SPECIAL PROGRAM IN SPORTS:ITS IMPACT ON ATHLETES PERFORMANCE IN GOV. FELICISIMO T. SAN LUIS INTEGRATED SENIOR HIGH SCHOOL

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Abstract

This study examines the impact of a Special Program in Sports on athlete performance at Gov. Felicisimo T. San Luis Integrated Senior High School. The research aims to evaluate the effectiveness of the program in enhancing athlete performance and to identify the factors contributing to its success. The study employs a survey to gather data from a sample of student-athletes enrolled in the program. The survey investigates demographic information, sports participation levels, and perceived impact on performance. The findings indicate that the implementation of the Special Program in Sports correlates positively with the performance level of the respondents. Most of the athletes reached the division level of competition, while some excelled further, participating in regional and national level competitions. Additionally, the study reveals that the admission and retention policies were effectively observed, providing a structured framework for the program. However, certain areas for improvement were identified. The study recommends enhancing access to the program through increased awareness and recruitment efforts, as well as improving sports facilities, resources, and coaching staff. Furthermore, expanding competitive opportunities, implementing continues monitoring an evaluation systems, fostering collaboarations, and providing academic support are suggested to optimize the program's effectiveness and sustainability. This research contributes valuable insights to the field of sport education and program development, specially in the context of Gov. Felicisimo T. San Luis Integrated Senior High School. The findings and recommendations can guide educators, administrators, and policymakers in enhancing sports programs, ultimately promoting athlete development and success.

Introduction

Sports have long been seen as being a crucial component of education and helping kids develop on all fronts. Previous studies have emphasized the beneficial effects of athletics on kids' intellectual development. Despite the Special Program in Sports (SPS) being implemented on a national level, its efficacy and goal-achieving capacity have not been thoroughly assessed. According to DepEd Order No. 25, s.2015, the SPS intends to serve as a basis for a sports career or as assistance for students who have an aptitude, ability, or interest in sports. The curriculum meets the requirements of gifted students who participate in a variety of athletic disciplines in conventional high schools that have the means to support and carry out the program.

The SPS has been around for a while, but there aren't many recorded evaluations of how well it's being used or how it affects student-athletes' performance in amateur sports events in accordance with DepEd requirements. Assessing student-athlete performance based on their actual performance in amateur tournaments can offer insightful information for enhancing both the performance of the individual athlete and the whole school sport program. Limited research reveals that a number of variables, including coaching techniques and abilities as well as technical, tactical, physiological, psychological, and social characteristics of players, affect performance outcomes.

Therefore, the purpose of this study is to investigate how athletes perform in amateur events as a result of the Special Program in Sports (SPS). Additionally, it aims to evaluate Gov. Felicisimo T. San Luis Integrated Senior High School's application of the SPS and identify the student-athletes highest level of competitiveness. The study intends to shed important light on the efficacy of the SPS and its implications for student-athlete achievement in amateur sporting events by examining these factors.

Keywords: Admission policy, Manpower resources, retention policy, special program in sports, sport facility, sports performance, student support

1. Main text

Background of the Study

Special sports programs in the Philippines provide substantial growth in sports and education, acting as a platform for pupils to cultivate athletic and sports talents. The SPS program curriculum design includes a four-year secondary curriculum directed by a K to 12 Basic Education Program structured after that of a typical high school, as well as sports specialization in solo, dual, and team sports. A school must have an athletic oval, a gymnasium, and a swimming pool to qualify for this program. Specialist (specialization teacher) teachers/coaches/trainers with a bachelor's degree in Physical Education/Sports or any relevant degree in sports and human movement exercise are also eligible to manage this program. The program's primary goal is to address the needs of talented Junior High School students in both public and private institutions, regardless of their ability or level in various amateur sports disciplines, in order to establish and create a pool of athletes who will be trained to compete in regional, national, and international sports competitions. As a result, it is required to assess its level of implementation, which would focus on

administrative support, facilities, human resources, and instructional resources that might influence student success. The current facilities offered by the host institution contain a wide range of characteristics that contribute to the success or failure of a certain program.

The Special Program in Sports (SPS) in the Philippine education system has a history deeply rooted in the nation's commitment to sports excellence and the development of young athletes. The program's origins can be traced back to the 1970s when the Department of Education, Culture, and Sports (DECS) introduced initiatives to support sports development in schools. However, it was in 2015 when the program gained formal recognition and guidelines through DepEd Order No. 25, s. 2015, titled "Implementing Guidelines on the Special Program in Sports (SPS)." This marked a significant milestone in the institutionalization of SPS across the country's educational institutions. The SPS is designed to provide a structured platform for talented student-athletes to pursue their sporting aspirations while receiving a quality education. It has produced numerous national and international athletes, contributing to the Philippines' successes in various sports competitions. The SPS continues to evolve, adapting to the changing landscape of sports education and nurturing the next generation of sports champions in the Philippines.

The Gov. Felicisimo T. San Luis Integrated Senior High School offers a general high school program centered on sports which includes archery, arnis, athletics, badminton, basketball, baseball, chess, futsal, gymnastics, lawn tennis, table tennis, taekwondo, sepak-takraw, softball, swimming, and volleyball.

The researcher aimed to assess the implementation of SPS to determine whether Gov. Felicisimo T. San Luis Integrated Senior High School strictly followed the guidelines set by the Department of Education. It is also strongly advised to undertake the study in this area because there has no study available that focuses on the function of SPS in the growth of student-athlete’s athletic activities and performance in sports.

The researcher also aims to address the problems of low accuracy and slow convergence of the existing students’ sports performance by assessing the guidelines implemented by the Department of Education.

1.1. Structure

1.2. Theoretical Framework

1.3. The Achievement Goal hypothesis (AGT), put out by Dweck and Leggett (1988), is one hypothesis pertaining to the subject of the effect of specific sports programs on athlete performance. Individuals' motivation and performance in accomplishment situations, like sports, are influenced by their distinct achievement goal orientations, according to AGT. The idea distinguishes between mastery goals and performance goals as the two basic categories of accomplishment goal orientations. People that are mastery-oriented prioritize developing their skills and competency and place a high value on work, learning, and personal growth. On the other hand, those who are performance-oriented value social comparison and outside recognition and want to surpass others. Athletes taking part in specific sports programs could have various

accomplishment goal orientations, which could have an effect on their motivation and consequent performance outcomes. Athletes that have a mastery goal orientation are more likely to concentrate on skill improvement and personal development, which may improve performance in sporting events. The pursuit of extrinsic incentives and increasing levels of competition may result in athletes with a performance goal orientation from prioritizing outperforming rivals.

1.4. The Self-Determination Theory (SDT), put out by Deci and Ryan (1985, 2000), is another hypothesis pertaining to how particular sports programs affect athlete performance. According to the Self-Determination Theory, people have fundamental psychological requirements for relatedness, competence, and autonomy. The requirement for a sense of decision and choice in one's activities is referred to as autonomy. The term "competence" describes the desire to feel successful and capable in one's endeavors. The term "relatedness" describes the desire to relate to and identify with other people. According to the Self-Determination Theory, athletes who believe their participation in a special sports program supports their autonomy, competence, and relatedness needs are more likely to be intrinsically motivated and to engage in their sport more fully and perform better. Athletes are more likely to have higher enjoyment, effort, and perseverance, which will result in superior performance results, if they feel a feeling of autonomy in their training and competition, believe they are competent in their sport, and have pleasant social interactions with coaches and peers.

1.5. Conceptual Framework

1.6. This study utilized the input-process-output model of research. The input includes the Special Program in Sports that covers the admission policy, retention policy, student support, sports facilities, and manpower resources. It also includes the athletes' performance and the relationship between the Special Program in Sports and the Sports performance of the respondents. On the other hand, the process involves the use of a survey questionnaire, data gathering procedure, and statistical treatment of data. While the expected output is the impact of Special Programs in Sports on the athletes' performance at different competition levels in sports.

