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Evaluating the Impact of ‘Catch-Up Friday’ on Senior High School Students’ Reading Proficiency Level and Perspective

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ABSTRACT

This study evaluates the impact of the ‘Catch-Up Friday’ initiative on the reading proficiency level and perspective of senior high school students at Esperanza National High School. ‘Catch-Up Friday’ provides structured weekly sessions to enhance students’ reading skills through focused activities and support. Employing a mixed-methods approach, the research combines quantitative and qualitative data for a comprehensive analysis. Quantitative data were collected through pre- and post-intervention assessments using standardized reading tests, revealing significant improvements in reading proficiency. Qualitative data from the student’s interviews and observational notes provided insights into participants’ experiences and perceptions. Thematic analysis identified key themes such as increased student engagement, improved reading confidence, and the relevance of reading materials to students’ interests and academic needs. The study concludes that ‘Catch-Up Friday’ effectively improves reading proficiency and perspective among senior high school students. The findings suggest that dedicated reading time, targeted support, and relevant materials significantly enhance literacy skills and academic achievement. The study recommends continuing and potentially expanding the ‘Catch-Up Friday’ program to support students’ educational development further.

INTRODUCTION

Reading proficiency is critical in supporting students’ academic achievements across various subjects. Understanding and analyzing written texts is essential not only during students’ educational journeys but also in their future endeavors. However, many nations struggle to ensure that all students reach the desired levels of reading proficiency. Findings from the Programme for International Student Assessment (PISA) reveal that many students globally face challenges with reading skills, affecting their performance in academic subjects and overall educational outcomes (OECD, 2019).

In developing countries, issues of reading proficiency are often exacerbated by factors such as limited educational resources, insufficiently trained teachers, and socioeconomic challenges (UNESCO, 2017). These obstacles make it difficult for students to develop the strong reading skills necessary for learning and personal growth. International bodies like UNESCO emphasize the significance of literacy and reading proficiency in achieving Sustainable Development Goal 4, which focuses on providing inclusive and high-quality education for all (UNESCO, 2016).

The Philippines faces significant challenges regarding reading proficiency. Both national assessments and international evaluations like PISA have highlighted that a notable percentage of students fall below the expected proficiency levels in reading. The 2018 PISA results showed that students from the Philippines ranked lowest in reading comprehension skills, raising concerns about the effectiveness of current teaching methods and

support measures (OECD, 2019).

This issue is of urgent concern to the Department of Education (DepEd) in the Philippines. In response, DepEd has implemented various programs and initiatives aimed at enhancing reading proficiency among students. Every Child a Reader Program (ECARP) focuses on developing reading skills at the primary level, while Brigada Pagbasa, a nationwide reading advocacy program, mobilizes community resources to support reading activities in schools (DepEd, 2020).

To further improve senior high school students’ reading proficiency, DepEd introduced Catch-Up Friday, a weekly program dedicated to intensive reading activities. By offering structured reading sessions, personalized feedback, and supportive learning environments, Catch-Up Friday aims to bridge gaps in reading proficiency. This initiative is part of DepEd’s broader plan to ensure that all learners possess adequate literacy skills for future educational and life opportunities. Schools and teachers, such as those at Esperanza National High School, have taken lead roles in implementing Catch-Up Friday by creating tailored reading materials and conducting pre- and post-assessments.

This study aims to assess the effectiveness of Catch-Up Friday in enhancing reading proficiency among senior high school students. It will provide a comprehensive evaluation of this initiative by examining reading proficiency levels before and after its implementation and gathering students’ perspectives on the program. The results will contribute to existing knowledge on improving reading competence among senior high school

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students and offer practical suggestions for educators and policymakers interested in similar interventions. Understanding the impact of Catch-Up Friday is crucial, as students' academic success heavily depends on their reading abilities. The findings can serve as a reference for future initiatives aimed at boosting students' reading skills and overall school performance.

MATERIALS AND METHODS

Research Design

The study employed a convergent parallel mixed methods approach. This approach involves collecting both quantitative and qualitative data simultaneously, analyzing each dataset separately, and then merging the two sets of results to draw comprehensive conclusions. Specifically, the quantitative component assessed reading proficiency levels of senior high school students at Esperanza National High School were first gathered through pre- and post-assessments of Catch-Up Friday through standardized reading tests. These tests concentrated on a number of reading-related topics, such as vocabulary, fluency, and comprehension while the qualitative component gathered students' perspectives on the

program through interviews and focus group discussions. Surveys were distributed to students to learn about their thoughts on the implementation of the Catch-Up Friday sessions, how they felt the sessions affected their academic performance and reading comprehension, and how satisfied they were overall with the program. This combination provided a well-rounded evaluation of the program's effectiveness.

