

Academic Performance of the Grade 7 Students in Special Program in Sports (SPS) in Kiamba National High School

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Abstract

Research indicates the academic performance of students who are enrolled in the Special Program in Sports Curriculum. The purpose of this study was to determine whether or not the Grade 7 SPS students developed and enhance their skills and talents through active participation in different competitions have an effect on their academic performance. The study's adopted survey instrument which was distributed to the students enrolled in Grade 7 Special Program in Sports (SPS) in Kiamba National High School. The study concluded that Grade 7 students generally comprehend text at a basic level but struggle with inferential and critical comprehension. Specifically, Grade 7 SPS students face challenges across all comprehension levels. However, video-based materials show promise in enhancing viewing comprehension among Grade 7 SPS students. Additionally, both teachers and school administrators view video-based materials favourably as an intervention program in terms of content, presentation, and suitability.

Keywords: Education, Sports Curriculum, Sports, Academic Performance

1. Main text

Introduction

Good education does not happen by chance. It is a product of effective teaching and learning couple with personally study. It enhances the growth and development of a nation. Recipient of qualitative education are usually distinguished in their field of endeavor. The growing complexity of our social demands calls for effective and functional education as the only way out.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school.

School systems mostly define cognitive goals that either apply across multiple subject areas or include the acquisition of knowledge and understanding in a specific intellectual domain. Therefore, academic achievement should be considered to be a multifaceted construct that comprise different domains of educational learning. Because the field of academic achievement is a wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test. Woolfolk (2007).

Students' academic gain and learning performance is affected by numerous factors including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, daily study hour and accommodation as hostels. Many researchers conducted detailed studies about the factors contributing to student performance at different study levels. Graetz (2005) suggested "A student's educational success is contingent heavily on the social status of the student's parents/guardians in the society. Considine and Zappala (2007) noticed the same that a parent's income or social status positively affects the student's test score in examination. According to Minnesota (2007) "the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Stafollani and Bratti, (2008) observed that outcomes are the most important indicators of students

future achievement, this refers that as the higher previous appearance, better the student's academic performance in the future endeavors.

Sports have become a major business and attraction for the public. The print, radio, television, internet, and cinema media have contributed to the explosive popularity of both professional and collegiate sports. Billions of pesos are spent on the proliferating professional and collegiate sports industry. It is not surprising, therefore, that the popularity of professional and collegiate sports has been reflected in the sports program of Philippine High School.

The pressure to win and the allure of financial gain have always been a part of the professional ranks, as well as the collegiate sport scene. Intercollegiate athletics are a big business and a lucrative source of revenue for many universities. It is not unusual to find that coaches make a great deal more income than tenured academic teachers. The pressure to win is felt by most coaches and athletic supervisors. It is therefore not surprising that a conflict has developed between the academic and athletic communities on many of the nation's college campuses.

Similarly, it is possible that athletic communities in high schools have developed a negative reputation with respect to academic performance. While a number of researchers studied athletic participation and academic performance in college (Ferris & Finster, 2006; Gaston-Gayles, 2007), few studies addressed the relationship between academics and athletic participation at the high school level.

University presidents and college coaches have battled over the academic requirements necessary to receive athletic scholarships, eligibility requirements, and even the advising of student athletes (Zani, 2011). The adult community has internalized this fascination with sports and passed it this obsession with sport continues from high school to colleges, and then to professionals. The concern arouse at the high school level is whether or not athletics have become more compelling force than academics in Public Schools. (McGrath, 2009).

A number of provinces and cities across the nation have implemented a variety of policies in order to ensure a satisfactorily academic performance by their student-athletes. The argument that these authors have is if athletes were forced to have higher grades in order to play sports, that there could be an overall improvement in the quality of all students' academic work.

The primary conceptual problem facing students-athletes is whether or not sports, as an activity, has positive impact on other endeavors in life, including academics (Coleman, 2006). At present, researchers have looked or both indirect and direct connections. Indirect connections consist of ways in which sports improve various non-cognitive aspects of an athlete's personality and how the improvement in turn leads to better academic achievement. Direct connections consist of ways in which competition in sports help student-athletes actually perform better in such similarly competitive events in academic tests. In both cases, the problem remains how to build a construct that allows one to envision how impact is felt across the supposed gap between mind and body.

In the past three years from 2013 to 2016, it was found out that most of the students who enrolled in Special Program in Sports, are performing excellent in their respective sports specialization but poor in their academic subjects.

In view of the foregoing, the researcher is determined to construct an intervention program which is the proto-type video-based materials in the hope of improving the viewing comprehension skills in English

subject of Grade 7 students in Kiamba National High School particularly the Special Program in Sports Curriculum.

Statement of the Problem

This study wishes to find out the Academic Performance of the Grade 7 Students in the Special Program in Sports in Kiamba National High School.

