

TEACHERS' PERCEPTION ON CATCH-UP FRIDAYS

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Abstract

The coronavirus disease known as COVID-19 was caused by the severe acute respiratory syndrome coronavirus type 2 (SARS-CoV-2) infection, which has spread like wildfire. The COVID-19 pandemic has forced millions of students to stay indoors and adapt to the new normal of remote learning at home, which has led to an increase in the popularity of online learning. In order to transform the educational landscape and to address the learning deficits in basic education, addressing concerns about low student reading skills caused by the COVID-19 pandemic, Department of Education (DepEd) adopted the National Learning Recovery Plan (NLRP). This study aimed to analyze the teacher's perception of the Department of Education Adoption of the National Learning Recovery Program, "Catch-Up Fridays". In this paper, the researcher used a descriptive quantitative analysis approach. A self-made close-ended survey validated by the expert, with 20 questions featuring Likert-scale. The close-ended survey answered the research question: How do teachers perceive the Catch-Up Fridays in terms of Program Effectiveness, Program Structure and Organization, Teaching Methods and Individualization. In summary, the slightly lower average score in teachers' confidence to adapt their pedagogical strategies highlights the need for additional support in personalized teaching. By enhancing teacher training and resources for individualized instruction, especially in the context of Catch-Up Fridays under the National Learning Recovery Program, schools can better address diverse student needs and promote academic progress, ensuring targeted interventions and closing learning gaps.

Keywords: *Learning intervention program, learning loss, low performance, learning recovery, literacy*

INTRODUCTION

Before the Coronavirus disease (COVID-19) pandemic, an estimated 50 million primary school-

age children in the East Asia and Pacific region were failing to learn basic foundational skills in core subjects, such as Reading, Language,

Mathematics and Science. By the end of primary school, up to 80% of kids in some countries are unable to learn the fundamentals. Prior to the Coronavirus disease COVID-19 outbreak, the Philippines was dealing with a serious education problem. According to statistics, nine out of ten youngsters ten years old were unable to read simple texts. According to 2018 Program for International Student Assessment (PISA) results, math, reading, and science scores for Filipino students ranked among the lowest in the world, with no discernible progress from the previous year. Coronavirus disease COVID-19-related school closures stand to worsen the learning crisis across the country. Every child has been impacted by the COVID-19 pandemic's loss of learning (Villarama et al., 2022). However, the most likely victims of learning losses are probably those from underprivileged communities and those who were having difficulty learning prior to school closings. The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates that 10.5 million students in the Asia-Pacific region are at risk of not returning to school, and millions of students are at risk of falling behind and increasing the gaps in learning achievement. A serious need for educational reform and improvement is highlighted by the Philippines' ranking of 77th

out of 81 nations in the Organization for Economic Cooperation and Development's 2022 student assessment. In comparison to international standards, this score indicates inequalities in academic performance and educational results, highlighting serious issues facing the Philippine educational system. Policymakers, educators, and other stakeholders must work together to adopt measures that improve student learning, encourage academic success, and guarantee all Filipino students' fair access to high-quality education in order to address these issues. Within the field of educational innovation, programs like the "Catch-Up Fridays" learning intervention program serve as bases of advancement, strengthening the fundamental, social, and relevant abilities necessary to achieve the goals of the basic education curriculum. Nestled into the National Reading Programs and outlined in Department Order 13, series of 2023, Catch-Up Fridays are an essential means of promoting students' overall growth (Deped Division of Ozamis City, 2023). The Catch-Up Friday concept consists of strategically designating every Friday of the academic year as a specific platform for educational enrichment. The first part of the day's schedule is carefully designed to operationalize the National Reading Program (NRP), highlighting the critical role that

literacy plays in both academic and personal development. The second half of the day is then devoted to teaching values, health, and peace education, all crucial elements in raising people who can successfully negotiate the challenges of today's complex world. Further, Catch-Up Fridays' integration of the Home-room Guidance Program (HGP) highlights its inclusive approach to student development. On Catch-Up Fridays, we need to provide reading materials for our pupils in a more appetizing and exciting way, and at the same time sustain their attention and interest in reading from morning until the rest of the school hours (Bermudez 2024). DepEd stressed the importance of an "integrative approach to teaching" during Catch-up Fridays (Fuentes 2024). In the context of Catch-Up Fridays, time allotment for every subject area is purposely employed to enhance students' competency and understanding of reading, morality, health, and peace education. This intentional organization guarantees that students possess the moral and social competencies required for success in a variety of fields, in addition to their academic skill. A key component of Catch-Up Fridays' effectiveness is their integration of health, values, and peace education. For instructional delivery to be clear and consistent, teachers are free to refine

