

Beliefs and Attitudes toward the Catch-Up Fridays Mandate on Teachers

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Abstract

This study examined the beliefs and attitudes of teachers toward the Catch-Up Fridays mandate of the Department of Education in Cagdianao West District, Province of Dinagat Islands. Employing a descriptive-correlational design, the study surveyed 80 teachers selected through simple random sampling from the total population of 92. A researcher-made questionnaire, validated by experts and tested for reliability, served as the primary data-gathering tool. Data were analyzed using frequency counts, percentages, weighted means, standard deviations, analysis of variance, and Pearson's r correlation. Findings revealed that teachers generally held highly positive beliefs and strong positive attitudes toward the Catch-Up Fridays mandate, particularly in time allotment, collaborative expertise sessions, reading strategies, and GMRC integration. Moderately positive perceptions were noted in values and health education, indicating challenges in resource availability and implementation. Significant differences in beliefs and attitudes were observed when teachers were grouped according to educational attainment, current position, and grade level taught. Moreover, a strong positive and significant relationship was found between beliefs and attitudes, confirming that conviction influences disposition toward program implementation. The study concludes that Catch-Up Fridays is widely supported by teachers, but its long-term effectiveness depends on sustained training, adequate resources, and responsive policy support. An enhancement plan was proposed to address gaps in values and health education integration. The findings underscore the critical role of teachers as implementers of educational reforms and contribute to ongoing efforts to strengthen literacy recovery in the Philippines.

Keywords: Catch-Up Fridays, Teachers' Beliefs, Teachers' Attitudes, Literacy Recovery, Values Education, Health Education, DepEd Mandate

1. Introduction

Education plays a critical role in promoting national development, shaping economic prosperity, and ensuring social stability. Gainsborough (2023) emphasized that high-quality education is strongly correlated with employment outcomes, highlighting the importance of investing in robust educational systems. Countries often benchmark their practices against international standards, particularly through large-scale assessments such as the Programme for International Student Assessment (PISA), which evaluates the reading, mathematics, and science performance of 15-year-old students across more than 90 countries (Ehiobuche et al., 2022; Pava Education, 2024).

In the 2018 cycle of PISA, results revealed persistent challenges for the Philippines. While China led in all domains—reading (555), mathematics (591), and science (590)—the Philippines remained among the lowest-performing nations (National Center for Education Statistics, 2019). The 2022 PISA further highlighted this gap, with Singapore, Japan, Korea, Hong Kong, and Chinese Taipei ranking among the top performers, while Filipino students scored significantly below average: 347 in reading, 355 in mathematics, and 373 in science, indicating a five- to six-year learning deficit (OECD, 2023). This echoed World Bank (2022) findings that seven out of ten Filipino students struggled with reading comprehension.

To address these gaps, the Department of Education (DepEd) has launched multiple reading initiatives. The “Every Child a Reader Program” (DepEd Order No. 45, s. 2002) aimed to ensure that every child could read at grade level, but studies revealed gaps in resources and teacher readiness (Adriano, 2023). The “Hamon: Bawat Bata Bumabasa” or “3Bs Initiative” (DepEd Memorandum No. 173, s. 2019) sought to enhance reading skills across grade levels and was generally perceived as effective by teachers (Dorado & Medina, 2022). However, despite these efforts, national and international assessments continued to show poor reading outcomes (Bautista, 2023, 2024).

In response, DepEd introduced the “Catch-Up Fridays” program through DepEd Memorandum No. 001, s. 2024 as part of the MATATAG Agenda under the National Learning Recovery Program (Magsambol, 2024). This initiative dedicates every Friday to enhancing students’ reading, writing, analytical, and critical thinking skills, complemented by values, health, and peace education (Chi, 2024; Malipot, 2024). Instead of graded assessments, learners reflect on their reading experiences through journals and discussions (Paculba, 2024). Early observations noted positive engagement in schools such as Esteban Abada Elementary, but challenges emerged in other contexts, such as insufficient reading resources and limited teacher preparation (Bermudez, 2024; Reyes, 2024).