1.7. Tables

Table 1. An example of a table

INPUT	PROCESS	OUTPUT
1.Demographic profile of the respondents in terms of: a.Age b.Gender c.Sport 2. Implementation of a Special Program in Sports be described in terms of: a.Admission Policy b.Retention Policy c.Student Support d.Sports Facilities	1.Data gathering through survey questionnaire. 2. Statistical treatment	Special Program in Sports: Its Impact on Athlete's Performance in Gov. Felicismo T. San Luis Integrated Senior High School

e.Manpower Resources

3.Student-athletes performance in sports competitions in terms of:

a.Division Level

b.Regional Level

c.National Level

Figure 1: Research Paradigm

Statement of the Problem

The purpose of this study is to identify the relationship of the Special Program in Sports (SPS) towards the student athletes' performance in sports competitions at Gov. Felicisimo T. San Luis Integrated Senior High School.

It sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
    a. age;
    b. gender; and
    c. sports played?
2. How may the implementation of a Special Program in Sports be described in terms of:
    a. admission policy;
    b. retention policy;
    c. student support;
    d. sports facilities; and
    e. manpower resources?
3. What is the student-athletes' performance in sports competitions in terms of:
    a. division level
    b. regional level

c. national level

4. Is there a significant relationship between the Special Program in Sports (SPS) towards the student athletes' performance in sports competitions in Gov. Felicisimo T. San Luis Integrated Senior High School?
5. What are the possible recommendations to enhance the performance management and governance strategies of the administrators?

Hypothesis

There is no significant relationship between the Special Program in Sports (SPS) towards the student athletes' performance in sports competitions at Gov. Felicismo T. San Luis Integrated Senior High School.

Scope and Delimitation

This study intends to thoroughly investigate the Special Program in Sports' effects on athletes' performance, taking into account numerous elements mentioned in DepEd Order 25, s. 2015, including the admissions criteria, retention strategy, student assistance, sporting amenities, and human resources. The evaluation will concentrate on the student-athletes' highest level of competition as a gauge of how well they performed within the framework of the program.

The study will concentrate on student-athletes who were accepted into Gov. Felicisimo T. San Luis Integrated Senior High School's Special Program in Sports and actively competed in sporting events during the academic year 2022–2023. The study's focus will be restricted to student-athletes who have previously earned their degrees to provide enough time to assess their overall performance and accomplishments. A survey among the chosen respondents will be carried out to collect the information required for analysis. The survey will gather pertinent data on the students' involvement in the Special Program in Sports, their opinions of the program's guidelines and assistance resources, and the highest level of competition they attained while participating.

The research seeks to give a thorough knowledge of how the Special Program in Sports affects

athlete performance and evaluates the efficiency of its many components by examining these parameters. At Gov. Felicisimo T. San Luis Integrated Senior High School, the results will improve athlete support, guide program growth, and improve the entire sports program.

Significance of the study

This study determines the impact of Special Program in Sports on the athletes' performance and it was significant to the following context:

STUDENT-ATHLETES. The results of this study are beneficial to the student-athletes since they are the one who is primarily involved in the Special Program in Sports. Once the results have been released and analyzed by the experts the program facilitator may use different strategies and techniques to help the athletes improve their skills in their chosen sports. Student-athletes may also gain knowledge about the importance of the program in enhancing the skills that they have

TEACHERS / COACHES. This study could give ideas to the teachers and coaches on what aspects they should enhance their knowledge for them to help the athletes enhance their skills in their chosen sports. Coaches will also determine whether the guidelines given by the Department of Education were strictly followed and implemented by the school.

STUDENTS. This study could help to encourage students to join in Special Program in Sports. The students may gain an idea of the benefits of joining the program. They will also understand the rules and regulations implemented in the admission and retention program.

SCHOOL ADMINISTRATOR. The school is the one that facilitates the Special Program in Sports. Through the results of this study, they may gain more knowledge and strategies that could help them enhance the program for the benefit of the schools and student-athletes.

FUTURE RESEARCHER. the future researcher may use this study as a reference for the related study. The proposed plan for improvement in this study may also be used for conducting another study.

Definition of Terms

The terms defined below will help the readers to have a deep understanding of the topic. These terms were defined operationally.

Admission Policy - it refers to the rules applied by the school before accepting student-athletes who will be admitted to the special program in sports.

Athletes' Sports Performance - it refers to the highest competition level of sports reached by the student-athletes.

Instructional Resources - refers to the facilities and equipment used during training and practices of the athletes

Manpower Resources - it refers to the coaches and trainers who helped the athletes enhance their skills and abilities in the field of sports they are affiliated.

Planned Curriculum - it refers to the curriculum design or sports program that is offered in the school depending on the availability of facilities and equipment.

Retention Policy - it refers to the rules implemented to retain the athletes in the Special Program in Sports

Special Program in Sports - it refers to the program implemented by the Department of Education (DepEd) that enables schools to train student-athletes to enhance their sports abilities.

Sports Facilities - it refers to the facilities that are used by the athletes during training and practices.

Student-Athletes – student-athletes are the respondents of this study. These students are the athletes that participate in the Special Program in Sports.

Student Support - it refers to the support to the student given by the school to help and courage them in participating in sports competitions.

Teacher – refers to the teachers that also serve as the coaches of the student-athletes for different sports.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes the literature that is relevant to the study for a deeper understanding of the variables of the study.

Special Program in Sports

In the Philippines' Nueva Ecija province, Pestano, et. al., (2021), assessed the Special Program in Sports (SPS) implementation in eight secondary schools. The performance of student-athletes in sporting events at the divisional, regional, and national levels of competition was also evaluated. The respondents' perceptions of the implementation of a special sports program were found to be highly sufficient in the areas of the planned curriculum for sports, admission and retention policies, student support, manpower resources, and instructional resources and moderately sufficient in the areas of school sports facilities, according to the researchers. Additionally, it was determined that student-athlete performance at the division level was extremely satisfactory, but not so at regional and national sports competitions. It was discovered that student athletes' performance in sporting competitions had a substantial association with human resources and school sports facilities.

Bustamante's study focused on the execution of a sports program and the development of methodological foundations for services fusing sports and health in Region II of the Philippines. The evaluation of implementation in the fields of physical culture and sports was the main objective of the study. In order to do this, a content analysis of the key category, "implementing sports," was conducted utilizing literature from the methodology, psychology pedagogy, and philosophy fields. To broaden the scope of the investigation, the research includes ideas from worldwide sports academics. By examining many points of view and making use of international research, the writers aimed to provide an in-depth understanding of the topic. The authors advocated the creation of a specialized course called "Sports and Health Services," which was intended exclusively for coaches, coordinators, and specialists working in the field of physical culture

and sports, based on the study's findings. The course should equip students with the necessary information and abilities to increase the implementation of sports programs and boost health services in this situation.

According to Kajal Sharna (2020) in an article published by The Asian School, there are points why sports are important in school or sports programs, Students who participate in sports are healthier. Students who engage in regular physical activity are better able to stay healthy. Today's students consume an excessive amount of unhealthy junk food. Sports are crucial for kids to maintain their health. Students who participate in sports benefit from increased bone density and cardiovascular fitness. Additionally, it aids in lowering blood sugar levels, relieving long-term muscle stress, and fortifying the lungs. Sports cause students to become more energized. Sports should be a big part of the curriculum since when kids are mentally and physically well, they are better able to concentrate on their schoolwork. To boost self-esteem, mental acuity, and confidence in students, school sports are required. Sports are crucial in schools because they assist children to learn a variety of qualities including leadership, perseverance, teamwork, and social competence.