or create new themes, but they must remain in line with quarterly themes. Instructors ought to collaborate in order to exchange best practices for putting Catch-up Fridays into effect (Magsambol 2024). Catch-Up Fridays' instructional methodology is emphasized by an integrative pedagogical approach. In order to improve students' intellectual and emotional abilities, teachers are encouraged to integrate knowledge from different learning areas. For example, investigating health-related ideas within the scope of science fosters a sense of personal responsibility and well-being, in addition to strengthening students' comprehension of biological processes. Likewise, the integration of Peace Education concepts into Technology and Livelihood Education (TLE) clarifies the innovative capacity of technology to promote peace, discussion, and togetherness. Reading Enhancement, one of the key components of Catch-Up Fridays, refers to activities designed to foster a love of reading and a culture of literacy in students who have successfully completed the prerequisite abilities for their grade levels or reading stages. The foundation for lifelong learning and intellectual enrichment is being laid by this concentrated effort to foster a love of reading that goes beyond scholastic pursuits. The "Catch-Up Fridays" program aims to accomplish

the objectives of basic education by enhancing social, fundamental, and other necessary abilities (Hernando-Malipot 2024). Essentially, Catch-Up Fridays represent a model shift in the discourse around education by redefining Fridays as agents of general growth rather than merely temporary times. Through the collaborative integration of literacy, values, health, and peace education, this ground-breaking intervention program creates a transformative learning environment in which students gain academic proficiency as well as the moral, social, and emotional skills necessary to navigate the complex social landscape of today's world. As we proceed with our examination of Catch-Up Fridays, it is necessary to clarify the viewpoints of the teachers assigned to carry out this innovative program. By means of an extensive analysis of educators' perspectives, this study aims to clarify the complexities of Catch-Up Fridays, identifying its effectiveness, difficulties, and possible directions for improvement. This project aims to provide insights from frontline practitioners into policy debate and pedagogical practice, promoting innovation and ongoing development in the educational environment. As we go deeper into our investigation of Catch-Up Fridays, it becomes even more important to hear from the teachers who are in

charge of carrying out this innovative program. This study attempts to clarify the complexities of Catch-Up Fridays by analyzing teachers' perspectives in great detail. It does this by identifying the program's strengths, weaknesses, and areas that could be improved. Through gathering perspectives from frontline educators, this research seeks to influence policy discussions and instructional strategies, ultimately promoting ongoing enhancement and novelty in the field of education. The purpose of this research served as a source of data on the perceptions of elementary school teachers towards the implementation of Catch-Up Fridays.

STATEMENT OF THE PROBLEM

This study aimed to analyze the teacher's perception of the Department of Education Adoption of the National Learning Recovery Program, "Catch-Up Fridays". Specifically, this study sought to answer the following questions:

1. How do teachers perceive the Catch-Up Fridays in terms of:
 - 1.1 Program Effectiveness
 - 1.2 Program Structure and Organization
 - 1.3 Teaching Methods
 - 1.4 Individualization
2. What improvements can be suggested for enhancing the impact of the program on students' learning outcomes?

Scope and Delimitations of the Study

The Lalaan Elementary School in Silang, Cavite, was the study's primary focus. Specifically, it analyzed the teacher's perception about the Department of Education's adoption of the National Learning Recovery Program, "Catch-Up Fridays." Five primary areas were examined in this investigation: Teaching Methods, Individualization, Program Structure, Organization and Program Effectiveness. It focused on the perceived effectiveness of "Catch-Up Fridays" in enhancing students' learning outcomes and analyzed the teachers' perceptions of the program's impact on addressing educational gaps and promoting student progress. It also examined the administrative procedures related to the implementation of the program. Teacher's perception on teaching methods employed during "Catch-Up Fridays" and their alignment with the diverse needs of students were also analyzed. The researcher investigated the perception of Lalaan Elementary School teachers on the assessment of how the program caters to individualized learning, considering the varying academic levels and learning styles of students. While this study aimed to offer insightful information about how instructors view "Catch-Up Fridays" at Lalaan Elementary School, some limitations were noted to keep the research modest and focused. To measure instructors' perceptions, the survey used pre-established measures and organized questions. This might reduce the variety and depth of answers that could be recorded in a format that is close-ended. It could be difficult for educators to fully express their opin-

ions within the parameters of pre-established response categories. The breadth of the study and how the results are interpreted are limited by the use of a survey instrument.