Specifically, seeks to answer the following questions:

1. What is the level of Academic Performance of the students in the following subject areas:
 - 1.1 English
 - 1.2 Filipino
 - 1.3 Math
 - 1.4 Science
 - 1.5 Araling Panlipunan
2. Based on the findings in question number one, what intervention can be prepared to do for the students?
3. What is the extent acceptability of the proposed intervention/program in the Special Program in Sports as rated by the following:
 - 3.1 School Head/Principal
 - 3.2 Teachers

Significance of the Study

Academic performance is significant to students to enhance their academic skills to respond to the increased demands and transfer the qualities of hard work, discipline, and perseverance traits necessary for athletic performance to their academic lives.

The use of video-based materials as an intervention for the Grade 7 students in Special Program in Sports is helpful to enhance their viewing comprehension skills. Videos spice up lectures and help to make the materials more accessible. They introduce concepts in concrete ways, model behaviors and motivate learners to learn in interactive ways.

It is also the hope of the researcher that the results of the study will provide benchmark for the following to make appropriate actions and interventions in the field of Reading.

The study will provide the **teachers** new ways of teaching of teaching comprehension through the use of videos. With the use of video based materials, the teacher can incorporate listening and viewing in a reading lesson.

The result of the study will provide the **school administrators** a basis for teacher-training on the use of technology and other multimedia that aid the teaching and learning process.

The result of the study will give the **stakeholders** the data to augment resources especially multimedia and educational e-learning packages to support the 21st education trend.

This study will provide the **researcher** the chance to improve her competence in teaching comprehension through acquired knowledge and skills in assessing SPS students' comprehension problems and helping them enhance their learning outcome by providing them materials suited for their needs.

Scope and Delimitation

This study developed a research-based video-aided instructional materials in the hope of improving the academic performance of Grade 7 students in Special Program in Sports Curriculum in Kiamba National High School.

The first group of respondents was the 10 randomly selected students of the Grade 7 Special Program in Sports Curriculum.

The second group of respondents was the 19 evaluators, composed of English teachers and school head, validated the video-based instructional materials.

Definition of Terms

To provide a better understanding of this study, the following terms were defined:

Acceptability

It is described as adequate to satisfy a need, requirement or standard (The Free Dictionary, 2000).

Athletic Participation

The engagement with school sponsored sports team. (Knox; Carp, 2007)

Academic Performance

Academic performance is the outcome of education - the extent to which the students, teacher or institution has achieved their educational goal. It can be measured by ACT scores, SAT scores, qualitative assessments of teachers' report on students, and grades. (www.google.com)

Grade 7 Students

It refers to the second year high school students under the K to 12 Basic Education Curriculum of the Department of Education.

Special Program for Sports

An institutionalized a program that will identify/discover talents with potential talent in sports and hone their skills for higher levels of athletic competition.

Video-Based Materials

It is defined as the presentation of instructional materials that uses videos in the teaching process. It may be a video clip, a movie trailer, or a short film. (Garza, 2010)

Viewing Skills

It means the ability to understand visual image and connecting them to accompanying spoken or written words. (www.slideshare.net). In this study, it refers to the ability of the students to understand and fully get the appropriate meaning of the videos using specific skills in literal, inferential, and critical dimension of comprehension.

Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

Athletics have come to play a major role in the life of high schools and universities across the U.S. today (Hamilton, 2005). For several generations, athletics and education have been identified with each other, with the result that sports culture has become embedded within academic culture on many levels. Traditionally, participation in sports was said to make boys into men and help them appreciate teamwork, duty, sacrifice and dedication. Sports build character, and engendered the values of good sportsmanship in young men. As a result of this tradition, a number of researchers have argued that “organized sports can play beneficial role in the development of children into educated and well-rounded students” (Griffith, 2008, p.1). One routinely hears, from podiums and in official school statements, that “high school athletics can have a profound influence on our youth, our schools, and our communities” (Griffith, p. 2). The promotion of sports as a path toward maturity was supported by studies that have found that “participation in extracurricular activities academic performance, attachment to school and social development” among high school students (NHSAW, 2011). Participation in sports and related physical education activities “provide opportunities for students to learn the values of teamwork, and the opportunity to apply academic skills in other arenas as part of a well-rounded education. (NHSAW, p. 9).

High school sports have become a pervasive and powerful presence in most major high school lie. In the context of the area of accountability and standardized testing, however, a anew scrutiny has been bought to high school sports. Griffith (2007) argued “there is remarkably little research on the interplay of sports and academic achievement” (p.1). In other words, research continues to struggle to empirically prove what has been the basic tenet of the rhetoric surrounding sports for years, that participation in sports improves such non-cognitive areas of personal growth as self motivation and thus may or may not have a positive impact on academic as well.

Contributing to the difficulties in examining the interplay between sports and academics at the high school level is the fact that high school sports continues to be professionalized, with pressure bearing downward from a culture of sports that includes intercollegiate and professional sports. For many, participation in high school sports places young man or woman into a pipeline that leads directly to playing sports in college and even becoming a professional athlete. While this ideology has justified many of the excuses in high school sports today, empirical research paints a different picture.

Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards video-based materials as a solution to producing graduates who are creative, can think critically and analytically, and are able to solve problems. The use of multimedia technology as an innovative teaching and learning strategy in improving viewing comprehension skills gives the students to train themselves in this skill (Savage and Vogel, 2006).