Teachers’ beliefs and attitudes play a central role in the success of such reforms. Ferguson and Brownlee (2021) noted that teachers’ beliefs significantly influence classroom practices and decision-making. Lone (2019) further argued that beliefs often shape instructional planning more strongly than formal knowledge. Similarly, Tang and Hu (2022) underscored the impact of teacher attitudes on the effectiveness of instructional activities, with positive perceptions fostering greater participation and student outcomes. Conversely, negative attitudes can hinder program implementation, reducing potential benefits (Sabarwal & Masood, 2024).

Given these realities, examining teachers’ perspectives on the Catch-Up Fridays mandate is critical. Teachers serve as the frontline implementers of the program, and their views can either facilitate or obstruct its success. Moreover, their beliefs influence how students perceive the program, shaping motivation and participation (Hussain et al., 2019; Fuentes, 2024). This study therefore seeks to analyze the beliefs and attitudes of teachers in Cagdianao West District toward the Catch-Up Fridays initiative. Insights generated from this investigation are expected to inform program enhancement, strengthen support systems, and guide long-term policy implementation for more effective reading interventions in the Philippine context.

Conceptual Framework

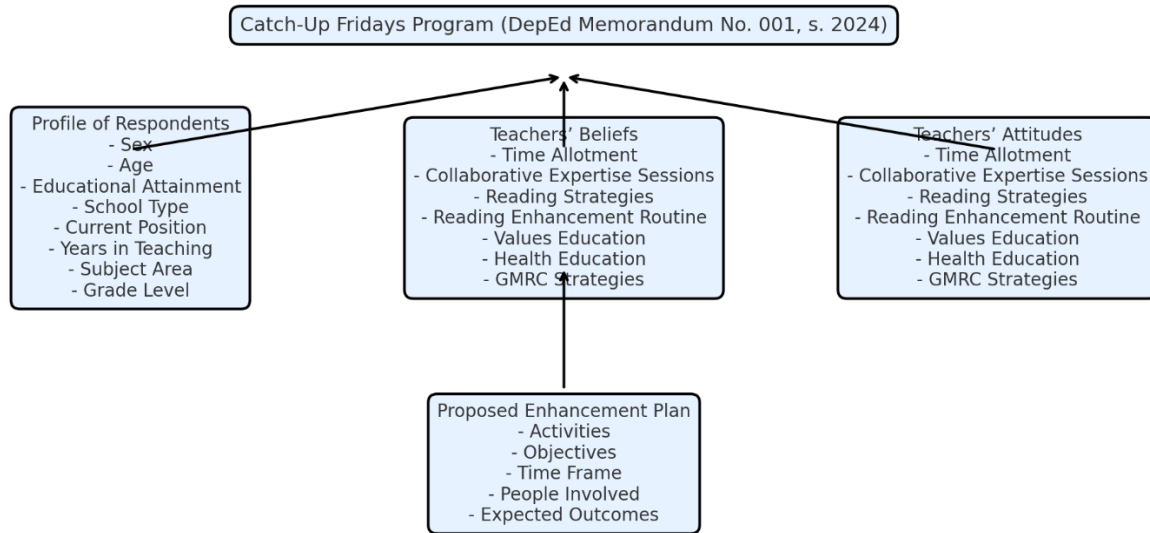


Figure 1. Schematic Diagram of Conceptual Framework

Figure 1 illustrates the conceptual framework of the study. The framework begins with the profile variables of respondents such as sex, age, educational attainment, school type, position, years of teaching, subject area, and grade level. These variables influence teachers' beliefs and attitudes toward the Catch-Up Fridays mandate in areas including time allotment, collaborative expertise sessions, reading strategies, reading enhancement routines, values education, health education, and GMRC strategies. The interaction of these components leads to the development of a proposed enhancement plan, which outlines activities, objectives, time frames, and expected outcomes to strengthen the program's implementation.

