

Hitting The Bull's Eye Through An Evaluation Of Special Program For Sports (SPS)

Jhovelyne Acosta-Espiritu¹, Rebecca M. Alcuizar²

{jhovelyneacosta12@gmail.com¹, rebecca.alcuizar@g.msuiit.edu.ph²}

Mindanao State University - Iligan Institute of Technology (MSU-IIT) Iligan City, Philippines¹, MSU-Iligan Institute of Technology, Iligan City, Philippines²

Abstract. This study aimed to know the status of implementation of the Special Program for Sports (SPS) as evaluated by SPS specialists and SPS in terms of admission to the program, retention in the program, recognition, teacher/coach qualifications, and incentives/benefits. Sports participation plays a pivotal role in the makeup of young athlete; it gives health benefits, enhance one's personality, improve physical and mental well-being, ameliorate social skills, and develop positive spirit through teamwork. The study utilized descriptive-research design. The study indicates that there is a significant difference on the evaluation of specialists and students in terms of incentives/benefits while admission to the program and retention in the program found to be not significant. On the other hand, the study also sought to test the significant difference of the students' SPS evaluation when grouped according to age, gender, year level and sport specialization. The result shows no significant difference in terms of these students' profiles. Based on the findings, the researcher prepared a strategic plan for the enhancement of the program which focuses on infrastructure and capacity building.

Keywords: Hitting, Evaluation, Special Program For Sport

1 Introduction

Sports participation plays a pivotal role in the makeup of young athlete; it gives health benefits, enhance one's personality, improve physical and mental well-being, ameliorate social skills, and develop positive spirit through teamwork. Researches show that physical activity helps maintain a healthy body weight and minimize the adverse effects of a modern, high-tech lifestyle by reducing stress and improving mental health. Those who play sports have better bearing, positive and appealing body image than those who do not participate in sports at all (McEntergrat and Werthein, 2010).

A sport is also considered competitions which involve winning and losing. This exposes the players to both successes and failures. Sports build a competitive spirit in children and teach them to be participative irrespective of whether the participation concludes in a victory or a defeat. Playing sports educate a person to accept both successes and failures in a positive spirit and one of the most important benefits of playing sports is the spirit of sportsmanship.

Being one of the favorite activities of Filipinos, sports become part of the Philippine culture. In schools, sports program is anchored through physical education which is a regular component of primary and secondary school curriculums throughout the Philippines. The importance of sports is invaluable and goes much further than the basic answer that "it keeps kids off the street". Cooperwood (2009), pointed out that it does in fact keep kids off the streets, but it also instills lessons that are essential in the life of a student athlete.

Because of the ample benefits of sports, the Philippine Sports Commission (PSC) encourage, promote, and sustain physical education, sports programs, league competitions, and amateur sports, including training for international competitions to foster self-discipline, teamwork, and excellent of a healthy and alert citizenry in coordination with the various government departments, agencies and private entities. Consequently, the Department of Education (DepEd) formerly known as Department of Education, Culture and Sports (DECS) implemented the Special Program for Sports (SPS) at the Secondary Level, DECS Memorandum No. 242 s 2000. This program has been piloted in fifteen (15) public secondary schools nationwide, which include Iligan City National High School (ICNHS) since June 2000. This sports program development of DepEd aims to produce highly competitive athletes and has envisioned to strengthen its talent and thereby harnessing the full potential of the young Filipino athletes.

The implementation of the school-based SPS on the year 2000 developed a sound and remarkable learning experience in ICNHS. It has brought about a higher increase of achievements and admirable performances in the field of sports. There are success stories among athletes who are now enjoying scholarship from different universities in the country. However, in spite of the commendable performances of the SPS athletes the sports program still experiencing a lot of challenges and problems. It has encountered difficulty in the implementation as well as in the sustainability. In the field of sports, the program is in dire need of financial support to provide athletes training venues, complete facilities and equipment, and to send trainers and coaches to seminars and enhancement training.

Reflecting in the implementing guidelines DepEd order No. 26 series of 2004 for the institutionalization of SPS, the amount of 500,000.00 PhP will be allotted every pilot school. ICNHS did not receive any amount until the year 2010 possibly because it was also stated in the order that budget will be given according to the availability of funds. At present the program in ICNHS is developing and in progress however there are still many areas to be improved and developed.

The researcher as Physical Education (PE) teacher observed personally the prevailing scenario, difficulties and problems of the sports program. Thus, she will take the challenge to acquaint herself in the SPS implementation to be evaluated by SPS students and SPS specialists at ICNHS and to add literature of studies since this research work is not commonly studied in Iligan City.

2 Data Collection and Participants

The descriptive- research design will be used in the study. Manuel and Medel (1976, as cited by Calderon and Gonzales, 2004) descriptive methods of research describes what is. It involves the description, recording, analyses, and interpretation of the present nature, composition or process of phenomena. The focus is on prevailing conditions, that is, examining what actually is existing based on conditions, practices, and situations of the sports program. Since the study is on the evaluation of Special Program for Sports (SPS) of Iligan City National High School (ICNHS), the descriptive method of research is the most appropriate method to use.