The primary objective of Mercado's study was to evaluate the sports development program curriculum at Bicol State University in the Philippines. The goal of the study was to evaluate the curriculum's courses and how they affected students' academic performance. Over a four-week period, the participants were asked to rate the courses using the evaluation of form, which most likely refers to examining the courses' content, structure, and delivery strategies. The study's findings revealed that specific academic disciplines, such as applied skills classes and sports history classes, may be able to predict kids' success in school. This demonstrates that learners who excelled in these courses often outperformed their academic classmates as a whole. It should be noted that the interpretation of the data is constrained in the absence of access to the precise specifics and findings of Mercado's investigation. The study does, however, emphasize the significance of particular courses within the sports development program curriculum and their potential impact on students' academic achievement.

The study by Onofre and Marquez, (2018), examined the physical education sports program in the Philippines with a focus on the connection between the program and the allure of student-athletes. The goal of the study was to assess how well the student-athletes' individual and group requirements were met by the curriculum design. Data on whether the curriculum was appropriate for student-athletes was gathered using a survey tool. The vote likely included issues like the courses' value, the skills they covered, and any content issues. The study's findings revealed that the specific sports courses in the physical education sports program needed to be reevaluated. Concerns concerning the breadth of skills offered in these courses as well as problems with the actual material were raised.

Admission Policy

During the transitional years of the Philippine K–12 system, the research Tagare (2022) sought to identify the potential and obstacles in the implementation of the Senior High School Sports Track program. The findings highlight six key themes, including enticing other schools to offer a sports track program, creating and enhancing teacher development programs and initiatives, establishing admission and retention policies for senior high school sports track students, advising curriculum mapping to align competencies with learners, appointing more qualified teachers, and allocating funding for facility upgrades and equipment purchases. Afterwards, the data were put to use in the creation of useful suggestions for enhancing the Senior High Sports Track Program in the Philippines.

The biggest boost to aj applicants' admission change at elite universities is not minatory status or highest scores but rather appearing on a coach's list of potential recruits, statistics have shown. While conservative advocacy groups criticize affirmative action as anti-marxist, many universities give similar admission preferences based on systems that are theoretically race-neutral. (Morrison 2021)

Apparently, Barranco R. (2018). College sports are portrayed in prevailing cultural narratives as platforms for racial harmony and social advancement. Previous research looked at the likelihood that low-

income males of color would play basketball and football. Although prominent, these athletes are a small portion of the field. Most collegiate athletes are White and from middle class backgrounds.

Exercise's positive effects on health could be reduced by sports- and recreation-related injuries (SRI). Despite the fact that most SRI are minor and self-limiting, a sizable portion are serious and call for orthopaedic intervention. The objectives of this study were to evaluate the toll that these severe injuries have on the orthopaedic inpatient care and to look into prospective injury prevention target areas. Injury prevention strategies like public awareness campaigns about sports-related falls may help to lessen this toll. (Irish 2019)

To choose students for entrance to the School, the Cukurova University School of Physical Education and Sports in Adana, Turkey, administers a physical aptitude test. The key variables that decide whether or not an applicant will be admitted are his performance on the physical ability exam, his results on the National Selection and Placement Examination, and his high school grade point average (GPA). There are also some other criteria. (Akay,et.al. 2018)

Retention Policy

Goncharova, et. al., (2023), developed a training regimen for highly skilled handball players that focuses on unique strength training. The experimental results produced in the work attest to its efficacy when used in the training and teaching process. The program of specialized strength training for highly skilled handball players has primarily demonstrated its efficacy in the development of athletes' speed and strength qualities, as well as explosive strength and reactive ability of the extensor muscles of the upper and lower extremities. It is advised to work with national teams and to prepare the closest sports reserve using the training tools based on fundamental plyometric exercises and timely monitoring of the process of developing sports training since they have demonstrated their usefulness.

Program directors of ATPs that have trouble keeping ATSs should think about implementing a secondary admissions procedure. Faculty and staff should make an effort to introduce students to the requirements of the ATP and the careers of athletic trainers throughout the preprofessional period of the ATP. (Wathington et al., 2022)

According to Bowman (2022), the percentage of students who graduate from a program into which they matriculate is one way to indicate retention, which is a phrase used by an institution, department, or program to describe continuous enrolment. There is little information on retention in undergraduate ATEPs (athletic training education programs). But as the number of programs has greatly expanded recently, providing students more options to pick from, professors find that attracting and keeping students is becoming more and more crucial. To maintain the standing and caliber of ATEPs and institutions, strong retention rates are crucial. High attrition rates in particular can jeopardize the program's financial security and vibrancy. Academically sound students who persist to graduation will help the athletic training (AT) profession by producing good clinicians. Attrition of lower-achieving students has been seen as a "weeding-out" process.

Dodge et al. (2022) assert that it is crucial for our field to comprehend student retention in sports training. According to the study's findings, three criteria are particularly important for ensuring that students remain in athletic training education programs: (1) student motivation; (2) clinical and academic integration; and (3) the presence of a peer support network. Comprehensive recruitment and retention strategies that consider the elements influencing students' decisions to remain in the athletic training profession must be developed by educators and program directors.

Retention policy is a crucial guiding concept that academic institutions use to support students' development, but the evidence does not clearly show how its impact differs depending on the intellectual and moral development of students. If the academic institution is not sufficiently prepared to meet their demands, the retention policy will continue to be difficult for all students. (Oding, et al., 2021)

Student Support

Colleges and universities are increasingly focusing on the development of college students' all-around skills, and sports performance prediction has progressively become a research hotspot at several institutions. The student's sports performance data enable the establishment of an ideal college student's sports performance prediction model by optimizing the choice of weights and thresholds in the neural network using the DE algorithm. According to Tang, et. al., (2022), the DE algorithm model may increase the reliability of prediction findings, enhance the accuracy of college students' sports performance prediction, and give useful information for sports training.

Bruno, et. al., (2021), investigated factors that support children (ages 12 to 24) participating in Special Olympics having great sport experiences, as well as the effects of the sport program and sociodemographic factors on these experiences. (Autonomy, belongingness, challenge, engagement, mastery, and purpose) are experience components of high-quality participation that the researcher evaluates. With no appreciable differences between athletes with IDD participating in Traditional and Unified Sports, youth reported good mean scores throughout the experience components. Athletes who did not reveal a handicap assessed their sentiments of autonomy as being greater than those who did. Women were more likely than males to report feeling more engaged in sports. Results offer theoretical and practical insights into young people's engagement in excellent sports in Special Olympics programs.

To satisfy the intellectual and personal demands of college athletes, an extensive counseling program with support services is crucial. 10% of college athletes need severe counseling because of the demands and difficulties they face. Student athletes must balance their academic and athletic pursuits, as well as socialization activities, athletic achievement, physical health, various relationships, and dealing with the end of an athletic career, to name just six demands or problems. The following elements must be taken into account in order to support student athletes in their success in academics, personal growth, and athletic

endeavors: academic advising, life-skills development, clinical counseling, and contributions to performance enhancement efforts. This all-encompassing strategy has advantages for both academic institutions and student athletes. (Broughton, 2021)

Hebard, et al., (2021), the mediator between student-athlete character, health, and well-being outcomes and participation in sports is the athlete-athlete connection. Coaches can benefit greatly from the leadership, mentoring, and guidance that high school athletic administrators (AAs) can offer in order to maximize student-athlete performance and overall growth. Social and emotional learning (SEL) is an evidence-based strategy that has predominantly been used and studied in the classroom to enhance adult and student abilities for holistic development across the lifespan.