RESEARCH DESIGN

In this paper, the researcher used a descriptive quantitative analysis approach. Descriptive research can be quantitative, as it gathers quantifiable data to statistically analyze a population sample. Descriptive statistics was used to summarize and describe the main features of a dataset, such as its weighted mean. Descriptive statistics was reported numerically in the manuscript text and/or in tables, or graphically in its figures and in a narrative description of the results.

Participants of the Study

The participants were the 32 public-school teachers of Lalaan Elementary School in Silang Cavite. Purposive sampling of the public-school teachers in Lalaan Elementary School, Silang, Cavite was employed to strategically align with the research objectives, focusing on teachers' perceptions of the Department of Education Adoption of the National Learning Recovery Program, "Catch-Up Fridays". By intentionally selecting participants from one public school which currently implementing the Adoption of the National Learning Recovery Program, "Catch-Up Fridays", the

insights were valuable and enriched.

Instrument

The researcher used a self-made close-ended survey validated by the expert, with 20 questions featuring Likert-scale. The survey was rated highly on clarity, conciseness, and appropriateness of language, with experts agreeing that the instrument comprehensively covers the research topic and its related issues. Before the survey, the researcher sought first the validation of the expert. The close-ended survey answered the research question: How do teachers perceive the Catch-Up Fridays in terms of Program Effectiveness, Program Structure and Organization, Teaching Methods and Individualization. In the questionnaire, the Likert-scale questions were instrumental in perspectives, allowing for a quantitative analysis of teachers' perceptions regarding the regarding the Department of Education Adoption of the National Learning Recovery Program, particularly Catch-Up Fridays, across different dimensions.

Data Collection

The data was collected using survey and was conducted electronically with the ethical considerations of confidentiality, voluntary participation and informed consent (Creswell, J.W. and Creswell, J.D. 2018). The researcher used a self-made close-ended survey validated by the expert, with 20 questions featuring Likert-scale. Expertise was sought in validating the self-made close-ended survey questions

to qualify for conducting the research. The researcher secured the Request for Permission to Conduct Research from the Public School District Supervisor (Division of Cavite Province) before conducting the survey. After the approval of Request for Permission to Conduct Research, the researcher requested permission from the participants to take part in the study. The **CONSENT FORM TO TAKE PART IN THE RESEARCH** was given. The form states the participants' rights, they signed the form, agreeing to be involved in the study and acknowledging the protection of rights. Descriptive statistics was employed to analyze the survey data. The survey aimed to analyze public school teachers' perception of the Department of Education Adoption of the National Learning Recovery Program, "Catch-Up Fridays" in Lalaan Elementary School, Silang, Cavite. Teachers provided ratings on how they perceive the Catch-Up Fridays in terms of Program Effectiveness, Program Structure and Organization, Teaching Methods, Individualization. In the questionnaire, the Likert-scale questions are instrumental in perspectives, allowing for a quantitative analysis of teachers' perceptions regarding the regarding the Department of Education Adoption of the National Learning Recovery Program, particularly Catch-Up Fri-

days, across different dimensions. The data gathered was handled with appropriate statistical tools. The following statistical tools were used for each problem:

1. How did teachers perceive the Catch-Up Fridays in terms of:

- 1.1 Program Effectiveness
- 1.2 Program Structure and Organization
- 1.3 Teaching Methods
- 1.4 Individualization

The weighted mean was used.

Ethical Consideration

This study considered the following ethics:

Relevant permission to conduct this research was sought from and granted by the respondents. The purpose of the study was explained to the participants and their consent for voluntary participation sought before conducting the survey. The survey was conducted electronically with the ethical considerations of confidentiality, voluntary participation and informed consent (Creswell, J.W. and Creswell, J.D. 2018). This study adhered to several ethical principles:

1. **Honesty and Integrity:** The data were gathered and presented truthfully without misrepresentation, ensuring accuracy for future reference.
2. **Objectivity:** Bias was avoided throughout the study,

and any potential conflicts of interest were disclosed to maintain impartiality in design, data analysis, and interpretation.