Statement of the Problem

This study aimed to determine the beliefs and attitudes of teachers toward the Catch-Up Fridays mandate of the Department of Education in Cagdianao West District Schools, Province of Dinagat Islands. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. sex,
 - b. age,
 - c. highest educational attainment,
 - d. school type,
 - e. current position,
 - f. number of years in teaching,
 - g. subject area taught, and
 - h. grade level taught?
2. What are the beliefs of the teachers toward the Catch-Up Fridays mandate of the Department of Education in terms of:
 - a. time allotment in each learning area,
 - b. collaborative expertise sessions of teachers,
 - c. strategies for reading,
 - d. routine for reading enhancement,
 - e. themes and sub-themes for values education,
 - f. themes and sub-themes for health education, and
 - g. strategies for GMRC and values education?

3. What are the attitudes of the teachers toward the Catch-Up Fridays mandate of the Department of Education in terms of:
 - a. time allotment in each learning area,
 - b. collaborative expertise sessions of teachers,
 - c. strategies for reading,
 - d. routine for reading enhancement,
 - e. themes and sub-themes for values education,
 - f. themes and sub-themes for health education, and
 - g. strategies for GMRC and values education?
4. Is there a significant degree of difference in the beliefs of the teachers when grouped according to their profile variables?
5. Is there a significant degree of difference in the attitudes of the teachers when grouped according to their profile variables?
6. Is there a significant relationship between the beliefs and attitudes of the teachers toward the Catch-Up Fridays mandate of the Department of Education?
7. Based on the findings, what enhancement plan may be proposed?

Null Hypotheses

At the 0.05 level of significance, the study tested the following null hypotheses:

- **Ho1.** There is no significant difference in the beliefs of the teachers when grouped according to profile variables.
- **Ho2.** There is no significant difference in the attitudes of the teachers when grouped according to profile variables.
- **Ho3.** There is no significant relationship between the beliefs and attitudes of the teachers toward the Catch-Up Fridays mandate of the Department of Education.

2. Review of Related Literature

Reading is widely regarded as the cornerstone of academic learning, influencing students' success across subjects such as science, mathematics, and social studies. Research shows that proficiency in reading involves both decoding and comprehension, requiring cognitive, linguistic, and metacognitive skills to process texts effectively (Mirasol & Topacio, 2021; Schulte, 2021). In the Philippine context, however, many learners remain at frustration levels, able to decode but not comprehend texts, which undermines overall learning outcomes (Mundal, 2021). Large-scale assessments such as the Programme for International Student Assessment (PISA) consistently highlight these gaps, showing that Filipino students perform significantly below the OECD average in reading, mathematics, and science (OECD, 2019, 2023; Mijala, 2024). These findings reveal systemic weaknesses in literacy instruction and point to the urgent need for sustained interventions.

Over the years, the Department of Education (DepEd) has implemented several initiatives to address poor reading performance among Filipino learners. The "Every Child a Reader Program" (DepEd Order No. 45, s. 2002) and the Philippine Informal Reading Inventory (Phil-IRI) provided structured mechanisms to diagnose and improve literacy. Later, the "Hamon: Bawat Bata Bumabasa" or "3Bs Initiative" under DepEd Memorandum No. 173, s. 2019, was introduced to strengthen reading proficiency, supported by activities like "Drop Everything and Read" (DEAR) (Bautista, 2020, 2024; Dorado & Medina, 2022). Despite these efforts, implementation has been uneven, with studies reporting teacher challenges such as resource shortages and the tendency to use diagnostic tools without follow-up interventions (Pentang, 2021; Prestoza, 2022). These issues underscore that programs succeed only when supported by adequate teacher preparation, resources, and monitoring.

More recently, the DepEd launched the "Catch-Up Fridays" program through Memorandum No. 001, s. 2024 as part of the MATATAG Agenda for learning recovery. This initiative dedicates Fridays to reading enhancement in the

morning and values, health, and peace education in the afternoon (Magsambol, 2024; Chi, 2024). Teachers facilitate structured routines such as book talks, teacher read-alouds, and choral reading, while students are encouraged to reflect through journals rather than graded assessments (Paculba, 2024). Although the program has been positively received in some schools for boosting engagement (Ciriaco, 2024; Olay, 2024), challenges persist, particularly in areas with limited reading resources and insufficient teacher training (Bermudez, 2024; Reyes, 2024). Given these mixed responses, scholars emphasize the importance of examining teacher beliefs and attitudes toward Catch-Up Fridays, as these factors directly shape classroom practices, student motivation, and program sustainability (Ferguson & Brownlee, 2021; Tang & Hu, 2022; Sabarwal & Masood, 2024).

