

Preparedness and confidence of English teachers in catch-up Fridays across different grade levels

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Abstract: This study explored the preparedness and confidence levels of English teachers participating in Catch-Up Fridays, revealing several key findings. The majority of respondents were aged 41 to 45, female, teaching Grade 7, holding a bachelor's degree, and occupying the position of Teacher I. The data suggests a mature, experienced group of educators at the foundational level of secondary education. The analysis showed that English teachers generally perceive their level of preparedness and confidence for Catch-Up Fridays as satisfactory. However, when examining demographic factors, only the grade level significantly influenced the teachers' preparedness, while confidence levels remained consistent across different demographics. The study also found a significant relationship between teaching strategies and approaches with educational outcomes, while teaching methodologies did not show the same level of impact. An action plan was proposed to enhance teaching strategies, approaches, and methodologies to support the professional development of teachers and improve educational delivery. The study concluded with recommendations for future research to explore factors affecting the demographic composition of educators and their influence on teaching efficacy. Further studies should also investigate the aspects that contribute to the teachers' preparedness and confidence, the specific influence of grade levels, and the impact of teaching strategies versus methodologies on educational outcomes. These investigations aim to develop targeted strategies that can enhance teacher readiness, engagement, and overall effectiveness in Catch-Up Fridays and similar educational initiatives.

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INTRODUCTION

Education remains a primary driving force behind the Philippines' national prosperity. It has the capacity to empower people, close economic gaps, spur innovation and progress, promote critical thinking, and cultivate informed citizens. Learning the fundamentals of reading and math, as well as delving into more difficult areas, prepares Filipinos for a lifetime of learning. By providing equal access to education and making it easier for people from varied backgrounds to thrive, the gap between the rich and the poor is narrowed, fostering an equitable society. A better-educated population contributes to collective prosperity, fortune, and success, increasing the country's competitive advantage in the global market. The ability to question, analyze, and figure things out, acquired over a lifetime of learning, assists the Filipino community in solving difficult problems in a rapidly changing world of globalization. Such high levels of critical thinking enable people to understand their roles in society, know their rights, and make sound decisions, resulting in a stronger and more future-focused Philippines (Childhope Philippines, 2024).

However, education is not the Philippines' strong suit. It has always been slow to adopt learning and learner-centered ideologies, despite the fact that the rest of the world has shifted away from a knowledge-based and instructor-centered paradigm since the 1990s. This decades-old pattern led to a 2022 World Bank research finding that 9 out of 10 Filipinos could not read

and comprehend a simple age-appropriate paragraph at age 10. In the 2018 Programme for International Student Assessment (PISA), only one in every five Filipino students met the required competency level in reading and mathematical literacy. Literacy and performance reports from the International Mathematics and Science Study (TIMSS), the Organisation for Economic Cooperation and Development (OECD), and the Association of Southeast Asian Nations (ASEAN) all show similar patterns of poor performance among public elementary and high school students in the Philippines (Bautista & Aranas, 2023).

The chronic underinvestment in education has resulted in overcrowded classrooms, a shortage of essential learning materials, and obsolete curricula that fail to match students' evolving needs. These long-standing and systemic issues of insufficient funds, poor infrastructure, and inadequate teacher training have already been compounded by socioeconomic inequality, with students from low-income families facing additional challenges such as malnutrition, a lack of transportation, and limited access to educational resources. The COVID-19 pandemic exacerbated these pre-existing issues even more, as the abrupt shift to remote learning revealed and widened the digital divide (Trinity University of Asia, 2024). As a result, the Philippine Business for Education (PBE) declared a "learning crisis" in Philippine education in its 2023 State of Philippine Education report. The ongoing decline in mental health among students and teachers, a lack of teacher support, a culture of mass promotion of learners, and a lack of accurate, timely, and consistent assessments are among the key causes of this education crisis. This research was based on long-term shared experiences of students, parents, teachers, school principals, industry experts, and government officials at the Shangri-La The Fort in Taguig City throughout a series of consultations (Hernando-Malipot, 2023).

Costa and de Oliveira (2019) define education crisis as the "incapacity of the school and education to play its mediating role in caring for, conserving, and transforming the world, requiring an effort of critical reflection on the educational process in order to overcome the challenges presented in the contemporary world." This predicament has persisted since the early twentieth century when education was first conceived as a universal human right. Prior to the pandemic, multiple international efforts were made to alleviate the global education crisis. However, the pandemic has erased all learning poverty advances made by low- and middle-income nations since 2000 (Mundial, 2022). The World Bank and UNESCO Institute for Statistics developed the notion of Learning Poverty as a measure of the education crisis. It is defined as the inability to read and comprehend simple text by the age of ten, and it is subdivided into schooling and learning indicators: the proportion of children who have not achieved minimum reading proficiency (as measured in schools) and the proportion of children who are out of school (and are assumed to be unable to read proficiently) (World Bank Group, 2022).

According to the Department of Education's Bureau of Education Assessment-Education Research Division, the Philippines' educational system is five to six years behind that of its international counterparts. On January 12, 2024, DepEd announced the Catch-Up Fridays program to address this gap and the Philippines' greater education crisis. According to DepEd Memorandum No. 001 series of 2024, the program is "a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum." The first half of the day is known as the Drop Everything And Read (DEAR) time, and it consists of dedicated reading sessions or related activities aimed at improving learners' reading skills. Meanwhile, the second half of the day is reserved for values, health, and peace education (Fuentes, 2024). It is important to note that Catch-Up Fridays activities are co-curricular, which means they are intended to supplement the regular curriculum

content covered during the other four days of the week. Because the primary goal of the program is to reward learning and individual growth, differentiated instruction is encouraged and no grades will be assigned to tasks. Students' learning progress is instead tracked using reflection journals (Hernando-Malipot, 2024a).