The influence of parents on athlete development has received a great deal of attention in the literature; however, little is known about the developmental influences of siblings. In youth sports situations, family dynamics (i.e., patterns of relating or interacting among family members) have not yet been extensively studied. Throughout childhood and adolescence, siblings and parents play distinct yet intricately related roles in athletes' development, fostering a close-knit family structure based on shared values and cooperative involvement in sporting events. Parental support that is both consistent and flexible, as well as both constructive and destructive effects from siblings. These results provide important information about the dynamic parent-child and sibling-athlete relationships in childhood sports and beyond, as well as how these relationships function in the larger society. (Lundy, et al., 2019)

Sports Facilities

The Romanian high school students that make up the target population can improve their cognitive performance, according to Radu, et. al., (2022), by using interactive didactic tactics. Theoretical Sports Training is a discipline that is also taught in the previous school class, therefore all research participants passed the ninth school class at the same high school. Through this, learning facilitation was accomplished;

students actively participated in their own learning, utilizing both their intellectual and practical skills; students were less hesitant to present and argue their own opinions; they made effective use of their prior knowledge and experience; they communicated effectively; and students cooperated within the group, benefiting from the cognitive, motivational, social, and affective plans.

Refers to the model projects with minimal costs and broadly accessible sports facilities introduced by Haydarov et al., (2020). Citizens will be able to reach their physical activity goals by having access to facilities close to their homes (educational, medical, sports, and recreation facilities), taking into account the demand and supply of physical culture and sports services. The creation of all-purpose sports complexes in densely populated areas and the avoidance of overspecialization of sports facilities are both important to enhance the load level of sports facilities.

Galluci, et al., (2017), the first to quantify the resources available for athletic training at all levels of collegiate competition. It was previously reported 14 that ATs just required a room with running water and enough power outlets to give care. However, ATs now need better facilities and more employees in order to give patients the best care possible. Practitioners should utilize the results as a baseline to provide more reason for improving their employees, facilities, or both.

While the aforementioned elements are thought to be crucial, some parents believed that non-academic variables should also be taken into consideration when assessing a school's facilities and students' performance. In order to foster the student as a whole and not only their academic skills, cognitive growth and human values must also be taken into account. Therefore, schools with outdated structures that lack welcoming amenities and a conducive learning environment must contain aspects of risk and disadvantage that may have an impact on students' academic performance, motivation to learn, and attendance at school. (Alsauidi, 2015)

A crucial component of physical education and sports administration is the supply of facilities, materials, and equipment. The key to success in physical education and sporting events is an effective program, and this calls for a strong training facility with the right tools. For a performance to be good and impressive, standard facilities and equipment are a necessity. Sports and physical education programs are hampered in many ways by a lack of suitable and appropriate venues and equipment. (Orunaboka, et al., 2012)

Manpower Resources

Across a wide range of educational institutions, the value of sports in education has become extremely clear. According to Lobo, (2022), the degree of SPS was found to be extremely high in terms of the trainer/coach, sporting occasion, sporting venues, and training program. The degree of athletic engagement was also described as high in terms of training effectiveness, regular participation in sports, and health status, as well as very high in terms of theoretical knowledge, athletic potential, focus and discipline, resilience and humility, harmony and unity, and very high in terms of theoretical knowledge. SPS was shown to have no discernible impact on student-athletes' sports performance or participation. The results of this study are supported by recommendations for further research, suggestions for coaches and student-athletes to improve, and suggestions.

The goal of this study was to create a communication model for quantum leadership and the staff at the Ministry of Sports and Youth to be more productive. The research was applied, and its nature and methodology were causal-comparative and correlational. Results showed that the first level components of ability, motivation, and feedback from the productivity of human resources are influenced by the validity and compatibility of human productivity, as well as the components of quantum seeing, thinking, feeling, cognition, action, and trust as well as the existence of quantum leadership. Additionally, the organizational

support component of manpower productivity at the third level is impacted by the second level components. Consequently, it is possible to say that quantum leadership. (Keshavarz et al., 2020)

Eftekharzadeh, et al., (2020), management can reduce labor expenses and deal with both surplus and shortages of workers by using systematic manpower planning. Usually, this is accomplished through changing the staff. Creating a qualitative model of manpower adjustment in sports was the aim of this study. According to the findings, the most significant causal conditions were identified as quick technological advancements and organizational factors, while the most significant intervening factors were economic costs and pressure from upstream organizations, the presence of roadmaps and programs, the creation of a strategic model of force adjustment for humanity, and routine and ongoing evaluation of human resources. Sports organizations must have a plan and a roadmap before they can reduce their staff; otherwise, any action could cause the business major short- and long-term problems.

The purpose of this study is to examine the connection between empowerment and manpower agility in Isfahan City's sports boards. The findings revealed a substantial connection between psychological empowerment and manpower agility. Manpower agility is significantly predicted by all aspects of capacity, especially willpower, competence, and effectiveness. We can therefore conclude that Isfahan City sports board members' levels of agility can grow as their psychological empowerment increases. (Esefi et.al 2020)

An essential component of coaching services is sports manpower. Sports coaching resources are scarce in the majority of nations, thus they must be properly allocated and effectively used. The National Health Policy contains no provisions for sports personnel or equipment. Nothing in the policy prevents the brain drain of coaches who received public funding for their education in the absence of this. As a developing nation, we cannot afford to lose qualified coaches who have earned the highest international certifications and have had their credentials verified. The government needs to take immediate action to stop the exodus of skilled coaches from the country. (Pakkla et. al. 2019)

Student-Athletes Performance in Sports Competitions

Pestano (2021) studied student-athlete performance in sports contests at various levels and evaluated the Special Program in Sports (SPS) implementation in eight secondary schools in Nueva Ecija, the Philippines. According to the study's findings, respondents thought the SPS implementation evaluation was highly sufficient in categories like curriculum, policies, support, and resources, and only moderately sufficient in terms of sports facilities. At the divisional level, student-athlete performance was rated as very satisfactory, while at the regional and national levels, it was rated as dissatisfactory. Additionally, the study found a strong correlation between human resources, athletic facilities, and student-athlete performance, highlighting the significance of each in sports education.

Researchers looked at how well athletes performed cognitively when playing team sports that require strategy, like football and basketball, which have specific cognitive demands related to how the activity is played. They discovered that since athletes must process numerous inputs, participate in coordinated movements, and carry out complicated tasks, they fared higher on tests of alertness, visual search, selective attention (voluntary orienting), and motion perception. Basketball players outperformed football players in terms of sustained alertness on the vigilance test, attentional facilitation, and attentional disengagement on the spatial cueing task, as well as faster target identification in conjunction with search conditions with more distractions. Athletes in team sports like basketball must react quickly and dynamically to changing demands for movement sequences since they are unable to predict the diversified surroundings. On the working memory task and basketball and football players performed on par with non-athletes. Football players outperformed basketball players on a motion perception task by dynamically and successfully varying the temporal distance between stimuli for a strong motion percept. This may be due to their improved ability to recognize and judge motion accurately as well as their ability to accurately perceive the actions of others in order to plan their own course of action. As a result, several strategic team sports may also entail various cognitive processes that affect athletic performance, (Kumar, et. al., 2022).

The main objective of all sportsmen, whether individuals and teams, in sports is to achieve top success. The highest level of total performance necessitates a planned and guided education. The examination of Petanque sports fulfillment development in the unique site of Yogyakarta was found to be in the proper caliber. The education program is appropriate elegance, the goal of the schooling application is appropriate class, and the historical beyond sign of the training application is wonderful elegance (Nasution, et. al., 2023).

Sports activities necessitate a feeling of balance since it affects the efficiency of motions and physical performance. The impact of gender and the particularities of sports activities on bodily balance was examined by Mocanu in 2022. The evaluation was based on three static balancing tests (Flamingo test/falls, Stork test, and One-leg standing test with eyes closed/s) as well as four dynamic balance tests (Bass test/points, Functional reach test/cm, Fukuda test/degrees of rotation, and Walk and turn field sobriety test/errors). Women do better on most tests than males do, and students participating in performance sports perform better on average than those in the NA group, which supports the positive effects of specialized training on static and dynamic postural stability.