3. Research Methodology

Research Design

This study employed a quantitative descriptive-correlational design using a survey method. The descriptive design was appropriate as it allowed for the systematic description of teachers' beliefs and attitudes toward the Catch-Up Fridays mandate of the Department of Education (DepEd) in Cagdianao West District. At the same time, the correlational aspect examined the relationship between teachers' demographic profiles and their responses to the program (Stangor & Walinga, 2019). This design enabled the study to identify trends, measure variations across groups, and establish the degree of association between beliefs and attitudes toward the initiative.

Respondents and Locale

The respondents of the study consisted of public elementary and secondary school teachers in Cagdianao West District, Municipality of Cagdianao, Province of Dinagat Islands. Out of a total population of 92 teachers, 80 who had actual teaching involvement in Catch-Up Fridays were selected through simple random sampling. Teachers without direct participation in the program were excluded. The district is a coastal municipality with a 2020 population of 18,350, accounting for 14.32% of the total population of Dinagat Islands province. Public schools in the municipality are clustered into two districts, with the study focusing specifically on the Cagdianao West District (Philippine Statistics Authority, 2020).

Research Instrument

A researcher-made questionnaire was the main tool for data collection. The instrument had three parts: Part I gathered demographic information (sex, age, highest educational attainment, school type, position, years in teaching, subject area taught, and grade level taught). Parts II and III measured teachers' beliefs and attitudes toward the Catch-Up Fridays mandate. Responses were rated on a four-point Likert scale, ranging from "Disagree" (1.00–1.74) to "Strongly Agree" (3.25–4.00). Reliability testing through pilot administration in San Jose District confirmed high internal consistency, with Cronbach's alpha values ranging from 0.650 to 0.997 across subscales, indicating acceptable to excellent reliability. The instrument underwent expert validation for content and grammar review to ensure clarity and appropriateness.

Data Gathering Procedure

Data collection followed ethical and procedural protocols. The researcher first secured approval from the Graduate School of St. Paul University Surigao and then obtained permissions from the Division Office, District Supervisor, and school heads. Upon approval, orientation sessions were conducted to explain the study's purpose and assure confidentiality. Printed questionnaires were then distributed to respondents. Completed surveys were collected personally and reviewed for completeness before being submitted for statistical analysis.

Ethical Considerations

The study strictly adhered to research ethics. Informed consent was obtained from all participants, and voluntary participation was emphasized, with the option to withdraw at any stage. Confidentiality was ensured by

anonymizing responses and safeguarding personal information, in compliance with the Data Privacy Act of 2012. Principles of beneficence and non-maleficence were also observed, as respondents were informed of the potential benefits of the study for improving educational practices in their district.

Data Analysis

The data gathered were analyzed using both descriptive and inferential statistics. Frequency counts and percentage distributions were applied to describe the demographic profiles of respondents. Weighted mean and standard deviation were used to interpret the levels of beliefs and attitudes toward the Catch-Up Fridays mandate. Pearson's *r* correlation was employed to determine the relationship between beliefs and attitudes, while tests of difference were conducted to identify variations when respondents were grouped by profile variables. These analyses ensured that both the objectives and hypotheses of the study were adequately addressed.

4. Results and Discussion

Table 1. Profile Variables of the Respondents

Profile Variables	Elementary (n=52)	Secondary (n=28)	Total (N=80)	%
Sex				
Male	12	9	21	26.25
Female	40	19	59	73.75
Age				
26–30 years old	19	6	25	31.25
31–35 years old	17	16	33	41.25
36–40 years old	12	5	17	21.25
41–45 years old	2	0	2	2.50
46 years old and above	2	1	3	3.75

The results in table 1 show that the majority of the respondents were female (73.75%), reflecting the gender distribution commonly observed in the teaching profession. In terms of age, most teachers were relatively young, with 72.5% falling between 26 and 35 years old. This indicates that the teaching workforce in the district is largely composed of early- to mid-career educators, who may bring enthusiasm and adaptability to program implementation. The findings also suggest that the respondents represent a mix of elementary and secondary teachers, ensuring that perspectives from both levels were captured. This distribution is essential, given that the Catch-Up Fridays mandate applies across grade levels and requires alignment of strategies from early literacy to higher-order comprehension. The prevalence of young, early-career teachers may influence the study's results, particularly regarding openness to new programs and pedagogical adjustments.