Foreign Studies

Students academic performance are affected by playing sports. Coleman(2006) claim that adolescents pay little attention to scholastic achievement. Thus the response to the current imbalance between sports and academics in high school is to instrument the “shift in the competitive structure of high schools” that the changes the norms of the school, so that academics are valued and even encouraged (Coleman, p.5). In this way, change the competitive structure of the high school and we can change them from places of athletics to academic prowess (Coleman, p.5).

Sports achievement influences academic achievement. Achievement is what counts, and the competitive structure of the school alone accounts or which type of achievement – sports or academics – is valued. If the competitive structure of the high school is balanced, sports and academic achievement are likely to intermix; if imbalanced, sports achievement may come at the expense of academic achievement.

High schools need to develop a more ecological model of student behavior in order to build a physical environment that will contribute to, instead of inhibit, routine physical activity during the school day (Sallis and Conway, et al., 2008). The climate of accountability that has emerged since the passage of No Child Left Behind appears to have further eroded focus on the whole, including the physical student. As school work to become more “successful” according to test-score standards, many of them have cut back on such courses as arts and physical education (Wilkins & Graham et al., 2010, p. 721). With the back-to-back basics movement, many schools have cut back on such non-core subjects. Moreover, teachers are “reverting to direct instruction, drill and teaching to the test” in classrooms around the country (Wilkins & Graham, et al., p. 271). In this context a number of educators argue that spending more time on core subjects and drilling or the test will lead to better test scores. However, Wilkins and Graham, et al., (2010) compared the test scores of schools with the amount of time they allocated to non-core subjects such as physical education or sports specialization, and found that “the relationship between time in (core) areas and achievement was, for the most part, statistically null” (p. 731). There was also some indication that schools that maintained at least one hour of physical education per day did better on tests.

According to the expectancy-value theory developed by Eccles, a young person’s “competence beliefs, expectations for success and task value to achievement and choice in different domains” all contribute to whether or not the student achieves (Jacobs and Lanza, et al., 2009, p. 309). An importance theoretical finding in the context of these studies is that children’s competence beliefs decline when they enter middle and then high school, and that most students experience some level of a decline in “perception of academic self-competence” as they enter junior high school (Jacobs and Lantz, et al., p. 510). Moreover, different competence beliefs are found in different subject areas, with adolescents maintaining positive beliefs about their abilities in English, but losing a sense of competence in math. In the area of sports, the role of competence belief has been studied less. In studies conducted thus far, “conflicting results have been reported” (Jacobs and Lanza, et al., p. 510). Some studies show that adolescents, in general, begin to have lower competence beliefs with regard to physical abilities, even though other studies find that positive competence beliefs are maintained by carefully choosing sports areas where that positive competence beliefs are maintained by carefully choosing sports areas where they perceive themselves as competent. The fact that sports offer many more options for a young person to find a good fit than academics suggests a source of continued, positive self-perception in sports (Jacob & Lanza, et al., 2009).

As children get older and enter into high school, they become much more aware of where they fall in the “picking order” of the school, both academically and in sports. This is because “children most into situations in which there are larger pools of potential competitors and the number of ‘slots’ in sports teams or in advanced placement classes is limited” (Jacobs & Lanza, et al., 2009, p. 522). This is especially true sports as “sport activities become more selective and comparative, and fewer children are selected to be on competitive teams” (Jacobs and Lanza, et al., p. 522). Thus, as Jacobs & Lanza, et al. described, “the child who has the best basketball player in his or her elementary school may feel less skilled after playing with others on the basketball team in middle school, and, after sitting on the bench some of the time in middle school, may decide not to try out in high school” (p. 522). Thus, while some studies continue argue that participation in sports contributes to self-competence beliefs and improves one’s motivation; there is also evidence that sports in schools are enmeshed in structural and organizational realities and may contribute to

declining self competence and motivational belief as a young adult enters high school.

Through participation in sports, student-athletes become better citizens of school, behave better, and more likely to stay in school. Athlete also engage in less high-risk adolescent behavior than non-athletes. However, most of these studies, from a behavioral point of view, concentrated on symptoms not causal constructs. In order to be convincing, studies must look at how participation in sports contributes to positive beliefs systems in young people, and how sports improve young adults' achievement motivation and self-esteem (Jacobs & Lanza et al., 2009).

Video is the technology of electronically capturing, recording, processing, storing, transmitting and reconstructing a sequence of still images representing scenes in motion. Its brief history goes back in year 1951, where the first video tape recorded captured live images from television cameras by converting the camera's electrical

The Use of Videos in the Classroom

impulses and saving the information onto magnetic video tape (Wikipedia, 2012). Later advances in computer technology allowed computers to capture, store, edit and transmit video clips. In 1960, the use of videos in teaching was introduced parallel to the introduction of microteaching (Brophy, 2007).