The initiative's principle bears potential, but DepEd has fallen into the same pitfalls. The Alliance of Concerned Teachers (ACT) and the Teachers Dignity Coalition (TDC) have previously called for the suspension of Catch-Up Fridays due to a lack of reading materials for teachers to carry out the weekly reading intervention program, inadvertent additional costs for students, teachers, and parents due to a lack of materials, an increase in student absenteeism and tardiness during Fridays, and a lack of teacher training regarding differentiated instruction (Chi, 2024b). Other concerns include scheduling and time allocation disputes, inefficient categorization of learners based on their reading skills, a lack of teacher incentive for the added workload, and the ongoing teacher shortage, which results in a high student-teacher ratio. Despite the numerous challenges that have emerged throughout the program's ongoing rollout, DepEd maintains that these concerns will be adequately addressed over time through multiple modifications (Sevillano, 2024).

With DepEd's firm stance on the continuation of Catch-Up Fridays, the program is expected to stay for a long time. Since it is a new project that was only introduced in January 2024, questions have been raised about the teachers' level of confidence and preparedness to carry it out effectively.

The experience of being unfamiliar with new things brought about by such changes in the educational landscape is always difficult, and any upcoming improvements will undoubtedly be hampered by the bureaucratic red tape of the agency. To bypass this protracted process, the researcher intends to acquire useful data on English teachers' level of preparedness and extent of confidence in themselves in implementing Catch-Up Fridays at Las Piñas East National High School (LPEast NHS). The information gathered will be used to recommend effective changes to areas of improvement that are compatible with the school's current system and infrastructure. Finding trends and patterns that can provide insight into how teachers at various grade levels view the Catch-Up Fridays program is the specific aim of this study. Moreover, a variety of demographic factors, including the teachers' age, sex, educational attainment, designation and position, and grade level, will be gathered in order to investigate any possible implications on their perceptions.

Statement of the problem

In this study, the researcher aimed to determine the preparedness level and extent of confidence of junior high school English teachers in Las Piñas East National High School regarding the implementation of the Department of Education's Catch-Up Fridays initiative through their own experiences. There were a focus on the teachers' preparedness and confidence levels across different grade levels. Specifically, this study sought to answer the following research questions:

1. What is the profile of the teachers in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Educational Attainment;
 - 1.4. Designation or Position; and
 - 1.5. Grade Level?
2. What is the preparedness level of English teachers in Catch-Up Fridays in terms of:

- 2.1. Teaching strategies;
- 2.2. Methodologies; and
- 2.3. Approaches?
3. What is the extent of confidence of English teachers in Catch-Up Fridays in terms of:
 - 3.1. Knowledge;
 - 3.2. Preparation; and
 - 3.3. Support?
4. Is there a significant difference between the profile of the teachers and the preparedness level of English teachers on Catch-Up Fridays?
5. Is there a significant difference between the profile of the teachers and the extent of confidence of English teachers in Catch-Up Fridays?
6. Is there a significant relationship between the preparedness level of English teachers in Catch-Up Fridays and the extent of confidence of English teachers in Catch-Up Fridays?
7. From the findings, what output may be proposed?

METHODOLOGY

Research design

The study utilized descriptive correlational research designs since the study will assess the significant relationship between the preparedness level of English teachers in Catch-Up Fridays and the extent of confidence of English teachers in Catch-Up Fridays.

Descriptive correlational research design serves as an effective framework for investigating the relationship between the preparedness level of English teachers in Catch-Up Fridays in terms of Teaching strategies, Methodologies, and Approaches and the extent of confidence of English teachers in Catch-Up Fridays in terms of Knowledge, Preparation, and Support.

This approach allows researchers to explore how various instructional techniques, feedback methods, and classroom management strategies employed by teachers influence student academic performance and engagement levels. Utilizing tools such as surveys and questionnaires, researchers can gather quantitative data from both educators and students regarding preparedness and confidence. By employing this design, the study can reveal patterns and correlations between preparedness and confidence of teachers on Catch-up Fridays. Ultimately, this research can guide educators in refining their strategies to enhance student success in high school settings. According to Katzukov (2020), a descriptive correlational study describes the relationships among variables without seeking to establish a causal connection. Also, correlational research helps in comparing two or more entities or variables.

Respondents and locale of the study

The respondents of the study are limited to the teachers in public high school in the Schools Division of Las Pinas City. The study used the twenty-four (24) teacher respondents using the purposive sampling technique.

Research instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the google form in administering this questionnaire. Part 1 determined the demographic profile of the respondents. Part 2 determined the preparedness level of English teachers in Catch-Up Fridays in terms of Teaching strategies, Methodologies, and

Approaches. Part 3 indicates extent of confidence of English teachers in Catch-Up Fridays in terms of Knowledge, Preparation, and Support. The four (4) point scale was used.

Data analyses procedure

The following statistical tools for the interpretation of results according to sub-problems was used:

To determine the profile of the teachers, frequency and simple percentage was used.

To formulate the preparedness level of English teachers in Catch-Up Fridays, weighted mean was executed.