3. **Respect for Intellectual Property:** All sources were properly cited to avoid plagiarism, ensuring respect for original work.

4. **Legality:** The research complied with relevant laws, including adherence to the DEPED Order No. 013, S. 2023, on the National Learning Recovery Program.

5. **Confidentiality and Human Subjects Protection:** Respondents' privacy and rights were safeguarded, and their personal information remained confidential throughout the research process.

RESULTS AND DISCUSSION

The following tables presented the data collected. The results and discussion section presents the data collected from the survey, with the mean values calculated by dividing the total sum of responses by the number of respondents. The findings are organized into four categories based on how teachers perceive Catch-Up Fridays in terms of: (1) Program Effectiveness, (2) Program Structure and Organization, (3) Teaching Methods, and (4) Individualization. These categories provide insights into teachers' evaluations of the program, highlighting strengths and areas for improvement in its implementation.

The scale of interpretation for the weighted means of the survey responses is as follows:

1.801 – 2.600: Disagree	2.601 – 3.400: Undecided
3.401 – 4.200: Agree	4.201 – 5.000: Strongly Agree

This scale helps in interpreting the level of agreement or disagreement of respondents with each survey item.

Statement	Mean	Interpretation
The National Learning Recovery Program, particularly Catch-Up Fridays, is effectively addressing the learning losses faced by learners.	3.88	Agree
The goals set by the Department of Education for the National Learning Recovery Program align with the actual outcomes observed during Catch-Up Fridays.	3.88	Agree
The National Learning Recovery Program has successfully created a positive impact on the learning environment within the school.	3.79	Agree
The Department of Education's adoption of Catch-Up Fridays reflects a strategic response to the educational challenges posed by recent disruptions.	3.72	Agree
Catch-Up Fridays, as part of the National Learning Recovery Program, effectively contribute to overall student academic improvement.	3.69	Agree
General Weighted Mean	3.79	Agree

Table 1 Teachers Perception of Catch-Up Fridays in Terms of Program Effectiveness

Teachers Perception on Catch-Up Fridays in Terms of Program Effectiveness

The effectiveness of the National Learning Recovery Program's Catch-Up Fridays is perceived by teachers, and this is seen in Table 1. Each statement's mean score gives teachers' perceptions of the program's effectiveness in resolving learning losses, aligning with educational objectives, fostering a positive learning environment, and promoting overall academic growth in learners. The literature that already exists emphasizes the significance of fo-

cused interventions in minimizing learning disruptions, which is consistent with the high mean scores that teachers gave to Catch-Up Fridays in terms of their relevance and efficacy. Learners can recover from learning losses and achieve better academic results with targeted interventions like more instructional time or targeted remediation (Villarama et al., 2022; Lambert & Sassone, 2020). Catch-Up Fridays give learners a scheduled chance to work on particular areas of

weakness, participate in focused instruction, and receive individualized support. This is consistent with evidence-based approaches that stress the value of focused interventions in raising student performance (Villarama et al., 2023). In addition, teachers' favorable opinions of Catch-Up Fridays' usefulness in addressing learning gaps and accomplishing learning objectives are consistent with the larger body of research on successful rehabilitation initiatives. Research has demonstrated that well-designed rehabilitation programs, include focused treatments, and provide tailored support can effectively close achievement gaps and accelerate student learning (Duncan & Murnane, 2014). By allocating specific time for targeted instruction and tailored support, Catch-Up Fridays are in line with recommended practices for resolving disturbances to learning and fostering student achievement. The results also emphasize how important it is to continue funding and supporting programs that try to improve learners' academic performance. Effectively addressing learning losses requires long-term, all-encompassing interventions, according to research. As a component of the National Learning Re-

covery Program, Catch-Up Fridays are helpful in this sense as well, offering learners ongoing support and assisting them in making up lost academic ground. Continued funding and resources are essential to the long-term viability of these initiatives, as well as to give teachers the tools and training they need to successfully implement focused interventions (Frehywot et al., 2013). As a result, teachers' favorable opinions of the National Learning Recovery Program's Catch-Up Fridays are consistent with the body of research on successful recovery initiatives and focused treatments. These results highlight how crucial it is to give learners the formal opportunity to rectify learning losses and receive individualized support. Resolving the issues brought about by interruptions to traditional schooling and creating a favorable learning environment requires sustained support and funding for programs targeted at improving student academic results (Villarama et al., 2024). Schools may successfully assist student learning, encourage academic achievement, and lessen the effects of learning disruptions by putting into practice evidence-based methods and giving teachers the tools they need.