However, with the rise of technology and the rampant use of multimedia in education, some teachers are resistant to showing videos in their classrooms because they think of them as cheating. Teachers get paid to use up class time, and filling it with something made by someone else seems like shrinking their duties. However, this is a wrong notion. A teacher's value is not in the information stored in their head, but rather their ability to pull together the best learning resources to produce a desired outcome. The modern teacher is more an aggregator than a producer. Why are thousands of teachers all reinventing the wheel by creating individual lectures on the exact same topic when someone else has already produced an excellent video on it? Thus, teachers should think of videos as a way to bring best learning resources to their students (Orlando, 2010).

Students respond to information differently. Thus, it is often to the advantage of teachers to use many different formats and modes to teach the subject matter of the lesson. This is why teachers normally use some combination of lecture, text and hands-on laboratory for conveying information. With the advent of the internet and the multiple formats that can be communicated over the World Wide Web, teachers now have several new and exciting ways to present information. The Web allows the incorporation of animation, moving pictures, and sound into lessons, which extends our abilities to present materials that encourage student interaction with the subject matter. Pictures and animations help bring to life scientific principles, and multimedia allows students to take a more active role in learning: they can watch experiments in action, see microorganism up close, and use a mouse or keyboard to navigate images, simulations and interactive material. One of the advantages of using multimedia is to convey information quickly and effectively to all students – and keep them interested in learning (Savage and Vogel, 2006).

Audio-visual materials can provide useful aids for learning when integrated into computer based teaching systems. However, a teaching system is only useful if the learner remains active and motivated. It is well-known that page turning or browsing does not ensure effective learning. To learn, students must want to learn and must be involved and active. They must be challenged to reason about the materials presented. Flashy graphics are not enough; the experience must be authentic and relevant to the learner's life (Schank, 2008).

Teaching students to become effective comprehenders is an important goal of the compulsory years of schooling. It involves extending student's vocabularies and knowledge of the world, developing their knowledge of English grammar and their decoding skills, developing their reading fluency and extending their ability to comprehend what they read and view from the literal level to the inferential and critical levels (Mantione, et al., 2008).

Many educators have chosen to use videos solely for viewing comprehension – that is the process of comprehending visual and verbal messages. Teachers used TV materials such as, news bulletins, sports, drama, plays, films, commercials, humor, TV series and quiz shows. However, teachers should forget that broadcast is ephemeral and they have to renew materials.

Video materials have been recognized as valuable resources for intensive language study because they can present total communicative situation. However, due to the rapid development of multimedia technology, large numbers of videos now are stored in digital format, allowing for the integration of videos in computer-assisted language learning (CALL). Unsurprisingly, with the sheer volume of digital media available via the Internet, videos have been increasingly used to serve the needs of EL learners (Wang & Huang, 2009).

The use of video media, especially with the help of CALL, can contextualize as well as personalize the language learning process. In addition, videos clipped off live radio and television programs, especially these designed for foreign language self-instruction are also being widely used (Umino, 2009); these provide self-instruction involving the use of self-instructional broadcast (SIB) materials which have been proven to be effective in foreign language learning across the skills of listening comprehension and speaking (Umino, 2009).

Local Literature and Studies

Education is an indispensable requirement for a person's well-being. Insufficient or poor deprives a person of the means of doing and becoming.

The Philippines has always taken pride in its achievement in education, particularly its high adult literacy rate and high enrollment rate. Ironically, such high achievements in education are not translated into higher level development. The disparity stems from the unequal access to, low quality and marginal relevance of basic education in the Philippines.

Improving access to education has always been the focus of government's policy interventions, to the exclusion of other concerns. The government is hard pressed to keep up with the rapid growth of the country's school-age population, and the high public elementary and secondary enrollment rates. The concern for universal access required budget cuts that lead to the deterioration of quality education.

Apart from quality, relevance is also a problem in Philippine education. Most of what children learn in school are not applicable in their daily lives. Curriculum is overload and does not accommodate regional and cultural differences, leading to lack of focus and rote memorization. Language remains an issue. While the government has made an effort to indigenize knowledge through the use of Filipino as the medium of instruction, this is unsupported by qualified teachers and good teaching materials. Coupled with the deteriorating quality English teaching, the situation has resulted in semilingualism and mediocrity. The old debate on whether to use local languages or English in schools has also been resurrected in the light of the

challenges presented by globalization.

Present efforts of the Department of Education (DepEd) are geared towards expanding access to basic education and enhancing skills of teachers.

The rationalization of the education budgeted is needed to properly address the issues of educational quality and relevance. Priority must be shifted from personnel services to capital outlays and maintenance and other operating expenses (MOOE). One way to attain savings in MOOE is to cut down on the number of textbooks required, and concentrate on procuring quality instructional materials. Investment in information technology is also practical as it not only serves as an effective teaching method, it has also much wider reach than traditional teaching techniques. There is also a need to make education more accountable to parents, communities and local governments. This will pave the way for common projects such as fund-raising for the improvement of school facilities, and development of quality and relevant curriculum. Greater collaboration must be undertaken by the DepEd and local authorities on technical academic reforms, particularly those pertaining to the curriculum and policy on language instruction (Villacorta, 2011).