Mohammed, et., al., (2023), studied the moderating effect of psychological ownership (PO) on the relationship between authentic leadership (AL) and sports team performance (STP) in the context of Saudi Arabia. The findings show that AL substantially and favorably influences STP, with sports training serving as the key mediator of this connection. According to the study, PO moderates the correlation between athletic ability and performance, making it stronger for team members who have a high PO level.

Inactivity has a negative impact on quality of life, cardiovascular endurance, and physical fitness in people with spinal cord injury (SCI). Participation in throw-ball sports and upper extremity strength training at a maximum of 50% 1 repetition were part of the program. After the training, there was an increase in agility, cardiovascular endurance, upper extremity explosive power, and ball-throwing distance. Sports performance was found to have a substantial impact size for cardiorespiratory endurance and upper extremity

explosive power. All outcome factors increased by more than the smallest difference that was clinically significant. Sports intervention programs (SPISI) should be a crucial part of the rehabilitation of people with spinal cord injuries since they produced minimum clinically significant changes in upper-extremity explosive power, agility, cardiorespiratory endurance, and sport-specific performance over the course of 12 weeks, (Agarwal, et. al., 2023).

Synthesis

According to the findings, unique training regimens enhance an athlete's performance. These programs cover a variety of topics, including physical preparation, skill improvement, and physiological adjustments. Numerous performance markers, such as speed, strength, endurance, agility, and skill acquisition, are examined in the investigations. They contend that specific training can result in advancements in certain regions, consequently raising athletic performance as a whole. In a research that emphasizes motivation and player happiness, the psychological effects of special sports programs are explicitly examined. It emphasizes how crucial it is to take psychological variables into account in addition to physical training in order to maximize performance and wellbeing. In one research, which focuses on elite athletes, the need of tailored training regimens for improving performance is highlighted. The results imply that these regimens can induce significant physiological alterations and boost elite athletes' general performance. The systematic review combines the results of many research to provide an in-depth analysis of the impact of specialized training regimens on athletic performance. It is a useful tool for comprehending the overall effects and results of these initiatives.

A specific sports program may enhance an athlete's performance. These programs incorporate different training elements, have an impact on performance metrics, and may help with changes to the body's physiology, mind, and skills. For coaches, players, and academics looking to improve training methods and athlete performance, the findings offer useful information.

METHODOLOGY

This chapter includes the methods and procedures that this research adapted to determine the result of the study.

Research Design

The Special Program in Sports' effects on student-athlete performance are being studied using a quantitative research approach. In order to obtain knowledge and comprehension of the social environment, quantitative research collects and analyzes numerical data (Allen, 2017).The research design used in this study is a descriptive-correlational one. An accurate and methodical description of a population, circumstance, or phenomena is the goal of descriptive research (McCombes, 2022). The descriptive part of this study focuses on describing the Special Program in Sports implementation evaluation and student performance in athletic events in an objective manner. It strives to present a transparent and complete image of how the program is carried out and the results attained by student-athletes.

The study also uses a correlational technique to look at the connection between student-athlete success in competitions and the Special Program in Sports' implementation. Without taking into account any additional variables that may affect the results of performance assessments, the researcher examines and assesses the statistical relationship between these two variables. The study aims to find any patterns or relationships that may exist by investigating the relationship between program implementation and student-athlete performance. With the use of this research methodology, the study attempts to offer empirical proof of the Special Program in Sports' efficacy and influence on student-athlete performance. Utilizing quantitative techniques, the study can produce trustworthy and impartial data that can aid in the comprehension and development of sports programs in educational settings.

Population and Sampling

Student-athletes who actively compete in various levels of sports events and are enrolled at Gov. Felicisimo T. San Luis Integrated Senior High School's Special Program in Sports make up the study's target group. Purposive sampling will be used to guarantee a representative sample. According to predetermined standards that complement the study's goals, volunteers can be chosen through the use of purposeful sampling (Creswell, 2014). In this instance, being enrolled in the Special Program in Sports and having competed in sports during the designated school year will constitute selection criterion.

Enough student-athletes will be chosen to make up the sample based on the established criteria. To provide a sufficient representation of the population and improve the study's generalizability, the sample size will be chosen using the proper statistical factors, such as the desired degree of confidence and the predicted effect size. The study makes use of purposive sampling in order to include student-athletes who have witnessed the Special Program in Sports' implementation and have taken an active part in sporting events. This strategy will enable a thorough evaluation of the study objectives and offer insightful information about the program's effect on performance.

Respondents of the Study

The study's respondents consist of student-athletes who are actively engaged in various levels of sports competitions and are currently enrolled in the Special Program in Sports at Gov. Felicisimo T. San Luis Integrated Senior High School. To ensure a representative sample that aligns with the study's objectives, a purposive sampling technique will be employed. This technique allows for the deliberate selection of participants based on specific criteria that are in line with the research goals, as recommended by Creswell (2014). In this context, the criteria for participant selection involve being enrolled in the Special Program in Sports and having participated in sports competitions during the designated school year.

A 220 of student-athletes will be selected to constitute the study's sample, following statistical considerations such as the desired level of confidence and the expected effect size. This approach aims to

ensure that the sample accurately represents the broader population of student-athletes within the Special Program in Sports at Gov. Felicisimo T. San Luis Integrated Senior High School.

Research Instrumentation

A researcher-made questionnaire will be used to gather data for this study. A qualified statistician will thoroughly review and validate the questionnaire before it is used to verify its validity and reliability. There are two primary sections to the questionnaire. The first section aims to collect demographic data from the respondents, such as their age, gender, and the kind of sports they participate in. This part also includes inquiries about the greatest level of athletic competition that the student-athletes have experienced.

The Special Program in Sports' implementation is to be evaluated in the second section of the questionnaire. It includes five metrics: student support, sports facilities, admission policy, retention policy, and human resources. Each indicator includes a set of questions, the answers to which are given on a four-point scale. The following numbers make up the scale: 4 (often), 3 (often), 2 (sometimes), and 1 (never).

The scale's legend is presented in the following table to make understanding easier:

Scale	Interpretation
1.00 – 1.75	Never
1.76 – 2.50	Sometimes
2.51 – 3.25	Often
3.26 – 4.00	Always

During the pilot testing stage, the Cronbach's alpha coefficient will be determined to make sure the questionnaire is reliable. The internal consistency of the survey items is estimated by this coefficient, which also aids in assessing the survey's dependability and overall quality. The study aims to collect accurate and trustworthy data regarding the demographic profile of student-athletes, their level of athletic competition, and the implementation of the Special Program in Sports at Gov. Felicisimo T. San Luis Integrated Senior High School by using this extensive questionnaire with validated measures.

Validation of the Instrument

The questionnaire underwent a meticulous development process. It incorporates a range of items that pertain to different facets of the Special Program in Sports, including aspects such as admission policy, retention policy, student support, sports facilities, and manpower resources. Additionally, it delves into the highest level of sports competition reached by student-athletes. This thorough and comprehensive construction aims to capture the multifaceted nature of the program and its potential effects on athlete performance.

Before administering the questionnaire to the study's target respondents, a pilot test was conducted with a smaller sample of individuals who closely resembled the study's population. This test allowed for an initial assessment of the questionnaire's clarity, coherence, and relevance. Feedback from the pilot test participants was invaluable in refining the questionnaire.

Data Gathering Procedure

There are numerous crucial phases in the data collection process for this study. First, the researcher will create a customized questionnaire for the Special Program in Sports that is in accordance with DepEd Order 25, Section 5's regulations. 2015. A qualified statistician will validate the questionnaire in order to assure its validity and reliability. The researcher will request permission to conduct the study at Gov.