Utilizing the said methodology facilitated an extensive investigation into the quantitative results and qualitative revelations associated with Catch-Up Friday sessions, as well as their influence on the reading proficiency levels and viewpoints of senior high school students.

Population and Participants of the Study

The research participants include senior high school students from Esperanza National High School who are willing to participate in the study. The students were from grade 11 and 12 levels to ensure a diverse representation. Participation in the study will be voluntary, and informed consent was obtained from both students and teachers. The study's distribution and participants are shown in Table 1.

Table 1: Distribution and Participants of the Study

Senior High School Students	Male	Female	Total
	212	215	427

Shows the number of participants with four hundred twenty-seven (427) SHS students

The study utilized a complete enumeration sampling method to select participants for the study. This method ensures that students and teachers who have direct experience with Catch-Up Friday are included in the study sample. The sample size was determined based on the number of students participating in Catch-Up Friday at Esperanza National High School.

Research Instrument

When Esperanza National High School launched Catch-Up Friday on January 12, 2024, teachers followed the school's protocol to make the reading intervention program available. Reading materials available at the school, including contextualized literature covering a wide range of subject areas, were used in this study. However, reading materials from a variety of courses were mostly used by high school students, with a focus on English literature and scientific ideas in particular, as these were the main areas of interest for improving reading skills. The goal was to assess the students' comprehension and ability to quickly produce answers based on what they had read. The pre-assessment was carried out with an equal number of participants for a period of two weeks, specifically on Fridays, from January 12, 2024, to January 19, 2024.

Using the school's reading resources that includes the language teachers-made materials, the post-assessment was given between February 1, 2024, and February 8, 2024. A table format was created by tabulating the data using Microsoft Excel Version 2103 (16.0). The frequency

and percentage methods were typically used to convey the statistics on the reading proficiency levels of SHS students. Four reading levels were assigned to the students: non-reader, instructional, frustrated, and autonomous. The Reading Proficiency Level Board, created by Johnson, Kress, and Pikulski in 1987, was used in the study for categorization, and Flippo's 2014 research provided descriptive explanations. The said Reading Proficiency Level Board was also used in DepEd program such as the Phil-IRI to measure student reading level.

Additionally, an instrument adapted from the study of Saro *et al.* (2024) Catch-Up Friday: Improving the Reading Proficiency Levels and Perspectives of Grade 10 Students was deployed to get the viewpoints of pupils on Catch-Up Fridays, participants were subjected to interviews to strengthen the conclusions. The said instrument underwent validation and pilot testing. An analysis was conducted using qualitative data. Analysis carried out in compliance with Braun and Clarke's (2006) conceptual guidelines. Braun and Clarke (2006) provided theme standards for the analysis of the qualitative data. Based on the study's findings, a teaching guide was developed to help secondary school students' reading abilities during Catch-Up Friday interventions. This manual was created to help educators effectively guide their pupils within the Department of Education's framework. The goal of integrating concepts from both quantitative and qualitative data is to give educators all-encompassing support as they strive to raise students' reading proficiency and general academic accomplishment.

Table 3: 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 2: 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 Pikuiski (1987), while the descriptive interpretations or meanings of each criterion were informed by Flippo's study (2014)*

Data Gathering Procedure

Data were collected through pre- and post-assessments of reading proficiency levels among students. These assessments include standardized reading tests as well as surveys to gather information on students' motivation, interest in reading, and changes in reading habits and attitudes. Additionally, focus group discussions and interviews were conducted with students to gather qualitative data on their experiences with Catch-Up Friday.

Statistical Treatment

The impact of Catch-Up Friday on reading proficiency levels was ascertained by statistically analyzing quantitative data from pre- and post-assessments utilizing techniques including frequency, percentage, and mean. During the Catch-Up Friday sessions, SHS students' pre- and post-assessment mean scores were compared using a t-test for independent samples to determine significant differences. A theme analysis was conducted on the qualitative data

obtained from focus groups and interviews in order to pinpoint important themes and trends pertaining to the experiences that students had with Catch-Up Friday. The results of the qualitative and quantitative studies were combined to produce a thorough assessment of the program. Table 2 illustrates the reading proficiency levels of students during Catch-Up Friday reading sessions, while Table 3 below presents the Mean Score, 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).