DepEd Order No. 31, series 2012 states the Policy on the Implementation of Grade 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012 – 2013. The K to 12 covers Kindergarten and 12 years of basic education and 2 years of Senior High School. K to 12 is an education system under Department of Education that aims to enhance learner's basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment.

The development of the K to 12 Program has been made possible by the collaborative efforts of member of the Steering Committee which is composed of DepEd, CHED, TESDA and other stakeholders. These include the government agencies, private sector, civil society organizations, student organizations and other individuals who are committed to improving quality education.

DepEd Order 25, series of 2015 Implementing Guidelines on the Special Program in Sports to address the needs of talented students in the different sports disciplines, the Department of Education shall implement the Special Program in Sports (SPS) in regular high schools, which have the capacity to implement and sustain the program in terms of trained teachers, facilities and equipment.

The Special Program in Sports (SPS) was originally conceived to address the needs of the talented students in different sports disciplines and identify and create a pool of athletes who will be trained to compete in national and international sports competitions. However, in the course of program implementation, there was a paradigm shift that elevated SPS to a higher degree of social relevance. The program is now envisioned to equip SPS graduates or employment or higher learning in the field of sports and related areas.

The Special Program in Sports aims not only to develop the talents of the youth in sports but also in the areas of leadership and good sportsmanship. Through intensive athletic training balanced with a stringent requirement of academic excellence.

Chapter III

METHODOLOGY

This chapter presents the method and procedures the researcher will be using in the conduct of the study. This includes the research design, respondents, instruments, data gathering and statistical treatment of the data.

Research Design

This study used the Research and Development Design. It embarked on creating new strategy on creating in teaching through the use of videos for the purpose and developing a comprehensive video package for instructional purposes.

Research Design

The first group of the respondents was the 10 randomly selected Grade 7 students who officially enrolled in the Special Program in Sports in Kiamba National High School.

The second group of respondents was the 19 evaluators of the product. They were composed of the English teachers and the School Head of the Kiamba National High School.

Research Instrument

The basic tool in this research was the validated comprehension test adopted from Ravelo (2011). The results of the tests were used in identifying the most difficult and the least difficult skills in reading. The results served as the bases of the researcher in the organization and presentation of the comprehension activities to be included in the development of video-based instructional materials to improve the viewing comprehension skills of Grade 7 students.

The video-based instructional materials were taken from www.youtube.com since it allows the free downloading of videos and has no infringement of the copyright.

Data Gathering

Step 1: In gathering the data, the researcher will be asking permission from the Grade 7 advisers addressed to the School Principal to get the data based on their academic performance. Once approve, the researcher will then personally approached the advisers and get the approved master sheets.

Step 2: Validate the approved master sheets and select the subject which the students scored low and make an intervention program.

Step 3: Conducted a validated comprehension pre-test on the three comprehension dimension to label the most difficult and least difficult skills.

Step 4: Gathered and analyzed data of the comprehension skills pre-test noting on the developed and least developed comprehension skills.

Step 5: Gathered video-based instructional materials and formulated comprehension questions on them.

Step 6: Consulted graphic artist for the plotting of activities in the video-based materials

Step 7: Validated the video-based instructional materials through the teacher-evaluators, school head-evaluators.

Step 8: Gathered and analyzed evaluation ratings of the evaluators in terms of their scoring and recommendations for the enhancement of the materials.

Step 9: Developed the final version of the product.

Statistical Treatment

Frequency count and mean were used to determine the level of comprehension skills of Grade VIII students. An arbitrary scale was used in this study to describe the scores of the student-respondents:

80 – 100-	Very Good
70 – 79 -	Good
60 – 69 -	Average
50 – 59 -	Fair
40 – 49 -	Poor
Below 40%	- Very Poor

Weighted mean was used to determine the level of acceptability in terms of content, presentation and appropriateness of activities in video-based materials. The results of the evaluation by the teacher and school head were described based on the existing rating scale:

4.51 – 5.00	-	Very High Acceptability
3.51 – 4.50	-	Highly Acceptable
2.51 – 3.50	-	Moderately Acceptable
1.51 – 2.50	-	Slightly Acceptable
1.50 – 1.00	-	Not Acceptable at all