Felicisimo T. San Luis Integrated Senior High School from the principal when the panel of experts has accepted the questionnaire. The dissemination of the survey questionnaire to the participants will start after the relevant consent has been obtained.

The researcher will write letters to the identified respondents, in addition to providing the survey questionnaire, informing them that they have been chosen to participate in the study. These letters will stress the privacy of their replies and reassure the recipients that the information will only be utilized for research. The researcher will thoroughly review the completed study instruments for correctness and completeness after receiving them. The accuracy of the data gathered will be ensured by addressing any missing or inconsistent data. Following the research design and statistical tools selected as specified in the study's conclusion, all collected data will then be organized, calculated, and tabulated for further analysis and interpretation.

By employing this methodical approach to data collection, the study hopes to gain accurate and thorough information that will help it achieve its research goals and further knowledge about Gov. Felicisimo T. San Luis Integrated Senior High School's Special Program in Sports.

Statistical Treatment

The data that was gathered subject to certain statistical treatment the following statistical tool used utilized to analyze the data that obtain.

1. Frequency Count - A frequency count is a quantitative listing of how frequently different phonemes (letters) and syllable types appear in text. It will be used in this study to describe the demographic profile of the respondents as well as the highest level of sports competition that the respondents have reached.

2. Percentage – This is a technique to represent a number as a percentage of 100 (in Latin, "per cent" means "per hundred"). It will be use in this study to describe the demographic profile of the

respondents as well as the highest level of sports competition that the respondents have reached. It is presented by the given formula:

3. Mean - Is the average of the numbers: a calculated "central" value of a set of numbers. This formula will be used in this study to describe the Special Program in Sports implemented in Gov. Felicistimo T. San Luis Integrated Senior High School. It is presented by the formula:

4. Pearson r– is a measure of the linear correlation between two variables. It will be used in this study to identify the relationship between the implementation of Special Program in Sports and student-athletes performance. It is presented by the formula:

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter shows the study results presented in a tabular form aligned with the problem statement. It also shows the interpretation of each table presented.

Table 1.1: Demographic Profile of the Respondents in Terms of Age

Age (in Years)	Frequency	Percentage（%）
13	7	3%
2. 14	89	40%
3. 15	39	18%

4. 16	56	26%
5. 17	29	13%
Total	**220**	**100%**

Table 1.1 shows the demographic profile of the respondents in terms of age. It shows that there were 7 (3%) respondents who were of age 13 during the conduct of the study, 89 (40%) are of age 14, 39 (18%) aged 15, 56 (26%) aged 16 and 29 (13%) aged 17 during the conduct of the study. It implies that most of the respondents are of age 14 during the conduct of the study. It also shows that the range of age of the respondents are in between 13 to 17, which means that the range of age of the respondents are for high school students and there is no students that is considered as over age and under age.

Bruno, et. al., (2021), investigated factors that support children (ages 12 to 24) participating in Special Olympics having great sport experiences, as well as the effects of the sport program and sociodemographic factors on these experiences. (Autonomy, belongingness, challenge, engagement, mastery, and purpose) are experience components of high-quality participation that the researcher evaluates. With no appreciable differences between athletes with IDD participating in Traditional and Unified Sports, youth reported good mean scores throughout the experience components. Athletes who did not reveal a handicap assessed their sentiments of autonomy as being greater than those who did. Women were more likely than males to report feeling more engaged in sports. Results offer theoretical and practical insights into young people's engagement in excellent sports in Special Olympics programs.

Table 1.2: Demographic Profile of the Respondents in Terms of Sex

Sex	Frequency	Percentage (%)
Male	116	53%
Female	104	47%
Total	220	100

6.

7.

8.

9.

10.

Table 1.2 shows the demographic profile of the respondents in terms of sex. It shows that there were 116 (53%) male respondents and 104 (47%) female respondents. It reveals that there were more male respondents who participates in Special Program in Sports.

The impact of gender and the particularities of sports activities on bodily balance was examined by Mocanu in 2022. The evaluation was based on three static balancing tests (Flamingo test/falls, Stork test, and One-leg standing test with eyes closed/s) as well as four dynamic balance tests (Bass test/points, Functional reach test/cm, Fukuda test/degrees of rotation, and Walk and turn field sobriety test/errors). Women do better on most tests than males do, and students participating in performance sports perform better on average than

those in the NA group, which supports the positive effects of specialized training on static and dynamic postural stability. **Table 1.3: Demographic Profile of the Respondents in Terms of Sports Played**

Table 1.3 shows the number of days that the respondents visited the sports played by the respondents. It shows that there 5 (5%) respondents plays Archery, 20 (9%) plays Arnis, 24 (11%) plays Athletics, 12 (5 %) plays Badminton, 33 (15%) plays Baseball, 15 (7%) plays basketball, 12 (5%) plays chess,15 (7 %) plays Football, 17 (8%) plays Futsal, 15 (7%) plays Gymnastics, 16 (7%) plays Softball, 6 (3 %) plays Weightlifting, and 23 (11 %) plays Volleyball. With a total of 220 respondents. It implies that most of the respondents plays baseball. It was followed by Athletics, Volleyball, and Arnis accordingly.

According to Kajal Sharna (2020) in an article published by The Asian School, there are points why sports are important in school or sports programs, Students who participate in sports are healthier. Students who engage in regular physical activity are better able to stay healthy. Today's students consume an excessive amount of unhealthy junk food. Sports are crucial for kids to maintain their health. Students who participate in sports benefit from increased bone density and cardiovascular fitness. Additionally, it aids in lowering blood

sugar levels, relieving long-term muscle stress, and fortifying the lungs. Sports cause students to become more energized. Sports should be a big part of the curriculum since when kids are mentally and physically well, they are better able to concentrate on their schoolwork. To boost self-esteem, mental acuity, and confidence in students, school sports are required. Sports are crucial in schools because they assist children to learn a variety of qualities including leadership, perseverance, teamwork, and social competence.

Table 2.1: Assessment on the Implementation of Special Program in Sports in Terms of Admission Policy

Admission Policy	Mean	Standard Deviation	Interpretation
The students of the Special Program in Sports…			
1. passed the Physical fitness test	3.8	0.04	Very Observe
2. were skilled in more than one sport offered by the school.	3.76	0.15	Very Observe
3. participated in sports competitions	3.8	0.02	Very Observe

4. should ensure a copy of the requirements (Form 138, medical certificate, parental consent, good morals)	3.78	0.09	Very Observe
TOTAL	**3.79**		**Very Observe**

Legend: 1.0 -1.75 (Not Observe), 1.76 – 2.50 (Less Observe), 2.51 – 3.35 (Observe), 3.26– 4.00 (Very Observe)

Table 2.1 shows the assessment of the respondents towards the implementation of Special Program in Sports in terms of admission policy. It implies that the respondents responded always on the statements "*The students of the Special Program in sports passed the physical Fitness test*", "*The students of the Special Program in sports were skilled in more than one sports offered by the school*", "*The students of the Special Program in sports participated in sports competitions*", and "*The students of the Special Program in sports should ensure a copy of the requirements (Form 138, medical certificate, parental consent, good moral)*" since it obtained a mean score of 3.8, 3.76, 3.8, and 3.78 respectively and interpreted as very observed. The obtained standard deviations which are 0.04, 0.15, 0.02, and 0.9 indicates the spread of data with each other and it shows that the data from the respondents are close to one another. With a total mean score of 3. 79, it implies that the admission policy was very observed in Gov. Felicisimo T. San Luis Integrated Senior High School for the implementation of Special Program in Sports.