This study was conducted at Iligan City National High School (ICNHS) main campus. The school was established on July 1, 1963 and has an area of 3.5 hectares. The school site is located in General Wood Street, Barangay Mahayahay, Iligan City near the Public Library and situated in front of Iligan City Central School.

ICNHS is one of the schools chosen to become a pilot school of Region X since record shows that the school has major and significant contribution in division, regional, and national meet. Athletes in the different sport events are competitive enough to compete even up to national meet or Palarong Pambansa. This is therefore the main reason why the researcher is interested to have the locale of the study at ICNHS.

The respondents of this study were all SPS specialists and sample SPS students from first to fourth year who were officially enrolled at ICNHS SY 2013-2014.

For the SPS students questionnaire, the researcher approached the teacher and asks permission to enter the class for a short period of time. The researcher then explained first what the study all about and gave further instructions to the students. The researcher answered the questions from the respondents for some items that they could hardly answer.

For the SPS Specialists questionnaire, the researcher handed over the paper during their vacant time in school. They were given five days to complete and fill in all the data reflected on the questionnaire. After the retrieval of the questionnaire, the researcher was reading through their responses and meeting each specialist for deeper information, depending on their availability and preferred schedule.

More so, FGD was also used in gathering data to deepen the facts and information about SPS. There were 8 SPS specialists and 8 athletes who participated in the discussion. Separate schedule set for the specialist and for athletes. The MAPEH office was the venue for the FGD where the researcher serves as the facilitator and a MAPEH teacher for taking down notes. The gathering was somewhat informal that everybody was free to voice out their insights and experiences. A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. FGDs can be used to explore the meanings of survey findings that cannot be explained statistically, the range of opinions/views on a topic of interest and to collect a wide variety of local terms. In bridging research and policy, FGD can be useful in providing an insight into different opinions among different parties involved in the change process, thus enabling the process to be managed more smoothly and efficiently (<http://www.odi.org/publications/5695-focus-group-discussion>).

3 Results and Discussions

Table 1. Scoring System

Point	Scale	Response	Interpretation
5	4.20-5.0	Strongly Agree	Highly Implemented
4	3.40-4.19	Agree	Moderately Implemented
3	2.00-3.39	Neutral	Implemented
2	1.80-2.59	Disagree	Slightly Implemented
1	1.00-1.79	Strongly Disagree	Not Implemented

3.1 Statistical Tools

1. Mode – is the value that occurs the most frequently in a data set.
2. Percentage (%) – This is used to determine the percentage of the respondents with the quality of interest. The formula is given by:

$$\% = \left(\frac{NR}{TR} \right) \times 100\%$$

where:

NR- is the total number respondents with the quality of interest.
 TR- is the overall total of respondents.

3. Mean – this is used to determine the value intermediate between the extreme members of the set. The mean denotes the sum of the numbers divided by n.

4. T-test. T Test is often called Student's T test in the name of its founder "Student". T test is used to compare two different set of values. It is generally performed on a small set of data. T test is generally applied to normal distribution which has a small set of values. This test compares the mean of two samples. T test uses means and standard deviations of two samples to make a comparison. The formula for T test is given below:

where:

x_1 = Mean of first set of values
 x_2 = Mean of second set of values
 S1 = Standard deviation of first set of values
 S2 = Standard deviation of second set of values
 n1 = Total number of values in first set
 n2 = Total number of values in second set.

where:

x = Values given
 \bar{x} = Mean
 n = Total number of values

Findings

Example of a Computer Program from Motaz Abdel A., (2013) Start programming using Object Pascal. Legally Free Computer Books, US.

Based on the data analysed according to the ten (10) problems, the following findings are presented below:

1. It was found that there were more female students than male students with 51.3%. It was also found out that majority of the students belong to ages fourteen (14) to fifteen (15). More so, it was found out that majority of the SPS students belong in Grade 7 formerly known as First Year. And enormous number of the students enrolled in the program specialized volleyball.
2. It was found that most of the SPS specialists fall into ages 44-52 which comprise 50%. It was also found out that most of the specialists fall into 0-5 years of experience and there is an equal number of female and male specialists and 55.5% of them attended seminars in National level.
3. It was found out that the status of SPS implementations as evaluated by the specialists based on admission of the program is Highly Implemented with the mean of 4.85. Also the retention of the program is Highly Implemented with the mean of 4.35. Furthermore recognition and teacher/coach qualifications are Highly Implemented with mean of 4.77 and 4.23. However the status of SPS implementations based on incentive/benefits was Moderately Implemented with the mean of 4.11.

4. It was found out that the status of SPS implementations as evaluated by the SPS students based on admission of the program is Moderately Implemented with the mean of 4.04, also the retention of the program is Moderately Implemented with the mean of 4.09. It was also found out that incentives/benefits is Implemented with the mean of 2.65.