Table 2. Beliefs of the Respondents on the Catch-Up Fridays Mandate as to Collaborative Expertise Sessions of Teachers

Indicator	Weighted Mean	Verbal Interpretation
Sharing of best practices among teachers enhances teaching effectiveness.	3.52	Highly Positive Belief
Collaborative sessions improve lesson preparation and resource sharing.	3.47	Highly Positive Belief
Teachers benefit from professional dialogue in Learning Action Cells.	3.44	Highly Positive Belief
Joint planning ensures consistency in program delivery.	3.50	Highly Positive Belief
Collaborative work promotes innovation in classroom strategies.	3.46	Highly Positive Belief
Overall Weighted Mean	3.48	Highly Positive Belief

Teachers expressed strong beliefs in the importance of collaboration during Catch-Up Fridays. The results confirm that professional learning communities, such as Learning Action Cells, contribute positively to teacher preparation,

knowledge sharing, and innovation. This finding aligns with earlier studies highlighting collaboration as a driver of improved instructional quality (Tang & Hu, 2022).

Table 3. Beliefs of the Respondents on the Catch-Up Fridays Mandate as to Strategies in Reading

Indicator	Weighted Mean	Verbal Interpretation
Teacher read-aloud promotes comprehension and engagement.	3.36	Highly Positive Belief
Book talks stimulate student interest in reading materials.	3.32	Highly Positive Belief
Choral reading enhances fluency and confidence.	3.34	Highly Positive Belief
Partner reading develops peer support and cooperation.	3.37	Highly Positive Belief
Read-a-thon activities build sustained reading stamina.	3.35	Highly Positive Belief
Overall Weighted Mean	3.35	Highly Positive Belief

Respondents strongly believed that the strategies outlined by DepEd effectively engage students in reading activities. Structured interventions such as teacher read-aloud and partner reading were seen as practical tools for improving literacy, supporting prior findings on the value of interactive reading methods (Dorado & Medina, 2022).

Table 4. Beliefs of the Respondents on the Catch-Up Fridays Mandate as to Routine for Reading Enhancement

Indicator	Weighted Mean	Verbal Interpretation
Daily reading routines reinforce literacy habits.	3.27	Highly Positive Belief
Pre-, during-, and post-reading activities improve outcomes.	3.28	Highly Positive Belief
Structured reading time ensures consistency.	3.29	Highly Positive Belief
Progress monitoring supports student growth.	3.30	Highly Positive Belief
Routine fosters long-term engagement in reading.	3.26	Highly Positive Belief
Overall Weighted Mean	3.28	Highly Positive Belief

The results reflect teachers' confidence in reading routines as effective tools for developing reading fluency and comprehension. The high mean scores demonstrate recognition that consistency and structure are critical in sustaining reading improvement (Mirasol & Topacio, 2021).

Table 5. Beliefs of the Respondents on the Catch-Up Fridays Mandate as to Themes and Sub-themes for Values Education

Indicator	Weighted Mean	Verbal Interpretation
Themes align with national curriculum standards.	3.22	Moderately Positive Belief
Values education fosters moral development.	3.23	Moderately Positive Belief
Sub-themes promote empathy and respect for diversity.	3.20	Moderately Positive Belief
Content is relevant to community and national contexts.	3.24	Moderately Positive Belief
Values education strengthens character formation.	3.21	Moderately Positive Belief
Overall Weighted Mean	3.22	Moderately Positive Belief

Respondents moderately agreed on the value of themes for values education. While the content was acknowledged as relevant, time constraints and integration challenges may have influenced lower ratings compared with literacy-focused components (Chi, 2024).