To calculate the extent of confidence of English teachers in Catch-Up Fridays, weighted mean was employed.

To determine the significant difference between the profile of the teachers and the preparedness level of English teachers on Catch-Up Fridays, Analysis of Variance was used.

To extrapolate the significant difference between the profile of the teachers and the extent of confidence of English teachers in Catch-Up Fridays, Analysis of Variance was applied.

To generate the significant relationship between the preparedness level of English teachers in Catch-Up Fridays and the extent of confidence of English teachers in Catch-Up Fridays, Pearson r was used.

DISCUSSION OF FINDINGS

Frequency and percentage distribution of the respondents according to the demographic profile of teachers in terms of age

It can be gleaned from the data that the age of the respondents comprises of 41 to 45 with a frequency of 6 or a percentage of 25.0. The data indicates that the age group of 41 to 45 years old makes up a notable 25% of the respondents, highlighting that this demographic is a significant segment of the study sample. This proportion suggests that the opinions or behaviors of this age group could have a considerable impact on the overall findings of the research. It also implies that the study might benefit from focusing on the factors influencing this particular age range, given its substantial representation.

The findings of this study is in consonance with Yousafzai (2024) understanding the age distribution of respondents is crucial in research as it allows for a clearer analysis of trends and behaviors specific to particular age groups, which can significantly influence the outcomes of the study. On the other hand, Withy (2019) the age of respondents plays a vital role in shaping their perceptions, attitudes, and decision-making processes.

Frequency and percentage distribution of the respondents according to the demographic profile of teachers in terms of sex

The data revealed that female respondents made up a significant 71% of the study sample, indicating that women were the dominant demographic in this research. This high representation suggested that the perspectives, preferences, or behaviors of female participants strongly influenced the study's overall findings. According to Waiti et. al. (2023) given this dominance, it was likely that the results leaned more towards reflecting the experiences or viewpoints of women, potentially creating a gender-specific perspective in the analysis. Moreover the findings

of this study is strengthened by the research of Sevillano (2024) that the importance of considering how gender dynamics might have impacted the study's conclusions and any resulting recommendations. It also implied that further research could have been needed to explore the views of male respondents to ensure a balanced understanding of the topic.

Frequency and percentage distribution of the respondents according to the demographic profile of teachers in terms of grade level

The data indicated that Grade 7 teachers constituted the largest group within the study sample, representing 29% of the total respondents. This significant frequency suggested that the experiences and perspectives of Grade 7 teachers were likely well-represented in the research findings. The findings of the study concurs with the study of Rahimi (2024) that their prominence among the grade levels could have influenced the results, making the insights particularly relevant to the challenges and practices within this specific educational stage. Furthermore, the findings is similar to Ombay (2024) that this insight emphasized the importance of focusing on the unique needs and dynamics of Grade 7 classrooms, which could differ from those of other grades.

Frequency and percentage distribution of the respondents according to the demographic profile of teachers in terms of educational attainment

The data indicated that respondents holding a Bachelor's degree represented 67% of the participants, suggesting that this group was the most prevalent among those with higher educational qualifications, such as Master's and Doctorate degrees. The findings of the study is fortified by the study of Olay (2023) that this significant frequency implied that the insights derived from the study were likely reflective of the perspectives and experiences of individuals with only a Bachelor's degree, potentially overshadowing the views of those with advanced degrees. Likewise, the study is bolstered by the claim of Mundial (2022) that prominence of Bachelor's degree holders might have suggested a greater engagement or participation in the research among this group, highlighting their relevance to the study's focus.

Frequency and percentage distribution of the respondents according to the demographic profile of teachers in terms of the demographic profile of teachers in terms of designation or position

This substantial frequency suggested that Teacher 1's insights and experiences had a significant impact on the overall findings of the research. The findings of the study is similar to the research outcome of Mehu (2023) that the prominence of Teacher 1 may have indicated a higher level of engagement or participation compared to other teachers, highlighting their relevance in the context of the study. Furthermore, the outcome concurs with the idea of Mcleod (2024) that this representation could imply that the challenges or practices associated with Teacher 1's teaching style were particularly influential, warranting further exploration. It was also possible that the data reflected a broader trend within the educational environment that resonated more strongly with Teacher 1's approach.

Mean and standard deviation of preparedness level of English teachers in catch-up Fridays in terms of teaching strategies

As gleaned from the data, item no. 4. “I use technology and multimedia materials in my teaching strategies to increase student engagement on Catch-Up Fridays.” obtained a 3.29 weighted mean with a standard deviation of .550 and with corresponding verbal interpretation of Agree. All in all, the table attained a weighted mean of 2.98 with a verbal interpretation of “Agree”.

The statement revealed that the use of technology and multimedia materials in teaching strategies was perceived as an effective approach to enhance student engagement during Catch-Up Fridays. This practice suggested that the incorporation of digital tools could significantly impact students' learning experiences by making lessons more interactive and relevant.

Moreover, the specific mention of "Catch-Up Fridays" implied a targeted effort to address gaps in learning, showing a commitment to providing additional support for students. The findings of the study is strengthened by the argument of Magsambol (2024) that the emphasis on technology indicated an awareness of contemporary educational trends, highlighting the importance of adapting teaching methods to meet the needs of today's learners. Moreover, the findings of this study is congruent with the idea of Limlingan (2024) that strategy might have reflected a broader trend among educators aiming to foster a more inclusive and engaging classroom environment.

