support, while a smaller fraction found the reading materials challenging, yet manageable with guidance. Following the sessions, a substantial improvement was observed across all proficiency levels, with nearly all students achieving successful reading fluency and comprehension. Moreover, a notable increase in the number of independent readers underscored the effectiveness of the utilized materials and activities. These findings collectively indicate a notable enhancement in Grade 10 students' reading proficiency levels attributable to the Catch-Up Friday sessions.

Moreover, the analysis of student feedback further elucidates the positive impact of Catch-Up Fridays on reading proficiency. Participants highlighted the sessions' role in expanding vocabulary, enhancing comprehension, and fostering critical thinking skills. Teachers' implementation of diverse strategies and activities, ranging from reading comprehension exercises to group discussions, significantly contributed to students' engagement and learning outcomes. The sessions addressed individual reading needs and challenges and broadened students' perspectives on various subjects. 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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