RESULTS AND DISCUSSION

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

Table 4: Reading Proficiency Levels of the SHS Students Based on their Pre- and Post-Assessment Results

Reading Level	Pre-Assessment		Reading Level	Post-Assessment	
	Frequency	(%)		Frequency	(%)
Independent	81	18.54	Independent	157	35.93
Instructional	147	33.64	Instructional	234	53.55
Frustration	204	46.68	Frustration	46	10.53
Non-Reader	5	1.14	Non-Reader	0	0.00
Total	437	100	Total	437	100

The reading proficiency levels of senior high school (SHS) students are displayed in the table both before and after an intervention, namely the "Catch Up Friday" activities that were put in place to improve reading skills.

Significant shifts in reading proficiency levels are shown in the data, indicating a successful intervention. Just 18.54% of kids were reading independently prior to the intervention, compared to 33.64% who were reading at

the instructional level, 46.68% who were frustrated, and 1.14% who were non-readers. Following the intervention, the proportion of students reading at an instructional level rose to 53.55%, while the number of students reading at an independent level nearly doubled to 35.93%. The percentage of pupils experiencing frustration fell precipitously to 10.53%, and the non-reader group was totally eradicated.

The significant rise in instructional and independent readers suggests that many kids were able to raise their reading skill as a result of the intervention. The intervention was successful in guaranteeing that every student gained at least a rudimentary level of reading ability, as seen by the notable decline in students

expressing displeasure and the removal of non-readers. This is in line with the results of Vaughn *et al.* (2019), who found that high school students with reading issues had considerable gains in their ability to absorb vocabulary, comprehend sentences at the sentence level, and fluency. In a similar vein, Miciak *et al.* (2017) and Garcia, P., & Fernandez, J. (2023) discovered that a two-year reading intervention produced notable improvements in social studies grades and reading comprehension. These studies highlight how well-targeted treatments can improve high school pupils' reading abilities.

Mean Percentage Scores of Pre- and Post-Assessments During the Catch-Up Friday Sessions

Table 5: Mean Percentage Scores of Pre- and Post-Assessments during the Catch-Up Friday Sessions

Performance Indicators	Pre-Assessment		Post Assessment	Improvement Gain Score	
	Mean Percentage Score	Remarks		Mean Percentage Score	Remarks
Reading and Comprehension	76.64	Moving Towards Mastery	94.42	Closely Approximating Mastery	14.03

The mean percentage scores for the combined reading and comprehension performance indicators during the pre- and post-assessments, which were part of the “Catch-Up Friday” sessions, are displayed in the table. After the intervention, the post-assessment mean percentage score increased to 94.42, with remarks now indicating that students were “Closely Approximating Mastery.” This led to an improvement gain score of 14.03. The initial pre-assessment mean percentage score was 76.64, accompanied by remarks indicating that students were “Moving Towards Mastery”.

These findings show that after participating in “Catch-Up Friday” sessions, students’ overall reading and comprehension skills significantly improved. The students demonstrated increased competency following the sessions, as seen by the considerable rise from a pre-assessment score of 76.64 to a post-assessment score of 94.42. The intervention was effective, as evidenced by the notable improvement gain score of 14.03, which shows that the activities and teaching strategies employed improved students’ reading and comprehension skills.

In light of this notable improvement, it’s critical to continue concentrating on integrated reading and comprehension exercises. Using a comprehensive approach guarantees that students will be able to read with proficiency, and comprehend, and interpret the material well. The effective components of the “Cath-Up Friday” workshops could be included in the regular curriculum to maintain and build upon these improvements. Maintaining and advancing the gains made will be made easier with ongoing evaluation and focused actions.

Moreover, it is imperative to offer teachers continuous professional development on efficacious ways for teaching reading and comprehension. Instructors with advanced training are better able to assist pupils in reaching and

surpassing mastery levels. Acknowledging and applauding the kids’ accomplishments can inspire them to participate more fully in reading and comprehension exercises. By concentrating on these consequences, teachers can guarantee that children maintain their gains in reading and comprehension abilities and that they keep acquiring the skills required for both academic achievement and lifetime learning.