Mean and standard deviation of preparedness level of English teachers in catch-up Fridays in terms of teaching methodologies

As reflected on the data, item no.2. “During Catch-Up Fridays, I frequently engage students with active learning strategies such as group projects and hands-on activities.” got a 3.21 weighted mean with .509 SD and with a verbal interpretation of “Agree” In total, the table obtained a 2.87 weighted mean with a verbal interpretation of “Agree”.

The data indicated that the educator prioritized active learning strategies, such as group projects and hands-on activities, during Catch-Up Fridays, reflecting a commitment to fostering student engagement. This approach suggested that the teacher recognized the value of collaborative and experiential learning in enhancing student comprehension and retention of material. By frequently incorporating these strategies, the teacher aimed to create a dynamic classroom environment that encouraged participation and interaction among students. The focus on active learning implied an understanding that students might benefit from varied instructional methods, particularly during designated catch-up periods. The findings of the study is in agreement with the claim of Lagon (2024) that the potential for improved social skills and teamwork among students, as they worked together on projects and activities. In addition, the findings of the study is in consonance with the findings of Hernando-Malipot (20224) that the emphasis on active learning during a reading program underscored the teacher’s intent to enhance learning outcomes by making the educational experience more engaging and relevant to students’ needs.

Mean and standard deviation of preparedness level of English teachers in catch-up Fridays in terms of teaching approaches

It can be deduced from the data that Item No. 1. “During Catch-Up Fridays, I am confident in my ability to implement student-centered teaching practices that foster active learning.” attained a 3.21 weighted mean with .721 SD with corresponding verbal interpretation of

“Agree”. with which is the pinnacle of all the items enumerated. In average, the table has a weighted mean of 3.03 with a corresponding verbal interpretation of “Agree”.

The data indicated that the respondents generally agreed with the statement about their confidence in implementing student-centered teaching practices that promote active learning during Catch-Up Fridays, as reflected by a weighted mean of 3.21. The relatively low standard deviation of .721 suggested a consistent response pattern, indicating that most participants shared a similar level of confidence in using these teaching strategies.

This consensus implied a strong belief among educators in the value of student-centered approaches to enhance engagement and learning during these sessions. The verbal interpretation of “Agree” highlighted a positive attitude toward the adoption of active learning techniques in the classroom, showing that educators felt capable of creating an interactive and student-focused environment.

The findings of this study is in agreement with the contentions of Albano (2024) that while teachers were confident, there might still be room for growth and development in fully mastering these strategies. In addition, Barquilla (2024) underscored a commitment to improving teaching practices to better meet students' needs during Catch-Up Fridays.

Mean and standard deviation of the extent of confidence of English teachers in catch-up Fridays in terms of knowledge

The data pointed-out that item no. 3. “I understand the unique learning objectives for Catch-Up Fridays.” garnered a 3.08 weighted mean, .282 SD with a matching with a verbal interpretation of “Agree” being the apex of all the items on the table. All in all, the table attained a 2.88 weighted mean with a verbal interpretation of “Agree”.

The data indicated that respondents generally agreed with the statement about their understanding of the unique learning objectives for Catch-Up Fridays, as evidenced by a weighted mean of 3.08. The low standard deviation of .282 suggested a strong consistency in the responses, implying that most educators had a similar level of confidence regarding their comprehension of these objectives.

This finding highlighted that the majority of teachers felt relatively assured about the specific goals they aim to achieve during Catch-Up Fridays, indicating a shared focus on enhancing student learning during these sessions. The verbal interpretation of “Agree” pointed to a positive attitude among educators towards aligning their teaching strategies with the intended outcomes of these catch-up days. However, the weighted mean also suggested that while the understanding of these objectives was generally good, there is still room for improvement in ensuring that all educators fully grasp the nuances of these goals. The low variability in responses could also mean that most teachers have a solid but not exceptionally deep understanding of the objectives, which may require further clarification or professional development.

The findings of the study concurs with the study of Bautista and Aranas (2023) that the importance of clearly defining and communicating the learning objectives to ensure that all educators are on the same page. Likewise, Alabano (2024) pointed that the role of well-articulated goals in guiding effective teaching strategies and maximizing student engagement during Catch-Up Fridays.

Mean and standard deviation of the extent of confidence of English teachers in catch-up Fridays in terms of preparation

As reflected on the data, item no. 3 “I’m confident in my ability to work with colleagues to implement Catch-Up Fridays.” was able to attained a 2.92 weighted mean with a .717 SD and a verbal interpretation of “Agree” as the highest. In total, the table earned a 2.73 weighted mean with a verbal interpretation of “Agree”.

This result falls within the range of an "Agree" interpretation, suggesting that respondents generally have a positive view of their collaborative abilities in this context. The standard deviation of 0.717 indicates a moderate level of variability in responses, meaning there are differing levels of confidence among participants. Despite the overall agreement, the mean value being on the lower end of the "Agree" scale implies that confidence levels could still be strengthened. This variation might reflect individual differences in experience, comfort, or support when working with colleagues. The findings of this study is similar to the findings of Bhowmik and Kim (2023) that potential need for targeted interventions to boost collaborative skills or team-building activities. It also highlights the importance of a supportive environment that encourages effective teamwork. Moreover, the findings of this study is in agreement with the idea of Bloomfield & Fisher (2019) addressing the factors causing hesitation among some respondents could lead to a more unified and confident approach.