1.2 Teachers Perception of Catch-Up Fridays in Terms of Program Structure and Organization

Table 2 Teachers Perception on Catch-Up Fridays in Terms of Program Structure and Organization

Statement	Mean	Interpretation
The current structure and organization of Catch-Up Fridays align with the objectives set by the Department of Education for the National Learning Recovery Program.	3.91	Agree
Administrative procedures related to Catch-Up Fridays are well-defined and contribute to the efficient execution of the program.	3.72	Agree
The current structure of Catch-Up Fridays allows for flexibility in addressing the diverse needs of learners, as intended by the Department of Education.	3.69	Agree
The scheduling of Catch-Up Fridays is conducive to teachers' regular teaching schedules, facilitating seamless integration.	3.66	Agree
Resources provided during Catch-Up Fridays, such as materials and technology, are well-organized and accessible.	3.06	Agree
General Weighted Mean	3.61	Agree

The National Learning Recovery Program's Catch-Up Fridays are structured and organized according to teachers' opinions, as shown in Table 2. The program's structure and organization are perceived differently by teachers, as evidenced by the mean scores that are supplied with each statement. Additionally, there are some issues with the planning of resources and the scheduling of Catch-Up Fridays, even if administrative procedures are thought to be established and help the program run smoothly. There is room for growth, as indicated by the somewhat lower mean scores for comments about flexibility in meeting the requirements of a diverse student body and schedule.

The lower mean score for the resources' accessibility and organization on Catch-Up Fridays is consistent with previous research highlighting the value of readily available, well-organized resources in learning environments. Student learning results are greatly impacted by the accessibility and availability of resources (Okongo et al., 2002). Disorganized or difficult-to-access resources might impede learners' capacity to participate completely in the learning process, hinder instructional efficiency, and put unnecessary impediments in the way of teachers. When targeted interventions are being implemented in catch-up or remedial programs, efficient resource organization is very important.

Research has demonstrated the value of effectively designed and arranged materials in promoting student growth and learning (Lodewyk et al., 2009). When resources are arranged logically and in an accessible way, teachers can find and use the materials required for customized instruction and focused support with ease (Villarama et al., 2024). In turn, this makes the program more effective by making the most of the teaching time and making it easier for teachers to meet the individual needs of each student. Improving the efficiency of Catch-Up Fridays in the National Learning Recovery Program requires addressing the issues with resource organization and accessibility. Schools should think about putting tactics like establishing a central resource repository, giving instructions on how to organize materials, and making sure that teachers and learners have easy access to the technology and resources they need in place all come into play. Furthermore, teachers should

have access to professional development opportunities that will help them improve their ability to organize and use resources, so they will be better prepared to carry out focused interventions. As a result, there is cause for worry as indicated by the lower mean score for the resources' accessibility and organization on Catch-Up Fridays. A program's capacity to be implemented smoothly and effectively is greatly impacted by the resources' availability and organization. Schools may boost the overall efficacy of Catch-Up Fridays and provide learners with greater learning and recovery assistance by attending to these issues and putting initiatives in place to improve resource organization and accessibility. The success of the National Learning Recovery Program and its goals of reducing learning losses and fostering student accomplishment will depend on investments made in well-organized materials as well as the training and assistance provided to teachers.