Saro *et al.* (2024) and Cheng, L., & Yang, X. (2023) found that the “Catch-Up Friday” sessions, which placed a special emphasis on the use of individualized interventions and learning tools, dramatically increased the reading proficiency levels of Grade 10 pupils. This is in line with research by Ramadhan (2014) and Idawati (2020), who both showed how particular teaching techniques, including task-based instruction and the pre-questioning strategy, can enhance reading comprehension. These results are corroborated by Clipson-Boyles (2000), who demonstrates that the “Catch-Up Friday”-like program, the Catch-Up Programme, caused Level 1 readers’ reading ages to rise significantly. When taken as a whole, these studies highlight the value of focused treatments and instructional techniques for improving reading and comprehension abilities.

Significant Difference Observed in the Reading Proficiency Levels of SHS Students between the Pre- and Post-Assessments Conducted During the Implementation of Catch-Up Friday

Utilizing the reading materials provided by the school, a T-test was conducted on the Grade 10 students’ pre- and post-assessment results during the Catch-Up Friday sessions. The results are shown in Table 6. When using the provided contextualized reading materials, the computed t-test value exceeded the tabulated t-test

findings, showing a significant difference between the pre- and post-assessment ratings.

Assessments of reading competence performed both before and after the intervention revealed a significant improvement. The noteworthy disparity implies that the intervention administered during the “Catch-Up Friday” sessions successfully improved the reading skills of the children. The significance of utilizing contextualized resources is highlighted by the improvement score increase of 14.03. Numerous studies have demonstrated the positive impact of specific learning resources on reading proficiency. While Del Rosario and Diva (2022) and Culaste-Quimbo (2022) both reported

significant increases in reading proficiency levels after using task-based supplemental material and the Contextualized English Reading Proficiency Toolkit (CERPT), respectively, Estremera & Estremera (2018) found a notable improvement in reading skills. Astri and Wahab (2018) reiterated the need of customizing instructional resources to accommodate various learning styles, resulting in a notable enhancement in reading comprehension. Kurnia *et al.* (2024) emphasized the efficacy of the REAP method in improving reading comprehension skills. These findings emphasize the need of using targeted and appropriate learning materials to enhance reading skills.

Table 6: T-test for Pre-Assessment and Post-Assessment during the Catch-Up Friday Sessions

Performance Indicators	Mean Percentage Score		Computed (t)	Tabular (t) 5%	Interpretation
	Pre-Assessment	Post Assessment			
Reading and Comprehension during Catch-Up Friday Sessions	76.64	94.42	2.44	0.01	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%)

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

The researcher collected the students’ viewpoints on the utilization of Catch-Up Friday sessions to improve reading skills for academic achievement using a survey questionnaire adapted from the study of Saro *et al.* (2024)

Catch-Up Friday: Improving the Reading Proficiency Levels and Perspectives of Grade 10 Students. Furthermore, a systematic interviewing process was employed to collect data from students regarding their experiences with Catch-Up Friday. The results of the thematic analysis, which followed the guidelines provided by Bruan and Clarke (2006), showed that the students were much in agreement.

Table 7: 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.	4.71	Strongly Agree
2. I am satisfied with the structure and organization of Catch-Up Friday sessions	4.64	Strongly Agree
3. Catch-Up Friday sessions positively impacted my overall academic performance.	4.82	Strongly Agree
4. I feel that the frequency and duration of Catch-Up Friday sessions are appropriate.	4.59	Strongly Agree
5. The reading materials used during Catch-Up Friday sessions are relevant to my learning needs.	4.85	Strongly Agree
6. I am actively engaged during Catch-Up Friday sessions.	4.80	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.	4.79	Strongly Agree
9. Participating in Catch-Up Friday sessions has increased my confidence in my reading abilities.	4.74	Strongly Agree
10. I enjoy the variety of reading activities offered during Catch-Up Friday sessions	4.86	Strongly Agree
Overall	4.77	Strongly Agree

The data shown in Table 7 provides insightful information on the students’ opinions of how the “Catch-Up Friday” sessions were carried out. Based on the calculated weighted mean of 4.77, it appears that students strongly agree with the impact and effectiveness of these sessions. The weighted mean score of 4.71 indicates that students highly agreed that the “Catch-Up Friday” courses were beneficial in improving their reading skills. This suggests

that the children’s reading abilities have been significantly enhanced by the sessions.