Mean and standard deviation of the extent of confidence of English teachers in catch-up Fridays in terms of support

As can be gleaned from the data item no. 4 “I am confident in my colleagues' support for Catch-Up Fridays.” with a weighted mean of 3.17 and .565 SD hence attained a verbal interpretation of the word “Agree.” which is the paramount item on the table. Overall, the table procured a 2.63 weighted mean with a verbal interpretation of “Agree”.

The data indicates that item no. 4, "I am confident in my colleagues' support for Catch-Up Fridays," received a weighted mean of 3.17. This score, paired with a standard deviation of 0.565, suggests a generally strong agreement among respondents regarding their colleagues' support. The lower standard deviation reflects a relatively consistent view among participants, indicating a shared perception of confidence in this area. Achieving the highest mean value on the table, this item stands out as the most positively viewed statement in the research. The verbal interpretation of "Agree" implies that respondents collectively recognize and appreciate their colleagues' commitment to the initiative. This strong level of agreement could be a positive sign for fostering a collaborative work environment during Catch-Up Fridays. The data also hints at a supportive team culture, which may be a critical factor in the successful implementation of the program.

The findings of the study is in consonance with the claim of Carminati (2018) that he consistent confidence expressed by the respondents could lead to smoother teamwork and higher productivity during these sessions. In addition, the findings of this study is similar to the idea of Caroleo (2023) that the importance of nurturing collaborative relationships to sustain a high level of commitment from all team members.

Analysis of variance on the preparedness level of English teachers on catch-up Fridays when grouped according to age profile

It can be surmised from the data that in an average the p value of .883 is higher than the p value of 0.05. This suggest that age profile is not significant on the preparedness level of English teachers with regard to Teaching Strategies, Teaching Methodologies, and Teaching Approaches which failed to reject the hypothesis.

The age of teachers does not significantly impact their teaching strategies, methodologies, and approaches because these elements are primarily influenced by a teacher's training, experience, and adaptability rather than age. Effective teaching is rooted in knowledge of pedagogical principles, which can be developed and refined through professional development, regardless of a teacher's age.

Younger and older teachers alike can access the same educational resources and training opportunities to enhance their teaching skills. The ability to implement diverse strategies and methodologies is more closely related to a teacher's willingness to adapt and innovate in response to student needs and learning styles. Furthermore, teaching approaches are often shaped by a teacher's personal philosophy of education, which evolves through reflective practice and experience, not necessarily due to age. Both new and seasoned educators can employ technology and modern techniques in their teaching if they are open to continuous learning.

The findings of this study is in agreement with the claim of Caroleo (2023) that the effectiveness of a teaching strategy depends on its alignment with student learning goals rather than the teacher's age. In addition, the findings of this study is supported by the idea of Chanco (2023) that age is not a determining factor in a teacher's ability to utilize varied and effective teaching strategies, methodologies, and approaches.

Analysis of variance on the preparedness level of English teachers on catch-up Fridays when grouped according to sex profile

It can be deduced from the data that on average the p value of .571 is higher that the 0.05 p value which signal the rejection of failure to reject the hypothesis attached with corresponding verbal interpretation of "Not Significant".

The sex of teachers is generally not a significant factor in determining the effectiveness of teaching strategies, methodologies, and approaches. Both male and female teachers are capable of using diverse teaching methods effectively, as their success depends more on their knowledge, experience, and ability to engage students rather than their gender. Research has shown that teaching strategies like cooperative learning, inquiry-based instruction, and differentiated learning are universally applicable, regardless of the teacher's sex. The focus on student learning outcomes often hinges on the teacher's adaptability and understanding of the students' needs, which is not inherently linked to gender.

Additionally, teaching methodologies such as direct instruction, collaborative learning, and experiential learning require skills that are developed through training and practice rather than any gender-specific traits. Empathy, communication, and classroom management skills, which play a significant role in teaching, can be effectively demonstrated by both male and female educators. Studies also suggest that the ability to motivate students and create a positive learning environment is not dependent on the teacher's sex but on their teaching competence and enthusiasm.

The outcome of this study is supported by the assertion of Chi (2024) that educational institutions prioritize professional development to ensure that all teachers, regardless of gender, are equipped with the latest teaching strategies. Likewise, the findings of this study is supported

by the conclusions of Costa and Oliveira (2019) that effectiveness of teaching approaches is more closely related to the teacher's personal teaching style and the adaptability to various classroom dynamics than to their gender.

Analysis of variance on the preparedness level of English teachers on catch-up Fridays when grouped according to grade level profile

The data exhibited that the average acquired a p value of .018 which is lower to the 0.05 p value which rejected the hypothesis with attached verbal interpretation of significant.

The grade level profile of teachers plays a crucial role in shaping effective teaching strategies, methodologies, and approaches. First and foremost, different grade levels present unique developmental stages and learning needs among students, necessitating tailored instructional techniques. Teachers with a clear understanding of the specific requirements at each grade level can implement strategies that foster engagement and enhance learning outcomes. Moreover, the pedagogical content knowledge associated with various grade levels enables educators to select appropriate methodologies that align with students' cognitive and emotional maturity.

This means the grade level profile influences the integration of technology and resources, as younger students may require more hands-on, interactive learning experiences, while older students can benefit from more complex analytical tasks. Teachers who are well-versed in the curriculum and standards specific to their grade level are better equipped to employ effective formative and summative assessment strategies. Furthermore, understanding the grade level profile facilitates collaboration among teachers, allowing for the sharing of best practices and innovative teaching approaches. It also informs professional development efforts, ensuring that educators receive training relevant to the specific challenges and opportunities of their grade level.