1.3 Teachers Perception of Catch-Up Fridays in Terms of Teaching Methods

Table 3 Teachers Perception on Catch-Up Fridays in Terms of Teaching Methods

Statement	Mean	Interpretation
The teaching methods employed during Catch-Up Fridays align with the teaching strategies recommended by the Department of Education for the National Learning Recovery Program.	4.03	Agree
Teaching methods during Catch-Up Fridays effectively accommodate different learning styles and preferences of learners.	4.00	Agree

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The teaching methods used in Catch-Up Fridays are conducive to creating an engaging and participative learning environment.	3.94	Agree
The Department of Education's guidance on teaching methods for Catch-Up Fridays has positively influenced classroom instruction.	3.81	Agree
Teachers feel adequately supported in implementing the recommended teaching methods during Catch-Up Fridays.	3.63	Agree
General Weighted Mean	3.88	Agree

Teachers' opinions about the instructional strategies used on Catch-Up Fridays in the National Learning Recovery Program are shown in Table 3. The average scores that are given next to each statement reveal how teachers feel about how well teaching strategies match learning goals, how well they work with different learning styles, and how they affect instruction in the classroom as a whole. By interpreting these results, it becomes clear that teachers believe the instructional strategies used on Catch-Up Fridays are in line with learning goals and successful in meeting the needs of a variety of learners. This shows that to encourage involvement and engagement in the learning process, the curriculum is tailored to the requirements and preferences of the learners. Teachers also think that the instructional strategies employed on Catch-Up Fridays help to create a lively and interactive learning environment, which shows that learners are actively participating in their ed-

ucation. Notably, the Department of Education's guidelines have had a favorable impact on teaching practices, underscoring the significance of supportive frameworks in molding classroom instruction. The somewhat lower mean score for teachers feeling sufficiently supported in putting suggested teaching strategies into practice is consistent with previous research emphasizing the value of professional development and teacher support in putting successful teaching practices into practice. Studies have repeatedly demonstrated that the successful adoption of new teaching techniques depends on the provision of teachers with continuing professional development, training, and resources (Suhardi et al., 2023; Pianta, 2011). Teachers are more likely to successfully apply suggested tactics and enhance student learning outcomes when they feel sufficiently supported. Research has demonstrated the value of professional development courses that concentrate on im-

proving teachers' pedagogical expertise (Rahman et al., 2020). To effectively address learning gaps, Catch-Up Fridays, being a targeted intervention program, requires specific teaching methodologies and instructional approaches. According to Yoon et al. (2007), teachers must have access to resources, training, and seminars that offer direction on how to apply these techniques in a focused and effective way. Teachers may confidently and professionally apply recommended teaching approaches during Catch-Up Fridays with the assistance and resources they need, which improves academic performance and increases student engagement. Schools may choose to introduce a thorough professional development plan for teachers participating in the National Learning Recovery Program to address the survey's highlighted areas for improvement. The program may consist of seminars, group planning meetings, mentorship programs, and the availability of educational materials that complement suggested pedagogies. To make sure that teachers have the assistance and direction they need

to successfully apply these techniques, it is also possible to set up procedures for continuous support and feedback (Villarama et al., 2023). The significance of offering continuous support and resources to teachers participating in the National Learning Recovery Program is underscored by the somewhat lower mean score for teachers feeling sufficiently supported in putting recommended teaching approaches into practice. Research highlights how important professional development and teacher support are to putting good teaching strategies into practice. Schools may improve the way suggested teaching strategies are implemented on Catch-Up Fridays by targeting this area for improvement and giving teachers the assistance, instruction, and tools they need. Thus, the program's ability to repair learning losses and encourage academic development in learners will be strengthened. To optimize the National Learning Recovery Program's effects on student learning outcomes, more funding must be allocated to professional development and teacher assistance.

1.4 Teachers Perception of Catch-Up Fridays in Terms of Individualization

Table 4 Teachers Perception on Catch-Up Fridays in Terms of Individualization

Statement	Mean	Interpretation
Catch-Up Fridays allow for tailoring instruction to meet the individual learning needs of learners, as intended by the Department of Education.	3.94	Agree

Teachers have found effective strategies or practices for providing personalized support to learners during Catch-Up Fridays.	3.91	Agree
Additional resources or support to enhance the individualization aspect of Catch-Up Fridays, as recommended by the Department of Education, would be beneficial.	3.91	Agree
The National Learning Recovery Program effectively accommodates learners with different academic levels and abilities during individualized learning sessions on Catch-Up Fridays.	3.88	Agree
Teachers feel confident in adjusting their teaching approaches to address the unique challenges and strengths of each student during Catch-Up Fridays.	3.79	Agree
General Weighted Mean	3.88	Agree