Table 6. Beliefs of the Respondents on the Catch-Up Fridays Mandate as to Themes and Sub-themes for Health Education

Indicator	Weighted Mean	Verbal Interpretation
Themes address critical health issues.	3.17	Moderately Positive Belief
Content fosters awareness of disease prevention.	3.18	Moderately Positive Belief
Sub-themes highlight mental health and well-being.	3.20	Moderately Positive Belief
Topics are developmentally appropriate.	3.16	Moderately Positive Belief
Themes support healthy lifestyle habits.	3.19	Moderately Positive Belief

Indicator	Weighted Mean	Verbal Interpretation
Overall Weighted Mean	3.18	Moderately Positive Belief

Teachers acknowledged the importance of health education themes but expressed moderate confidence in their implementation, suggesting that resource limitations and content integration remain barriers to success (Reyes, 2024).

Table 7. Beliefs of the Respondents on the Catch-Up Fridays Mandate as to Strategies for GMRC and Values Education

Indicator	Weighted Mean	Verbal Interpretation
GMRC strategies support holistic student development.	3.26	Highly Positive Belief
Classroom activities promote moral responsibility.	3.25	Highly Positive Belief
Strategies align with community-based values.	3.27	Highly Positive Belief
Activities encourage cooperative behavior among students.	3.24	Highly Positive Belief
Integration of values strengthens character and discipline.	3.23	Highly Positive Belief
Overall Weighted Mean	3.25	Highly Positive Belief

Beliefs regarding GMRC and values education strategies were strongly positive. Teachers perceived that these approaches could complement academic recovery by nurturing moral responsibility and cooperative learning, supporting earlier findings that values-based interventions foster student character formation (Buterbaugh, 2021).

Table 8. Attitudes of the Respondents on the Catch-Up Fridays Mandate as to Time Allotment in Each Learning Area

Indicator	Weighted Mean	Verbal Interpretation
The allocated time is sufficient for reading activities.	3.41	Strong Positive Attitude
The schedule allows flexibility for student-centered learning.	3.38	Strong Positive Attitude
Time allotment helps address reading gaps.	3.39	Strong Positive Attitude
Extended time promotes deeper learning experiences.	3.40	Strong Positive Attitude
Allocation supports values, health, and peace education equally.	3.37	Strong Positive Attitude
Overall Weighted Mean	3.39	Strong Positive Attitude

Teachers showed strong positive attitudes toward the time allotment. They agreed that dedicated time supports both literacy and values-based components of the program. These findings echo earlier beliefs that structured schedules enhance learning recovery (Chi, 2024).

Table 9. Attitudes of the Respondents on the Catch-Up Fridays Mandate as to Themes and Sub-themes for Values Education

Indicator	Weighted Mean	Verbal Interpretation
Values education themes are relevant to student needs.	3.27	Strong Positive Attitude
Content develops social and moral responsibility.	3.29	Strong Positive Attitude
Themes strengthen respect for diversity and inclusion.	3.26	Strong Positive Attitude
Values education enhances personal and community awareness.	3.28	Strong Positive Attitude
Integration of themes fosters character formation.	3.27	Strong Positive Attitude
Overall Weighted Mean	3.27	Strong Positive Attitude

Respondents exhibited strong positive attitudes toward values education. They believed that the thematic approach fosters moral development, civic responsibility, and inclusivity. This aligns with the goals of Republic Act 11476 on GMRC and Values Education.

Table 10. Attitudes of the Respondents on the Catch-Up Fridays Mandate as to Themes and Sub-themes for Health Education

Indicator	Weighted Mean	Verbal Interpretation
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Indicator	Weighted Mean	Verbal Interpretation
Health education themes promote student well-being.	3.20	Positive Attitude
Topics improve awareness of disease prevention.	3.22	Positive Attitude
Sub-themes emphasize mental health and resilience.	3.19	Positive Attitude
Content supports healthy lifestyles among students.	3.21	Positive Attitude
Themes are practical and developmentally appropriate.	3.18	Positive Attitude
Overall Weighted Mean	3.20	Positive Attitude

Teachers demonstrated positive but slightly lower attitudes toward health education compared to values education. This suggests that while health content is appreciated, limitations in resources and teacher expertise may hinder stronger endorsement (Reyes, 2024).