The findings of this study is fortified by the claim of Dalisay (2024) that a comprehensive grasp of grade level profiles empowers teachers to create inclusive and responsive learning environments that cater to the diverse needs of their students. In addition, the findings of this study is supported by the idea of Damien & Claire (2022) the significance of a teacher's grade level profile cannot be overstated, as it fundamentally underpins the effectiveness of teaching strategies, methodologies, and approaches employed in the classroom.

Analysis of variance on the preparedness level of English teachers on catch-up Fridays when grouped according to educational attainment profile

The data reflected that the p value of .326 is higher than the p value of 0.05 which then failed to reject the hypothesis that pointed-out that educational attainment is not significant.

Educational attainment, while an important indicator of a teacher's qualifications, does not necessarily correlate with the effectiveness of teaching strategies, methodologies, and approaches. This phenomenon can be attributed to several factors. First, the dynamic nature of teaching requires adaptability, which may not be directly linked to formal educational qualifications. Experienced educators often develop practical skills and insights that enhance their instructional practices, regardless of their academic degrees. Moreover, teaching methodologies emphasize student engagement and active learning, which can be achieved through diverse approaches that do not solely rely on advanced degrees. Collaborative learning,

for instance, fosters peer interaction and critical thinking, which can be effectively implemented by teachers with varying educational backgrounds. Additionally, the impact of teaching approaches often depends on a teacher's understanding of their students' unique needs and contexts rather than their level of formal education.

This means that professional development opportunities, such as workshops and seminars, can significantly enhance a teacher's pedagogical skills, often more so than additional degrees. The significance of emotional intelligence and interpersonal skills in teaching cannot be understated, as these attributes are often more influential in creating a conducive learning environment than educational attainment alone.

The findings of this study is in consonance with the view of Davies (2022) that while educational credentials provide foundational knowledge, they do not inherently determine the effectiveness of teaching strategies. In addition, the findings of this study is in agreement with the contentions of de Jesus (2024) that a holistic view of teaching effectiveness should encompass practical experience, adaptability, and continuous professional development alongside formal educational qualifications.

Analysis of variance on the preparedness level of English teachers on catch-up Fridays when grouped according to designation or position profile

The data illustrated that the p value of .687 is higher than the 0.05 p value. This meant that there is failure on rejecting the hypothesis and further this rejection is interpreted verbally that Designation or Position profile is not significant.

The significance of teaching strategies, methodologies, and approaches in determining a teacher's designation and profile is often overstated. First, designations within educational institutions are frequently influenced by administrative policies, seniority, or institutional needs rather than the specific teaching practices employed by educators. Consequently, an individual may hold a prestigious position without necessarily demonstrating expertise in innovative teaching strategies or methodologies.

This means that the diverse contexts in which educators operate mean that effective teaching practices can vary significantly across different environments. For instance, a strategy that proves successful in one classroom may be ineffective in another due to varying student demographics, resources, or curricular requirements. As such, an overemphasis on specific teaching approaches may not accurately reflect an educator's overall capability or effectiveness. Moreover, teacher profiles are often constructed based on a range of factors, including leadership qualities, collaboration with colleagues, and contributions to the school community, rather than solely on their pedagogical methods.

The findings of this study is similar to the findings of de Villa (2024) that continuous professional development and engagement in collaborative learning communities may enhance an educator's profile far more than adherence to particular methodologies. Moreover the findings of this study is fortified by the claim of Del Mundo (2024) that while teaching strategies, methodologies, and approaches are essential components of effective education, their direct relevance to an educator's designation and profile is limited.

Analysis of variance on the significant difference on the extent of confidence of English teachers in catch-up Fridays when grouped according to age profile

The average p value of .932 is higher than the 0.05 p-value which failed to reject the null hypothesis having a verbal interpretation of not significant.

The age profile of teachers is often regarded as a significant factor in educational settings; however, it is essential to argue that knowledge, preparation, and support are not inherently linked to age. First and foremost, a teacher's effectiveness is predominantly determined by their pedagogical skills and content knowledge rather than their age. Younger teachers may possess contemporary teaching strategies and technological proficiency that can enhance student engagement, despite having less experience. In contrast, older educators may face challenges in adapting to new educational technologies and methodologies, demonstrating that age does not guarantee superior teaching quality.

This means that effective teacher preparation programs are crucial in equipping educators with the necessary skills and strategies to thrive in diverse classrooms, regardless of their age. Teachers who participate in ongoing professional development can continue to grow and adapt, illustrating that lifelong learning is more critical than age in the teaching profession. Support systems within schools, including mentorship programs and collaborative planning, significantly impact teacher performance and student outcomes, independent of the teachers' age.

The findings of this study is justified by the claim of Filoteo (2023) that the age profile can sometimes obscure the importance of individual teacher attributes, such as creativity, passion, and dedication. In addition, the findings of this study is strengthened by the idea of Flores (2023) that diverse age groups within the teaching workforce can foster a rich exchange of ideas, contributing to a more dynamic educational environment. Thus, it is evident that knowledge, preparation, and support are paramount in determining a teacher's effectiveness, irrespective of their age profile.

Analysis of variance on the significant difference on the extent of confidence of English teachers in catch-up Fridays when grouped according to the sex profile

The average p value of .477 is higher than the 0.05 p value which connotes the failure to reject the hypothesis and marked that sex as profile is not significant.