5. It was found out that there is no significant difference between specialists and students evaluation on the status of SPS implementation based on admission of the program and retention in the program. However, in the incentives/benefits it was found out that there significant difference.

6. It was found out that there is no significant difference of the students' SPS evaluation when grouped according to age, gender, year level, and sport specialization.

7. It was found out that the dominant competencies of the SPS students under Knowledge and Understanding, are the following: "Describe the nature and background of the sport"; Practice athletic training in legally competent manner"; "Understand the consequences of violating the laws"; "Recognize that proper conditioning and good health are vital as an athlete"; "Undertake physical activity and physical fitness"; "Focus on the key points of the game"; and "Explain the need to select food based on the nutritional needs during training". Furthermore, under Essential Skills in Sport, the following dominant competencies were found out: "Execute the skills involved in the sport"; and "Recognize that proper conditioning and good health are vital to the prevention of athletic injuries". More so, under Attitudes and Values, the dominant competencies are the following: "Demonstrate and maintain a positive attitude"; "Keeps the importance of winning and losing"; "Practice health habits to achieve holistic health"; and "Applying good sleeping habits".

8. It was found out that the problems encountered by SPS specialists are insufficiency of financial support, no suitable training venue for some events, no swimming pool in the school, athletes cannot afford the materials and equipments, athletes experience difficulty in sustaining due to economic status of parents, some athletes exhibit poor character, lack of equipments, lack of discipline, athletes do not know how to balance time, they do not have time management, absenteeism during training, and athletes don't have the dedication. Furthermore, it was found out that the problems encountered by the SPS students are their parents can hardly support the expenses, cannot afford to provide own sports equipments, lack of equipments, the gym is so crowded, too many athletes during training, no proper venue for training, no free uniform, no allowance given, do not have enough budget for the fare going to the swimming pool, can hardly afford for the entrance fee in the swimming pool, no training shoes, no extra allowance given from parents, feeling very hungry after training, can hardly balance academic and SPS, training is exhausting, very thirsty after training, late in coming home, parents will question, the coach is not dedicated to train appropriately, and forced to attend SPS curriculum. It was then found out that among the several problems it is the crowded gym and no proper venue got the highest number of responses from 8 participants in FGD. It was also found out that the recommendations of the SPS specialists for SPS improvement in terms of the admission to the program are: athletes during elementary grades should be given priority to enrol in SPS program, the height of the students must be considered, physical exam must be conducted to the prospective students, orientation must be given to both students and their parents to understand the purpose of the sports program, and skill test must be conducted to determine the students' sports inclination; in terms of retention in the program the recommendations are: assessment at the end of the school year, maintain the grade as stated in the SPS guidelines with good moral character, maintain the grade of 85% or above, be a disciplined students, and SPS students must comply to all the requirements of the program; in terms of recognition the recommendations are: deserving athletes should be given medals, deserving athletes should be given certificates,

winners' name must be announced, and winners' name must be published in the school bulletin and school paper; in terms of teacher/coach qualifications the recommendations are: must undergo national accredited training, Bachelor Degree with special skills in sports, should have playing experience and background, yearly training with financial support from the DepEd, must be committed and dedicated to the program, and diligent and knowledgeable of the sports assigned; in terms of incentives/benefits the recommendations are: grant cash, uniforms, recognition, players and teachers should have medical/accident insurance, provide vitamins, provide additional equipments, monthly training allowance for deserving athletes, and guidelines for teachers'/coaches' incentives/benefits stated from the DepEd must be implemented. Furthermore, it was found out that the recommendations of the athletes for the SPS implementation improvement are: big improved training center, receive monthly allowance, there should be lockers for athletes, scholarship grant for athletes in college years, to receive complete set of uniform including footwear, good and well trained coach, free insurance paid by the school, watch and give attention to those athletes who are undisciplined and bullying other athletes, free meal for athletes, maintenance personnel for the gym and comfort room so that we will not clean anymore, more financial support, complete facilities and equipments per sport specialization, provide fare in going to the venue for swimming athletes and sponsorship for the pool entrance, and free refreshments after training.

4 Recommendations

In the light of the findings and conclusions, the following recommendations are offered; to wit:

1. Eligibility of the SPS teachers and coaches must be taken into consideration when handling the SPS program.
2. Infrastructures for the playing venue must be improved considering the safety of the athletes and coaches while training.
3. Allotment of budget for the erection of new building for SPS training venue must be prioritized.
4. Allotment of budget to build a swimming inside the school.
5. Allotment of budget to send specialists every year for National trainings.
6. Allotment of budget for SPS students for their regular monthly allowance.
7. Provision of adequate physical resources including facilities, equipment and maintenance must be given priority
8. SPS coordinator and school principal must collaborate with the City Government officials, private entities, and stakeholders to back up with financial support and to suffice the necessary funding needed to provide the deficient areas in SPS.

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