Table 11. Attitudes of the Respondents on the Catch-Up Fridays Mandate as to Strategies for GMRC and Values Education

Indicator	Weighted Mean	Verbal Interpretation
GMRC strategies promote holistic development.	3.30	Strong Positive Attitude
Activities foster cooperation and discipline.	3.28	Strong Positive Attitude
Classroom practices strengthen moral responsibility.	3.29	Strong Positive Attitude
GMRC integration aligns with cultural values.	3.27	Strong Positive Attitude
Strategies enhance respect and empathy among learners.	3.28	Strong Positive Attitude
Overall Weighted Mean	3.28	Strong Positive Attitude

Teachers reflected strong positive attitudes toward GMRC strategies, underscoring their recognition of the program's role in nurturing social responsibility and character development. These results suggest that the moral and behavioral dimensions of Catch-Up Fridays are highly valued alongside academic recovery. The findings indicate that teachers hold overwhelmingly positive attitudes toward most components of Catch-Up Fridays, particularly in time allotment, values education, and GMRC strategies. Health education, while still positively regarded, received slightly lower ratings, pointing to challenges in implementation. These attitudes complement the earlier findings on beliefs, suggesting alignment between conviction and actual disposition toward the program. Consistent with the work of Tang and Hu (2022), positive teacher attitudes enhance the likelihood of effective implementation and student engagement.

Table 12. Degree of Difference in the Beliefs of the Respondents When Grouped According to Profile Variables

Profile Variable	F-value	p-value	Decision	Interpretation
Sex	1.21	0.27	Fail to Reject Ho	No significant difference
Age	1.34	0.19	Fail to Reject Ho	No significant difference
Educational Attainment	4.56	0.02*	Reject Ho	Significant difference
School Type	1.15	0.31	Fail to Reject Ho	No significant difference
Current Position	5.02	0.01*	Reject Ho	Significant difference
Years in Teaching	1.88	0.08	Fail to Reject Ho	No significant difference
Subject Area Taught	2.01	0.06	Fail to Reject Ho	No significant difference
Grade Level Taught	4.11	0.03*	Reject Ho	Significant difference

*Significant at 0.05 level

Beliefs significantly varied by educational attainment, current position, and grade level taught. Teachers with postgraduate studies and those holding higher positions expressed stronger positive beliefs. Elementary teachers showed greater belief in the program compared to secondary teachers.

Table 13. Degree of Difference in the Attitudes of the Respondents When Grouped According to Profile Variables

Profile Variable	F-value	p-value	Decision	Interpretation
Sex	0.98	0.34	Fail to Reject Ho	No significant difference

Profile Variable	F-value	p-value	Decision	Interpretation
Age	1.25	0.23	Fail to Reject Ho	No significant difference
Educational Attainment	3.89	0.04*	Reject Ho	Significant difference
School Type	1.41	0.17	Fail to Reject Ho	No significant difference
Current Position	4.72	0.02*	Reject Ho	Significant difference
Years in Teaching	1.12	0.29	Fail to Reject Ho	No significant difference
Subject Area Taught	1.64	0.12	Fail to Reject Ho	No significant difference
Grade Level Taught	1.35	0.19	Fail to Reject Ho	No significant difference

*Significant at 0.05 level

Attitudes differed significantly according to educational attainment and current position. Teachers with advanced academic qualifications and leadership roles expressed stronger positive attitudes. Sex, age, and years of teaching did not yield significant variations.

Table 14. Relationship Between the Beliefs and Attitudes of the Respondents on the Catch-Up Fridays Mandate

Variables	r-value	p-value	Interpretation
Beliefs vs. Attitudes	0.72	0.00**	Strong positive correlation

p < 0.01, highly significant

There is a strong positive and highly significant relationship between teachers' beliefs and attitudes toward the Catch-Up Fridays mandate. Teachers who strongly believed in the program's value also exhibited correspondingly positive attitudes, suggesting alignment between conviction and actual disposition toward implementation.