Students gave the “Catch-Up Friday” sessions’ structure and organization a high rating of 4.64 out of 5, indicating that they were satisfied with them overall. Overall academic achievement improved as a result of the sessions, as demonstrated by the best individual score of 4.82. A score of 4.59 indicates that the frequency and

duration of the sessions were considered appropriate. This suggests that the students found the time allocated for these activities to be beneficial.

A weighted mean of 4.85 suggested that the reading materials' relevance to the students' learning needs was another important factor. This suggests that the resources used were very suitable for meeting the pupils' educational needs. Students were clearly engaged in the activities as evidenced by the sessions' high active participation score of 4.8. Based on a weighted mean of 4.9, it was observed that the sessions sufficiently catered to individual reading demands and learning preferences.

A score of 4.79 indicates that the students felt that the

lecturers were providing them with significant help during the sessions. A score of 4.74 indicates that the students' reading confidence significantly increased as a result of their participation in the sessions. This demonstrates how well the sessions work to boost confidence. Additionally, a score of 4.86 indicates that the students enjoyed the variety of reading activities offered very much. This suggests that the students found the vast range of activities to be engaging and enjoyable. Overall, the outstanding outcomes for every variable show that the "Catch-Up Friday" sessions were very effective and well-liked by the children, leading to improvements in reading skills, academic performance, and self-confidence.

Table 8: 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. Attending Catch-Up Friday classes has greatly enhanced my reading skills, specifically in terms of speed, comprehension, and retention of knowledge. This improvement is a result of constant engagement and committed time spent each week. 2. The Catch-Up Friday classes/sessions have made a big difference in my reading comprehension and skills. 3. Catch-Up Friday classes/sessions helped me read better, understand what I read better, and think more critically. 4. The school's reading program was insightful, and participating in Catch-up Friday every Friday, and it was a lovely experience for me as a reader. 5. Weekly reading programs, such as Catch-Up Friday, greatly increase reading competency by boosting comprehension abilities and vocabulary through a range of reading resources.
Strategies for Reading Proficiency on Catch-Up Friday	<ol style="list-style-type: none"> 1. Through a variety of activities including book talk circles, independent reading, guided reading groups, comprehension techniques, vocabulary building, fluency practice, and response writing, etc., Friday sessions help students become more proficient readers while also encouraging interest and empowering them to take charge of their education. 2. Group reading, conversations, tests, and vocabulary games are all part of lively and dynamic sessions that encourage greater knowledge and active engagement, which in turn improves memory recall. 3. Catch-Up Friday classes/sessions included reading comprehension exercises, vocabulary building, active reading, critical thinking exercises, and group discussions or book talk circle with our chosen topics promotes knowledge and engagements. 4. I read aloud, participated in storytelling, and did active analysis during catch-up Friday sessions. These activities improved my vocabulary, promoted active engagement, and helped me grasp concepts. 5. To improve their analytical and comprehension skills, the teacher used group discussions, vocabulary expansion exercises, and close reading activities.
Reading Importance and Catch-Up Friday	<ol style="list-style-type: none"> 1. The Friday sessions stressed how important literacy is for personal, career, and academic growth. They focused on improving reading comprehension and appreciation through engaging with different types of text and thinking critically about them. 2. Reading proficiency helps with schoolwork and personal growth by teaching you to think critically and see things from different points of view. When you read regularly, it becomes an enjoyable and educational experience. 3. Reading proficiency is important for building vocabulary, thinking critically, and understanding a wide range of topics, debates, discussions, and concept papers. 4. Reading proficiency is important in school and in real life, and you need to keep learning and practicing it to be able to think critically and communicate clearly.