Conceptual Framework

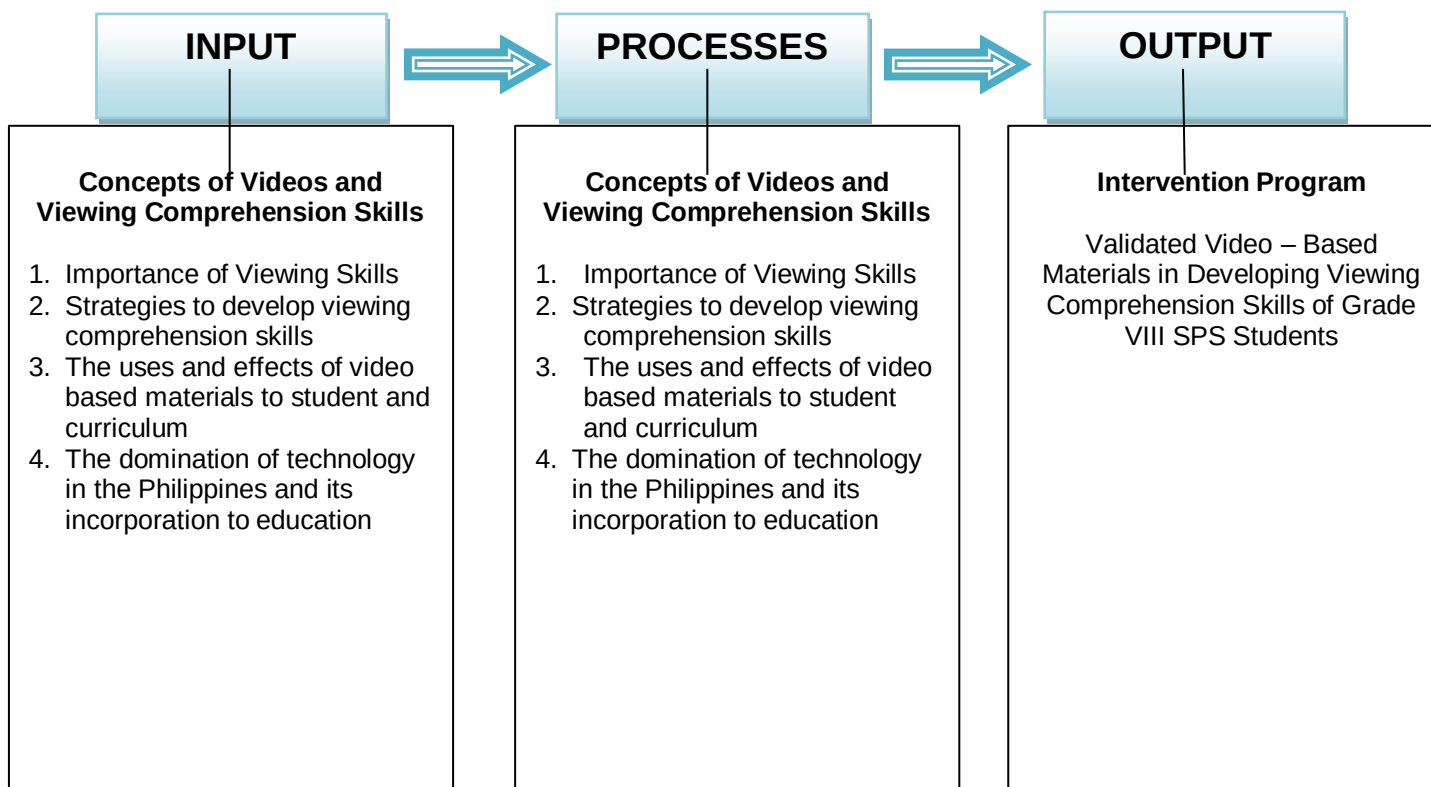
**Figure1. Conceptual Framework**

Figure 1 shows the process of developing and validating the video-based materials in improving the comprehension skills in English. From the input, it is revealed that the first phase of the development involves video-based materials anchored on the K to 12 Competencies and activities in viewing comprehension skills. The phase of process covers development of video-based materials, questionnaire, validation of the instrument and administration of the pretest, administration of video-based materials posttest and acceptability test. After doing the process, the study produced a valid video-based materials in improving viewing comprehension skills.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered in this study. The various results are presented in the succeeding tables.

Reading Comprehension Level of Grade 7 SPS Students

This study attempted to determine the reading comprehension of Grade 7 students. Their comprehension was based on three levels, namely: literal, inferential, and critical skills. A test on reading comprehension was given to the students and their scores were determined.

The Grade 7 SPS students performed Fair in literal skills with a mean score of 53.13%. There were 24% who got scores of 70 to 79% (Good), 14% who got scores of 80 to 100% (Very Good) and 15% who got scores of 50 to 59% (Fair). However, there were 22% whose scores in reading were only 40 – 49% (Poor).

The students performed poorer in inferential skills. The mean score is only 35.10% and this is considered Very Poor performance. Specifically, 70% of the students got scores below 40 (Very Poor), 15% got scores of 40 to 49% (Poor) and only 8% got scores of 50 - 59% (Fair). Only 6% of the students scored 60 to 69% in reading (Average) while only 1% scored 70 – 79% (Good).

In critical skills, the mean score is also low, only 32.40%, which is considered Very Poor. In fact, the highest percentage of the students (64%) got scores below 40% described as Very Poor. There were 18% who got scores of 40 – 49% (Poor), and 17% who got 50 – 59% (Fair). Only 1% got scores of 60 to 69% (Average) while no student got score higher than 80.

Based on mean scores, the literal skills are the least difficult skill in reading comprehension since the students got here the highest mean 53.13 (Fair). The most difficult skills are the critical skills while the lowest mean of 32.40 (Very Poor). Inferential ranked second most difficult when a mean of 35.10 (Very Poor).