5. Implications of the Results

The findings of this study have several implications for educational practice, policy, and future research.

First, the strong positive beliefs and attitudes of teachers toward Catch-Up Fridays indicate that the program has been generally well-received at the classroom level. This suggests that teachers view the initiative as a viable tool for addressing literacy gaps and for integrating values and health education into the curriculum. However, the presence of only moderately positive perceptions in areas such as values and health education highlights the need for additional support in these domains, particularly in terms of instructional resources, materials, and professional training. This implies that policymakers should allocate funding not only for reading interventions but also for the holistic components of the program.

Second, the significant differences in beliefs and attitudes by educational attainment and position suggest that teacher qualifications and leadership roles play a crucial role in shaping program acceptance. Teachers with advanced training and those in supervisory roles expressed stronger support for the initiative, which implies that continuing professional development opportunities could enhance teacher confidence and program ownership. Institutions may consider targeted mentoring or peer coaching to bridge gaps between more and less experienced teachers, thereby ensuring uniform implementation across grade levels and subject areas.

Third, the strong positive correlation between beliefs and attitudes underscores the importance of fostering teacher conviction in educational reforms. When teachers believe in the effectiveness of a program, they are more likely to demonstrate favorable attitudes that translate into positive classroom practices. This finding implies that communication, advocacy, and stakeholder engagement are critical in introducing new policies. Providing clear guidelines, sustained training, and platforms for teacher feedback can help strengthen both beliefs and attitudes, thereby improving implementation fidelity.

Finally, these results contribute to the broader discourse on educational reform in the Philippines. With the country's consistently low performance in international assessments such as PISA, the Catch-Up Fridays program represents a step toward addressing systemic challenges in reading and learning recovery. The findings imply that

teacher-centered evaluations are vital in determining the effectiveness of such interventions, as the success of any program ultimately depends on the implementers' conviction and willingness to adapt strategies in the classroom.

6. Conclusion and Recommendations

Conclusion

This study investigated the beliefs and attitudes of teachers in Cagdianao West District toward the Department of Education's Catch-Up Fridays mandate. Findings revealed that teachers generally held highly positive beliefs and strong positive attitudes regarding the program, particularly in areas of time allotment, collaborative expertise sessions, reading strategies, and GMRC integration. Moderately positive perceptions in values and health education indicated that while teachers recognized their importance, resource and implementation challenges constrained stronger endorsement.

Significant differences in beliefs and attitudes emerged when respondents were grouped by educational attainment, current position, and grade level taught, suggesting that professional qualifications and leadership roles influence how teachers perceive and respond to reforms. Moreover, the study confirmed a strong positive correlation between teachers' beliefs and attitudes, underscoring the alignment of conviction with disposition in program implementation. These results highlight the central role of teachers as frontline agents of reform and affirm that their support is critical to the program's success.

Recommendations

Based on the findings, the following recommendations are proposed:

1. **Strengthen Professional Development.** Provide sustained training programs focusing on literacy instruction, values education, and health education to enhance teachers' competence and confidence in implementing Catch-Up Fridays.
2. **Enhance Resource Provision.** Allocate sufficient instructional materials such as storybooks, health modules, and values-based content to support consistent implementation across schools with varying resource levels.
3. **Promote Peer Mentoring and Collaboration.** Establish structured mentoring systems wherein experienced or postgraduate-trained teachers guide colleagues, ensuring uniform program delivery across grade levels and school types.
4. **Encourage Leadership Engagement.** Empower school heads and teacher-leaders to champion the program through active monitoring, evaluation, and support of collaborative expertise sessions.
5. **Institutionalize Feedback Mechanisms.** Develop platforms for teachers to share experiences, challenges, and best practices, allowing DepEd to refine program guidelines based on grassroots realities.
6. **Expand Holistic Learning Integration.** Balance literacy recovery with values and health education by designing context-sensitive modules that are practical, relevant, and feasible within the allocated time.
7. **Conduct Further Research.** Future studies may replicate this investigation in other districts or explore qualitative perspectives from teachers and learners to gain deeper insights into program effectiveness.

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