It is crucial to note that the effectiveness of educators primarily hinges on their pedagogical skills and subject matter expertise, rather than their sex. Research has consistently shown that successful teaching methodologies and engagement strategies are employed by educators of all sexes, underscoring that classroom effectiveness is not contingent upon one's sex profile.

It can be inferred that the emphasis on inclusivity within educational institutions has led to a diminished relevance of sex when evaluating teacher qualifications. This evolving perspective highlights the need to acknowledge the diverse contributions that all teachers make to the learning environment, irrespective of their sex.

Student engagement and positive learning outcomes are significantly influenced by a teacher's ability to foster connections with their students, rather than by the teacher's sex. Professional development initiatives aimed at enhancing teaching skills can benefit educators regardless of their sex, emphasizing the value of continuous improvement over innate characteristics. As societal norms and educational practices continue to evolve, the understanding of teacher effectiveness increasingly transcends traditional sex-based profiles. Evaluating teachers solely based on their sex profile risks perpetuating stereotypes and biases that can hinder progress toward equality in education.

The findings of this study is similar to the idea of Fogg (2019) that collaborative teaching practices and diverse teaching teams can enhance the overall educational experience, further diminishing the importance of sex profiles in assessing teacher effectiveness. In addition, the findings of this research is supported by the claim of Francas (2024) that promoting an educational environment that prioritizes competence, experience, and dedication, rather than sex profiles, aligns with the broader objectives of modern educational philosophy.

Analysis of variance on the significant difference on the extent of confidence of English teachers in catch-up Fridays when grouped according to grade level profile

As illustrated on the data that the p value of .246 is higher than the p value of 0.05 which connotes the failure to reject the hypothesis that postulated that grade level profile of teachers is not significant.

This meant that the grade level profile of teachers is not a critical factor in determining knowledge, preparation, and support. Effective teaching practices are largely based on a teacher's pedagogical skills and ability to adapt to various learning environments. Many educators possess competencies that allow them to teach effectively across multiple grade levels, illustrating that foundational knowledge and preparation are not confined to specific grade-related expectations. Professional development programs equip teachers with universal teaching strategies applicable to a wide range of educational contexts. Such programs focus on core competencies that enhance effective instruction, regardless of the grade level being taught.

The individual needs of students often differ significantly within the same grade level, necessitating that teachers employ differentiated instruction strategies. This requirement highlights that successful teaching relies more on a teacher's capacity to address diverse student needs than on adherence to a particular grade level profile. Support systems within educational institutions, including mentoring and collaborative efforts among staff, provide benefits irrespective of grade level. These support mechanisms facilitate the sharing of knowledge and best practices, further reducing the necessity of a grade-specific profile. Educators frequently engage in interdisciplinary teaching, applying their expertise across different subjects and grade levels.

The findings of this study concurred with concept postulated by Fuentes (2024) that while grade level profiles may offer some context for teaching roles, they do not serve as a decisive factor in evaluating a teacher's knowledge, preparation, and support. On the other hand, Fuentes (2024) pointed out that prioritizing professional growth and adaptability in educators ensures they are equipped to meet the diverse needs of students, independent of grade level designations.

Analysis of variance on the significant difference on the extent of confidence of English teachers in catch-up Fridays when grouped according to educational attainment profile

On the average, the p value of .216 provides a higher p value than 0.05. This meant that there is failure to reject the hypothesis which meant that educational attainment profile is not significant.

This meant that the educational attainment profile of teachers does not serve as a definitive measure of their knowledge, preparation, and support. Effective teaching depends more on a teacher's ongoing commitment to professional development and their ability to translate theory into practice. Degrees and certifications offer a foundational understanding, but they do not fully capture a teacher's capability to adapt to the evolving needs of students and the educational

landscape. Teaching effectiveness is shaped by hands-on experience, reflective practice, and a continuous pursuit of growth. A teacher's skill set evolves through active engagement in professional learning communities, mentorship, and collaborative teaching strategies. Practical teaching experiences and on-the-job learning often hold more relevance in classroom settings than formal qualifications alone.

It can be inferred that support for teachers should focus on fostering adaptability, creativity, and the ability to engage students with diverse learning styles. The value of knowledge and preparation in teaching extends beyond what is obtained through formal education. Emphasis on problem-solving, communication skills, and the ability to connect with students carries more weight than academic credentials.

The findings of this study is in agreement with the claim of Lagon (2024) that educational attainment does not inherently reflect a teacher's effectiveness in creating an inclusive learning environment or their ability to motivate and inspire students. Moreover, the findings of this study is similar to the idea of Limlingan (2024) that the depth of a teacher's understanding, willingness to innovate, and dedication to student success plays a more crucial role in shaping positive educational outcomes.

Analysis of variance on the significant difference on the extent of confidence of English teachers in catch-up Fridays when grouped according to designation or position profile

It can be gleaned from the data that the average p value of .721 is higher than the 0.05 p value, which suggested that there is failure to reject the hypothesis thus, making the difference not significant.

This can be inferred that designation or position profile of teachers does not serve as a significant indicator of their knowledge, preparation, and support. Teaching effectiveness stems primarily from a teacher's ability to engage students, adapt to various learning environments, and apply sound pedagogical practices. The specific title or position held by a teacher does not inherently reflect their capability to foster meaningful learning experiences.