Level of Acceptability of Video – Based Materials for Reading

This study also evaluated the level of acceptability of the video-based materials which were developed by the researcher. The criteria used in evaluating the video-based materials are content, presentation, and appropriateness. The table 4 shows the level of acceptability of the video-based materials is evaluated by teacher-respondents.

The video-based materials are Very Highly Acceptable in terms of content (4.52). Specifically, the teacher perceived that the video-based materials are suitable (4.57), promote higher cognitive skills (4.35). Moreover, the video-based materials provide varied activities (4.64) and develop confidence and self-esteem among readers (4.50). the video-based materials are also adequate (4.50), easily understood (4.14), and can improve comprehension skills in Grade VIII students (4.71). Table 4 shows the results of the teachers' evaluation.

**Table 4. Level of Acceptability of the Video-Based Materials
as Evaluated by Teachers**

Criteria	Mean	Description
A. Content		
1. The content is suitable to the students' level of development.	4.57	VHA
2. The materials contribute to the achievement of specific objectives of the subject area and grade level for which they intended.	4.42	HA
3. The materials provide for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving.	4.57	VHA
4. The materials arouse interest of target reader.	4.78	VHA
5. The activities are sequenced on a continuum from simple to complex which allow students to improve reading comprehension skills.	4.35	HA
6. The video materials provide an organized interesting and varied activities for the students in achieving the curriculum targeted skills.	4.64	VHA
7. The activities make Grade VIII students feel the confidence and self-esteem while learning as they experience success in viewing	4.50	HA
8. The activities are adequate in improving the viewing comprehension skills among learners.	4.50	HA
9. The content of the video materials can be understood easily by learners.	4.14	HA
10. The materials are vide-based and consist of a series o activities that will improve the viewing comprehension skills of Grade VIII students.	4.71	VHA
Mean	4.52	VHA
B. Presentation		
1. Each activity is presented in a way that readers may find it convenient.	4.57	VHA
2. It presents a creative approach in improving comprehension skills among learners.	4.71	VHA
3. The video materials is flexible.	4.57	VHA
4. The activities are interesting among Grade VIII students.	4.64	VHA
5. The activities in the video materials are very simple thus easy to understand and comprehend by the struggling readers.	4.50	HA
6. The directions for each activity are very clear and easy to follow.	4.57	VHA
7. The number of instruction activities for each skills group is just right.	4.42	HA
8. The activities address the specific deficiencies of poor readers.	4.28	HA
9. The activities are varied, interesting, and structured to provide instructional fit to each student's reading level.	4.42	HA
10. The video materials provide challenging and relevant learning experiences that emphasize personal growth rather than group competition.	4.28	HA
Mean	4.50	HA

C. Appropriateness	Mean	Discription
1. The video materials are aligned to the new DepEd Program, K to 12 Basic Education Curriculum.2.	4.57	VHA
2. The objectives of the video materials are aligned with the skills and competencies in the Grade VIII students Learning Guides.	4.64	VHA
3. The activities of the video materials are congruent to the activities.	4.57	VHA
4. The video materials provide different exercises that are suited to the objectives of reading success.	4.35	HA
5. This is a research-based, thus scientific and systematic approach.	4.64	VHA
6. It answers the comprehension difficulties of the Grade VIII students by providing appropriate fun viewing activities.	4.78	VHA
7. The video materials enhance the students' viewing comprehension skills.	4.71	VHA
8. The video materials reflect basic literacy skills which are foundations to reading fluency.	4.78	VHA
9. The scope of the activities of the video materials are within the prescribed activities for the Grade VIII students.	4.57	VHA
10. The video materials give the reading teachers a variety of innovative comprehension activities that will allow them to build up reading intervention plan quick and effective.	4.78	VHA
Mean	4.65	VHA
Legend: 4.51 – 5.00 Very High Acceptable 3.51 – 4.50 Highly Acceptable 2.51 – 3.50 Moderately Acceptable 1.50 – 2. 50 Slightly Acceptable 1.00 – 1.50 Not Acceptable at All		

**Table 5. Level of Acceptability of the Video-Based Materials
as Evaluated by Principal**

Criteria	Mean	Description
D. Content		
1. The content is suitable to the students' level of development.	5.00	VHA
2. The materials contribute to the achievement of specific objectives of the subject area and grade level for which they intended.	5.00	VHA