Teachers' opinions about the individualization component of the National Learning Recovery Program's Catch-Up Fridays are shown in Table 4. The average scores that are given next to each statement reveal how teachers feel about the program's capacity to meet student's unique learning needs, offer individualized support, take into account learners' varying academic backgrounds, and let teachers modify their teaching strategies. A proactive approach to meeting each student's unique learning needs is demonstrated by the fact that teachers report discovering efficient methods or techniques for giving pupils individualized support on Catch-Up Fridays. The belief that more funding or assistance would be helpful implies that the program's individualization component has to be improved, and this is

a crucial realization. The National Learning Recovery Program's flexibility and inclusivity are highlighted by the high mean score given to the statement about the program's ability to accommodate learners with varying academic levels and skills during tailored learning sessions on Fridays. The slightly lower mean score for teachers who felt comfortable modifying their methods to suit each student's particular needs and skills is consistent with the body of research that highlights the value of tailored instruction and teacher flexibility. Individualized techniques have a positive impact on student learning outcomes, as research has consistently shown (Villarama et al., 2023; Villarama et al., 2022; Walkington, 2013). Learners' varied needs are satisfied by teachers who can adapt their teaching strategies to suit them, which boosts motivation,

engagement, and academic achievement (Villarama et al., 2022). Research has shown how important it is for teachers to receive support and training to carry out tailored education successfully. To effectively modify their teaching strategies, teachers must gain a thorough grasp of each student's distinct learning preferences, areas of strength, and shortcomings (Awla, 2014). Teachers' confidence and skill in meeting the unique needs of their learners can be increased by participating in professional development programs that emphasize tactics for differentiating instruction and offering focused support (Dixon et al., 2014). To address the survey's highlighted area for improvement, schools should think about giving teachers more resources and training to help them individualize education on Catch-Up Fridays. Workshops or professional development sessions on methods for determining the strengths and weaknesses of learners, putting differentiated instruction into practice, and using assessment results to guide instructional decisions are a few examples of this. Giving teachers access to technology resources, instructional materials, and collaborative planning time can also improve their capacity to modify their pedagogical strategies efficiently (Suhardi et al., 2023; Villarama et al., 2024). In summary, the marginally reduced average

score for teachers' confidence in adapting their pedagogical strategies to suit the distinct needs and aptitudes of every learner underscores the significance of offering supplementary guidance and assistance in customized teaching. The beneficial effects of customized instruction on student learning outcomes are emphasized by research. Schools can improve the individualization of Catch-Up Fridays under the National Learning Recovery Program by targeting this area for improvement and giving teachers the required training, tools, and support. As a result, learners' varied needs will be better met, and their academic progress will be encouraged. Sustained funding for teacher preparation and assistance is essential to maximizing the program's capacity to offer focused interventions and successfully close learning gaps.

CONCLUSION

The study's findings offer some insights into how teachers see the Department of Education Adoption of the National Learning Recovery Program, "Catch-Up Fridays. However, due to the sample sizes used in this study, more extensive and broad-ranging research is advised. This could offer a firm foundation for improving the educational institutions that are determined to require additional improvement for the benefit of the

faculty, students, and the educational system as a whole. In addition, given that most of the teachers in Lalaan Elementary school see the Department of Education Adoption of the National Learning Recovery Program, "Catch-Up Fridays indeed serving its intended purpose, the following conclusions were drawn:

1. The affirmative responses from educators suggest that Catch-Up Fridays are accomplishing the desired goal. It is therefore advised that the Department of Education carry on with the program and perhaps even extend it in order to reach more kids who might benefit from extra assistance.
2. Determine which administrative policies or procedures instructors may find onerous or ineffective, and take appropriate action. Simplifying administrative work helps ease teachers' workloads and guarantee that Catch-Up Fridays are implemented more smoothly.
3. Provide instructors with chances for professional development to maximize the impact of Catch-Up Fridays. Training sessions on the best ways to deal with learning losses, make efficient use of resources, and create stimulating learning environments could fall under this category.
4. On Catch-Up Fridays, promote the use of varied instruction strategies to meet the needs of students with different academic backgrounds and learning preferences. Offering indi-

vidualized learning activities, adaptable learning paths, and focused interventions based on student evaluations are a few methods to do this.

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