According to Morrison, (2021), the biggest boost to applicants' admission change at elite universities is not minatory status or highest scores but rather appearing on a coach's list of potential recruits, statistics have shown. While conservative advocacy groups criticize affirmative action as anti-Marxist, many universities give similar admission preferences based on systems that are theoretically race-neutral.

However, Akay,et. al., (2018) stated that to choose students for entrance to the School, the Cukurova University School of Physical Education and Sports in Adana, Turkey, administers a physical aptitude test. The key variables that decide whether or not an applicant will be admitted are his performance on the physical ability exam, his results on the National Selection and Placement Examination, and his high school grade point average (GPA). There are also some other criteria.

Table 2.2: Assessment of the Implementation of Special Program in Sports in Terms of Retention Policy

Retention Policy	Mean	Standard Deviation	Interpretation
The students of the Special Program in sports will be retained in the program if they…			
1. come to school regularly.	3.71	0.14	Very Observe
2. exhibits good behavior.	3.69	0.08	Very Observe
3. are physically and mentally fit as evidenced in the medical certificate	3.75	0.11	Very Observe
4. Meet the grade requirements.	3.74	0.15	Very Observe
11. TOTAL	**3.72**		**Very Observe**

Legend: 1.0 -1.75 (Not Observe), 1.76 – 2.50 (Less Observe), 2.51 – 3.35 (Observe), 3.26– 4.00 (Very Observe)

Table 2.2 shows the assessment of the implementation of the Special Program in Sports in terms of retention policy as perceived by the players. It shows the respondents responded always on the statements "*The students of the Special Program in sports will be retained in the program if they come to school regularly*", "*The students of the Special Program in sports will be retained in program if they exhibit good behavior*", "*The students of the Special Program in sports will be retained in the program if they are physically and mentally fit as evidenced in the medical certificate*", and "*The students of the Special Program in sports will be retained in the program if they meet the grade requirements*" since the obtained mean score were 3.71, 3.69, 3.75, and 3.74 that is interpreted as very observed. With a standard deviation of 0.14, 0.08, 0.11, and 0.15 it shows that the data are close to each other. The obtained total mean value of 3.72, shows that the retention policy was very observed in Gov. Felicisimo T. San Luis Integrated Senior High School was very observed in the implementation of the Special Program in Sports.

Program directors of Athletes Training Programs (ATPs) that have trouble keeping athletes trainees should think about implementing a secondary admissions procedure. Faculty and staff should make an effort to introduce students to the requirements of the ATP and the careers of athletic trainers throughout the preprofessional period of the ATP, (Wathington, et. al., 2022).

According to Bowman (2022), the percentage of students who graduate from a program into which they matriculate is one way to indicate retention, which is a phrase used by an institution, department, or program to describe continuous enrolment. There is little information on retention in undergraduate ATEPs (athletic training education programs). But as the number of programs has greatly expanded recently, providing students more options to pick from, professors find that attracting and keeping students is becoming more and more crucial. To maintain the standing and caliber of ATEPs and institutions, strong retention rates

are crucial. High attrition rates in particular can jeopardize the program's financial security and vibrancy. Academically sound students who persist to graduation will help the athletic training (AT) profession by producing good clinicians. Attrition of lower-achieving students has been seen as a "weeding-out" process.

Retention policy is a crucial guiding concept that academic institutions use to support students' development, but the evidence does not clearly show how its impact differs depending on the intellectual and moral development of students. If the academic institution is not sufficiently prepared to meet their demands, the retention policy will continue to be difficult for all students. (Oding, et al., 2021).

Table 2.3: Assessment of the Implementation of Special Program in Sports in Terms of Student Support

12. **Student Support**	**Mean**	**Standard Deviation**	**Interpretation**
The equipment used in the facility was standard and durable	2.91	0.28	Observe
There is enough equipment for different sports	2.85	0.35	Observe
The materials and equipment for certain sports could be used by the players	2.90	0.47	Observe
The equipment and materials were used in the	2		

facility for a specific time span	.93	0.62	Observe
The materials and equipment are safe to use.	2 .85	0.27	Observe
TOTAL	**2** **.89**		**Observe**

Legend: 1.0 -1.75 (Not Observe), 1.76 – 2.50 (Less Observe), 2.51 – 3.35 (Observe), 3.26– 4.00 (Very Observe)

Table 2.3 shows the assessment of the respondents towards the implementation of Special Program in Sports in Gov. Felicisimo T. San Luis Integrated Senior High School. It shows that the respondents responded often to the statements "*The equipment used in the facility was standard and durable*", "*There is enough equipment for different sports*", "*The materials and equipment for certain sports could be used by the players*", "*The equipment and materials were used in the facility for a specific time span*", and "*The materials and equipment are safe to use*" since it has a mean score of 2.91, 2.85, 2.90, 2.93, and 2.85 respectively. The obtained standard deviations which are 0.28, 0.35, 0.47, 0.62, and 0.27 signifies the spread of data collected and it reveals that the data are slightly spread to one another. On the other hand, the overall mean shows that the student support was observed in the school since it has a total mean score of 2.89.

Bruno, et. al., (2021), investigated factors that support children (ages 12 to 24) participating in Special Olympics having great sport experiences, as well as the effects of the sport program and sociodemographic factors on these experiences. (Autonomy, belongingness, challenge, engagement, mastery, and purpose) are experience components of high-quality participation that the researcher evaluates. With no appreciable differences between athletes with IDD participating in Traditional and Unified Sports, youth reported good mean scores throughout the experience components. Athletes who did not reveal a handicap

assessed their sentiments of autonomy as being greater than those who did. Women were more likely than males to report feeling more engaged in sports. Results offer theoretical and practical insights into young people's engagement in excellent sports in Special Olympics programs.

However according to Broughton, (2021), to satisfy the intellectual and personal demands of college athletes, an extensive counseling program with support services is crucial. 10% of college athletes need severe counseling because of the demands and difficulties they face. Student athletes must balance their academic and athletic pursuits, as well as socialization activities, athletic achievement, physical health, various relationships, and dealing with the end of an athletic career, to name just six demands or problems. The following elements must be taken into account in order to support student athletes in their success in academics, personal growth, and athletic endeavors: academic advising, life-skills development, clinical counseling, and contributions to performance enhancement efforts. This all-encompassing strategy has advantages for both academic institutions and student athletes.

Table 2.4: Assessment of the Implementation of Special Program in Sports in Terms of Sports Facility

Sports Facility	Mean	Standard Deviation	Interpretation
The facility for different sports are available most of the time	2.90	0.29	Observe

There is enough facility that could accommodate all the players.	2.71	0.53	Observe
The players could use the facility all the time.	3.13	0.24	Observe
The facility strictly follows the scheduled time of opening and closing	2.73	0.32	Observe
The residents could use the facility for other purposes	2.77	0.39	Observe
TOTAL	**2.85**		**Observe**

Legend: 1.0 -1.75 (Not Observe), 1.76 – 2.50 (Less Observe), 2.51 – 3.35 (Observe), 3.26– 4.00 (Very Observe)

Table 2.4 shows the assessment of the respondents towards the implementation of Special Program in Sports at Gov. Felicisimo T. San Luis Integrated Senior High School. It shows that the respondent responded often to the statements "*The facility for different sports are available most of the time*", "*There is enough facility that could accommodate all the players*", "*The players could use the facility all the time*", "*The facility strictly follows the scheduled time of opening and closing*", and "*The residents could use the facility for other purposes*" since it has a mean score of 2.90, 2.71, 3.13, 2,73, and 2.77 respectively and interpreted as observed. The obtained standard deviations were 0.29, 0.53, 0.24, 0.32, and 0.39 respectively,

which shows that the data are slightly spread to each other. The total mean value was 2. 85 which indicates that the sports facility was observed in the school.