3. The materials provide for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving.	5.00	VHA
4. The materials arouse interest of target reader.	5.00	VHA
5. The activities are sequenced on a continuum from simple to complex which allow students to improve reading comprehension skills.	4.80	HA
6. The video materials provide an organized interesting and varied activities for the students in achieving the curriculum targeted skills.	4.60	VHA
7. The activities make Grade VIII students feel the confidence and self-esteem while learning as they experience success in viewing	4.80	VHA
8. The activities are adequate in improving the viewing comprehension skills among learners.	4.80	VHA
9. The content of the video materials can be understood easily by learners.	4.20	HA
10. The materials are vide-based and consist of a series o activities that will improve the viewing comprehension skills of Grade VIII students.	4.60	VHA
Mean	4.78	VHA
B. Presentation		
1. Each activity is presented in a way that readers may find it convenient.	3.80	VHA
2. It presents a creative approach in improving comprehension skills among learners.	3.80	VHA
3. The video materials is flexible.	3.80	VHA
4. The activities are interesting among Grade VIII students.	3.80	VHA
5. The activities in the video materials are very simple thus easy to understand and comprehend by the struggling readers.	4.20	HA
6. The directions for each activity are very clear and easy to follow.	4.20	VHA
7. The number of instruction activities for each skills group is just right.	4.00	HA
8. The activities address the specific deficiencies of poor readers.	4.60	VHA
9. The activities are varied, interesting, and structured to provide instructional fit to each student's reading level.	4.80	HA
10. The video materials provide challenging and relevant learning experiences that emphasize personal growth rather than group competition.	4.60	HA
Mean	4.46	HA
C. Appropriateness		
1. The video materials are aligned to the new DepEd Program, K to 12 Basic Education Curriculum.2.	4.40	HA
2. The objectives of the video materials are aligned with the skills and competencies in the Grade VIII students Learning Guides.	4.20	HA
3. The activities of the video materials are congruent to the activities.	4.00	HA
4. The video materials provide different exercises that are suited to the objectives	4.40	HA

of reading success.		
5. This is a research-based, thus scientific and systematic approach.	4.80	VHA
6. It answers the comprehension difficulties of the Grade VIII students by providing appropriate fun viewing activities.	4.80	VHA
7. The video materials enhance the students' viewing comprehension skills.	4.80	VHA
8. The video materials reflect basic literacy skills which are foundations to reading fluency.	4.80	VHA
9. The scope of the activities of the video materials are within the prescribed activities for the Grade VIII students.	4.40	VHA
10. The video materials give the reading teachers a variety of innovative comprehension activities that will allow them to build up reading intervention plan quick and effective.	5.00	VHA
Mean	4.57	VHA
Legend: 4.51 – 5.00 Very High Acceptable 3.51 – 4.50 Highly Acceptable 2.51 – 3.50 Moderately Acceptable 1.50 – 2.50 Slightly Acceptable 1.00 – 1.50 Not Acceptable at All		

Chapter V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMEDATIONS

This chapter presents the summary of findings, conclusions and recommendations based on the presented, analyzed and interpreted data of the study.

Summary

This study academic performance of the students in Special Program Sports in Kiamba National High School want to develop an intervention program which id the video-based materials to develop viewing comprehension skills for the students in Special Program in Sports of Kiamba National High School.

Specifically, this study sought to answers the following questions:

- What is the level of Academic Performance of the students in the following subject areas:
 - English
 - Filipino
 - Math
 - Science
 - Araling Panlipunan
- Based on the findings in question number one, what intervention can be prepared to do for the students?

3. What is the extent acceptability of the proposed intervention/program in the Special Program in Sports as rated by the following:
 - 3.1 School Head/Principal
 - 3.2 Teachers

Findings

Based on the data gathered, the following are the findings:

1. The reading comprehension level of the Grade 7 SPS students is generally Fair in literal skills (53.13%) but Very Poor in inferential (35.10%) and critical skills (32.40).
2. Among the three reading comprehension skills, the literal skills are the least difficult (53.13%) while critical skill are the most difficult (32.40).
3. As evaluated by the teachers and the school head, the video-based material as an intervention program are Very High Acceptability in terms of content (4.52, 4.78), presentation (4.50, 4.46), and appropriateness (4.65, 4.57).
4. The teachers and the school head do not differ on their evaluation of video-based materials in terms of content, presentation and appropriateness.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The Grade 7 students can comprehend fairly at the literal level but not at all at the inferential nor critical level.
2. The Grade 7 SPS students are having difficulties in all the three levels of comprehension.
3. The video-based materials can be used to improve the viewing comprehension of the Grade 7 SPS students.
4. Both teachers and school head have the same perceptions as to the acceptability of the vide-based materials as an intervention program in terms of content, presentation, and appropriateness.

Recommendation

After a thorough analysis of the findings and the conclusions, the following recommendations are suggested:

1. Grade 7 SPS students should be given more reading exercises to improve their inferential and critical skills in English subject from Very Poor to Fair on Average
2. Video-based materials as an intervention program can be used regularly in teaching reading in English subject to improve their comprehension skills.
3. Teachers in English should be encouraged to develop more video-based materials with the help o information technology experts.
4. Video-based materials can also be used in teaching other academic subjects such as Math, Science, Filipino and Araling Panlipunan.

Acknowledgements

I would like to express my deepest gratitude to my supervisor, Rodel B. Ramirez, P-I, for his invaluable guidance, support, and encouragement throughout the completion of this thesis. I am also thankful to my husband, William Antonio Isaias E. Buenaluz, for providing the necessary resources and facilities for conducting this research. Additionally, I extend my heartfelt appreciation to my family, friends, co-teachers for their unwavering encouragement and understanding during this journey. Their support has been instrumental in achieving this milestone.

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