Knowledge in teaching is often acquired through continuous professional development and hands-on experience, which are not exclusively tied to a teacher's rank or designation. Preparation for classroom instruction relies on practical understanding and the ability to meet the diverse needs of students, rather than the hierarchical position of the teacher within the institution. Support systems in education, such as mentoring and collaborative learning opportunities, are designed to enhance teaching practices across all levels, regardless of a teacher's official title. The impact of these support mechanisms is not determined by the teacher's designation but by their willingness to embrace new ideas and refine their teaching methods.

The findings of this study is congruent with the findings of Mehu (2023) that position or title does not necessarily correlate with a teacher's capacity to innovate, inspire students, or adapt to changing educational demands. Moreover, the findings of this study is similar to the claim of Mohajan (2020) that a teacher's effectiveness is better gauged through their commitment to lifelong learning, their engagement with students, and their ability to foster a positive learning environment. These qualities are not inherently linked to the teacher's position within the educational hierarchy.

Pearson correlation coefficient on the significant relationship between the preparedness level of English teachers in catch-up Fridays and the extent of confidence of English teachers in catch-up Fridays

The data reflected that the .045 p value for teaching strategies and .001 p value of teaching approaches is lower than the 0.05 p value which signaled that the rejection of the hypothesis with corresponding verbal interpretation of significant.

On the other hand, the p value of .116 for teaching methodologies is higher than the p value of 0.05 which failed to reject the hypothesis having a verbal interpretation of not significant.

This means that teaching strategies and approaches of teachers are integral to their knowledge, preparation, and support. These methods directly influence how effectively educators impart subject matter to students, shaping the learning experience in meaningful ways. Knowledge is enriched through the application of diverse strategies that engage different learning styles, encouraging deeper understanding and retention among students.

From the findings, what output may be proposed?

Based on the findings of the study, this action plan aims to create a structured and supportive approach to enhancing teachers' knowledge, preparation, and overall instructional capabilities. It emphasizes collaboration, continuous learning, and the strategic use of resources to ensure sustainable development in teaching practices. This action plan is designed to strengthen the teaching strategies, methodologies, and approaches of teachers, focusing on knowledge, preparation, and support. The action plan is presented in a table format to clearly outline objectives, activities, responsible persons, sources of funds, expected outcomes, and means of verification.

CONCLUSION AND RECOMMENDATIONS

The data indicates that the majority of respondents are aged between forty-one to forty-five years, are predominantly female, teach Grade 7, hold a bachelor's degree, and occupy the position of Teacher I. This demographic profile suggests that the teaching force involved in the study comprises a mature and experienced group of educators operating at the foundational level of secondary education.

The findings further reveal that English teachers generally perceive their level of preparedness for Catch-Up Fridays as satisfactory. This is supported by the results of the mean and standard deviation analysis, which highlight a positive self-assessment among the respondents regarding their readiness to participate in the program.

Moreover, English teachers expressed a favorable level of confidence in their participation during Catch-Up Fridays. The analysis of the data using measures of central tendency and variability reinforces the idea that these educators feel assured in their ability to contribute meaningfully to these academic sessions.

The results of the hypothesis testing showed that grade level was the only demographic variable that significantly influenced teachers' preparedness. Other demographic factors such as age, gender, educational attainment, and teaching position did not exhibit any significant effect. This suggests that the grade level taught by educators plays a crucial role in determining their level of preparedness.

On the other hand, when it comes to confidence levels, the analysis revealed no significant differences across all demographic profiles. This uniformity indicates that teachers, regardless of their demographic characteristics, exhibit similar levels of confidence in their engagement with Catch-Up Fridays.

Additionally, the study identified a significant relationship between teaching strategies, teaching approaches, and the hypothesis tested, while teaching methodologies did not show a significant connection. This implies that strategies and approaches are more influential in shaping educational outcomes than methodologies, highlighting the need for a more focused enhancement of these areas.

To address these findings, a proposed action plan has been developed with the objective of enhancing teaching strategies, approaches, and methodologies. This plan is intended to support the continuous development of teachers' skills, leading to more effective classroom practices and an overall improvement in the quality of educational delivery.

In light of the conclusions drawn, it is recommended that future research explore the factors contributing to the current demographic composition of educators. Special attention should be given to understanding the implications of variables such as age, gender, educational attainment, and teaching positions on teaching efficacy, particularly at the foundational level of secondary education.

Further studies are encouraged to delve deeper into the specific aspects of preparation that contribute to the generally satisfactory perception of readiness among English teachers for Catch-Up Fridays. Identifying these factors may help in developing better support systems and training programs.

It is also recommended that future research investigate the underlying reasons that bolster the confidence of English teachers in participating during Catch-Up Fridays. By uncovering the best practices and motivational factors at play, stakeholders can better enhance teacher engagement and effectiveness during these sessions.

Additional research should be conducted to understand why grade level is the only demographic factor that significantly influences teachers' preparedness. Insights gained from such studies could lead to the development of targeted strategies aimed at improving readiness across all grade levels.

Moreover, future studies should aim to explore the causes of the uniformity in confidence levels among teachers across various demographic categories. Determining whether this consistency is beneficial or if differentiated support is necessary could lead to more tailored professional development programs.

It is recommended that subsequent research examine in detail the specific components of teaching strategies and approaches that significantly impact educational outcomes. A clearer understanding of why teaching methodologies appear to have less influence can guide educators and administrators in refining instructional practices to optimize student learning.

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