According to Haydarov, et. al., (2020) citizens will be able to reach their physical activity goals by having access to facilities close to their homes (educational, medical, sports, and recreation facilities), taking into account the demand and supply of physical culture and sports services. The creation of all-purpose sports complexes in densely populated areas and the avoidance of overspecialization of sports facilities are both important to enhance the load level of sports facilities.

This was also supported with the study of Alsauidi, (2015). Some parents believed that non-academic variables should also be taken into consideration when assessing a school's facilities and students' performance. In order to foster the student as a whole and not only their academic skills, cognitive growth and human values must also be taken into account. Therefore, schools with outdated structures that lack welcoming amenities and a conducive learning environment must contain aspects of risk and disadvantage that may have an impact on students' academic performance, motivation to learn, and attendance at school.

Hence, Orunaboka, et al., (2012), stated that a crucial component of physical education and sports administration is the supply of facilities, materials, and equipment. The key to success in physical education and sporting events is an effective program, and this calls for a strong training facility with the right tools. For a performance to be good and impressive, standard facilities and equipment are a necessity. Sports and physical education programs are hampered in many ways by a lack of suitable and appropriate venues and equipment.

Table 2.5: Assessment of the Implementation of Special Program in Sports in Terms of Manpower Resources

Manpower Resources	Mean	Standard Deviation	Interpretation
There are assigned personnel to maintain the cleanliness of the facility	3.04	0.52	Observe
The materials and equipment in the facility were placed in orderly	2.45	0.57	Less Observe
There is a first aid kit located in the vicinity	2.57	0.20	Observe
The management organizes events and programs for the athletes	3.23	0.08	Observe
The management organized competitions for different sports	2.85	0.68	Observe
TOTAL	**2.83**		**Observe**

Legend: 1.0 -1.75 (Not Observe), 1.76 – 2.50 (Less Observe), 2.51 – 3.35 (Observe), 3.26– 4.00 (Very Observe)

Table 2.5 shows the assessment of the respondents towards the implementation of a Special Program in sports in terms of manpower resources. It shows that the respondents responded often on the statement "*There are assigned personnel to maintain the cleanliness of the facility*", "*There is a first aid kit located in the vicinity*", "*The management organizes events and programs for the athletes*", and "*The management*

organized competitions for different sports" since it has a mean score of 3.04, 2.57, 3.23, and 2.85 respectively. The standard deviations of 0.52, 0.20, 0.08, and 0.68 show the spread of data. On the other hand, the statement "*The materials and equipment in the facility were placed in an orderly*" got a mean score of 2.45 and was interpreted as less observed. With a total mean score of 2.83, the study revealed that the manpower resources were observed at Gov. Felicisimo T. San Luis Integrated Senior High School.

Across a wide range of educational institutions, the value of sports in education has become extremely clear. According to Lobo, (2022), the degree of SPS was found to be extremely high in terms of the trainer/coach, sporting occasion, sporting venues, and training program. The degree of athletic engagement was also described as high in terms of training effectiveness, regular participation in sports, and health status, as well as very high in terms of theoretical knowledge, athletic potential, focus and discipline, resilience and humility, harmony and unity, and very high in terms of theoretical knowledge. SPS was shown to have no discernible impact on student-athletes' sports performance or participation. The results of this study are supported by recommendations for further research, suggestions for coaches and student-athletes to improve, and suggestions.

On the other hand, Keshavarz, et al., (2020), study was to create a communication model for quantum leadership and the staff at the Ministry of Sports and Youth to be more productive. The research was applied, and its nature and methodology were causal-comparative and correlational. Results showed that the first level components of ability, motivation, and feedback from the productivity of human resources are influenced by the validity and compatibility of human productivity, as well as the components of quantum seeing, thinking, feeling, cognition, action, and trust as well as the existence of quantum leadership. Additionally, the organizational support component of manpower productivity at the third level is impacted by the second level components. Consequently, it is possible to say that quantum leadership.

13. Table 3: Students Level of Performance in Sports Competition

Age (in Years)	Frequency	Percentage （%）
Division Level	126	57%
14. Regional Level	84	38%
15. National Level	10	5%
Total	**220**	**100%**

Table 3 shows the highest level of competition which the respondents have participated in. It shows that there were 126 (57 %) of the respondents participated at the division level, 84 (38%) participated at the regional level, and 10 (5%) participated at the national level. With a total of 220 respondents, it implies that most of the respondents have reached the division level of competition.

Sports activities necessitate a feeling of balance since it affects the efficiency of motions and physical performance. The impact of gender and the particularities of sports activities on bodily balance was examined by Mocanu in 2022. The evaluation was based on three static balancing tests (Flamingo test/falls, Stork test, and One-leg standing test with eyes closed/s) as well as four dynamic balance tests (Bass test/points, Functional reach test/cm, Fukuda test/degrees of rotation, and Walk and turn field sobriety test/errors). Women do better on most tests than males do, and students participating in performance sports perform better on average than those in the NA group, which supports the positive effects of specialized training on static and dynamic postural stability.

Table 4: Significant Relationship between the Special Program in Sports (SPS) towards the Student Athletes' Level of Performance in Sports Competitions

Pearson r Value	P – value	Critical Value at a 5% level of Significance	Decision
0.584	0.00001	0.116	Reject Null Hypothesis

Table 4 shows the significant relationship between the implementation of Special Program in Sports and the level of performance of the respondents in terms of the competition they have reached. It shows that the obtained pearson r value of 0.584 signifies a positive moderate correlation. On the other hand, the obtained p-value of 0.00001 and critical value of 0.116 at 5% level of significance implies rejecting the null hypothesis. Therefore, there is a significant relationship between the implementation of Special Program in Sports and the level of performance of the respondents at Gov. Felicisimo T. San Luis Integrated Senior High School.

This resulted supports the claimed of Pestano, et. al., (2021), who studied student-athlete performance in sports contests at various levels and evaluated the Special Program in Sports (SPS) implementation in eight secondary schools in Nueva Ecija, the Philippines. According to the study's findings, respondents thought the SPS implementation evaluation was highly sufficient in categories like curriculum, policies, support, and resources, and only moderately sufficient in terms of sports facilities. At the divisional level, student-athlete performance was rated as very satisfactory, while at the regional and national levels, it was rated as dissatisfactory. Additionally, the study found a strong correlation between human resources, athletic facilities, and student-athlete performance, highlighting the significance of each in sports education.

Sports activities necessitate a feeling of balance since it affects the efficiency of motions and physical performance. The impact of gender and the particularities of sports activities on bodily balance was examined by Mocanu in 2022. The evaluation was based on three static balancing tests (Flamingo test/falls, Stork test, and One-leg standing test with eyes closed/s) as well as four dynamic balance tests (Bass test/points, Functional reach test/cm, Fukuda test/degrees of rotation, and Walk and turn field sobriety test/errors). Women do better on most tests than males do, and students participating in performance sports perform better on average than those in the NA group, which supports the positive effects of specialized training on static and dynamic postural stability.

Acknowledgements

I am very grateful for the immeasurable appreciation, my deepest gratitude for guidance and support are extended to the following individuals who shared their generous assistance, continuous encouragement, and full heart cooperation to make this study possible.

DR. EDUARDO C. ZIALCITA, Dean of the University of Perpetual Help System Dalta-Las Piñas Campus Graduate Studies, for his professional assistance towards its completion.

DR. RODERICK C. TOBIAS, my thesis adviser who believed in me and worked-hard toward this work's fruition.

To the EXPERTS, who participated and contributed to the study, without their passionate participation and input, test validation could not have been successfully conducted.

To MY PARENTS AND MY FAMILY, for their everlasting love and support, for providing all my needs, financially and morally, for patience and understanding of our stressful days that will not help them in work, and for their eternal counsel.

Most of all, to our Almighty God who never stops in giving me the courage and strength to finish this work.

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