	5. Reading proficiency is important for both school and personal growth because it helps with communication and learning. Catch-Up Friday classes stress critical thinking and active participation.
Challenges in Catch-Up Fridays: Share and Overcome	1. Sometime I find it difficult to understand some concepts and stay interested in reading during Catch-Up Fridays
	2. I ran into some words I didn't know during catch-up Friday. Asking the teacher what they meant helped me get past this problem.
	3. To overcome this challenge, I look for additional explanations, examples, or videos online to help understand the concepts better and also ask for clarification from the teacher or peers.
	4. The teacher addressed a reading problem by using mindfulness methods and active reading strategies like summarizing and taking notes.
	5. Even though it can be hard to understand complicated texts and stay interested in reading, practice, persistence, asking for help, and finding reading materials that interest you have helped me get past these problems.
Catch-Up Friday Effectiveness: Expanding Perspectives	1. The Catch-Up Friday sessions helped me learn a lot more about many topics by giving me access to different kinds of materials, discussions, and books from around the world.
	2. The "Catch-Up Friday" sessions helped students think more deeply about global issues like climate change, moral dilemmas, and cultural diversity. They encouraged intellectual growth and critical thinking, which led to a better knowledge of these issues.
	3. The "Catch-Up Friday" sessions helped me understand complicated social, historical, and scientific problems better by giving me better information and letting me hear different points of view.
	4. The Catch-Up Friday sessions helped me learn a lot more about many topics by exposing me to different kinds of materials, discussions, and literature from different countries.
	5. The Catch-up Friday was a great way to learn new things and get better at the basics through talks, essays, and language. By using a universal language, we can connect and unite the world, changing the minds of kids who can't read or write and making ideas and information available in all languages.

Table 8 provides valuable insights on the effectiveness of Catch-Up Fridays in enhancing students' reading skills, encouraging critical thinking, and expanding their perspectives. According to the comments provided by the students, taking part in Catch-Up Friday classes has significantly advanced their reading abilities, improved their comprehension, and fostered their critical thinking. Pupils enjoy having the opportunity to engage in frequent reading activities because it fosters their growth as readers. Numerous strategies, such as vocabulary development, guided reading groups, book talk circles, and individual reading, have been used during Catch-Up Friday sessions with notable results in raising students' reading proficiency. By encouraging active engagement and empowering students to take ownership of their education, these diverse activities create a positive learning environment. Students also acknowledge the significance of reading proficiency for personal, academic, and career progression. Enhancing literacy and critical thinking skills is given priority in the Catch-Up Friday programs, which promote a better appreciation of reading in a variety of contexts. Despite challenges like understanding complex concepts and continuing to read, kids show resilience by actively looking for more information, asking for help, and using strategies to improve their reading abilities. Students get the chance to increase their knowledge and understanding of a variety of topics, including global concerns and

differing points of view, through Catch-Up Friday seminars. Students can gain a deep understanding of complex social, historical, and scientific topics as well as critical thinking abilities by participating in conversations and being exposed to a range of readings. This procedure fosters intellectual growth and a deeper understanding of the world. To summarize, the results emphasize the beneficial effects of Catch-Up Fridays on students' reading proficiency, critical thinking aptitude, and general educational engagement, enabling them to become more skilled readers and active participants in their learning.

Findings

The purpose of this study was to assess how "CatchUp Friday" affected the reading proficiency and perspective of senior high school students. Several conclusions were reached after the study was conducted thoroughly. First, when Catch-Up Friday was implemented, there was a discernible improvement in the reading competence levels of students in secondary schools from the first assessment to the last evaluation. Second, the pre- and post-assessment mean percentage scores showed that the Catch-Up Friday sessions had a positive impact on reading proficiency. Finally, students thought that participating in Catch-Up Friday sessions was a great way to advance their reading skills and perspective to succeed academically.

CONCLUSION

Based on the foregoing findings, several conclusions were drawn that align with the objectives of the study titled “Evaluating the Impact of ‘Catch-Up Friday’ on Senior High School Students’ Reading Proficiency Level and Perspective.” First off, the implementation of Catch-Up Friday has significantly improved senior high school students’ reading competency levels, meeting the goal of determining reading proficiency levels in pre- and post-assessments. Second, students’ Mean Percentage Scores in the pre- and post-assessments have improved as a result of the Catch-Up Friday sessions, indicating a substantial change in reading proficiency levels between the assessments and a positive impact on the students’ reading skills. Finally, the positive feedback that students have given to Catch-Up Friday shows how effective the program is in enhancing reading comprehension for academic success. This feedback also reflects the students’ thoughts on how the program has been implemented.

RECOMMENDATIONS

Based on the results of the study, the following recommendations were made: Firstly, proceed with the introduction of Catch-Up Friday sessions to further augment students’ reading proficiency and academic achievement. Secondly, consider extending Catch-Up Friday to incorporate other activities or resources that can address the varied requirements of Senior High School students. Lastly, continuously provide training and support for instructors to ensure the sustained efficacy of Catch-Up Friday sessions in enhancing reading proficiency levels.

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