

**Evaluation of the Impact of Presence of Knowledge
Channel on Students' Perception in Ten (10) Selected
Schools Supported by the British Embassy in the
Philippines**

**FINAL REPORT
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Dennis S. MAPA and Kristine Joy S. BRIONES

I. INTRODUCTION

A. Background and rationale

In September 2006, the Knowledge Channel Foundation, Inc. and the British Embassy in the Philippines donated and cabled television sets in ten selected schools in the province of Rizal. The ten selected schools, consisting of eight elementary schools and 2 secondary schools, are presented in table 1. Six months after the cabling of television sets of the ten schools, the Knowledge Channel Foundation, Inc. and the British Embassy in the Philippines are now interested in evaluating the impact of the Knowledge Channel's intervention on the students' perception.

This pilot study shall assess the standing of the Knowledge Channel's intervention in the Rizal schools. This study aims to generate benchmark data related to viewing schedules of the students, to obtain utilization rates of the schools, and to evaluate the relationship of the students' perception and utilization/viewing. Practices done through the schools' own initiative which help increase the viewing time of the students shall also be part of the report. Also, problems encountered by the selected schools that need to be addressed by the Channel shall also be reported.

The results of this benchmark study shall provide Knowledge Channel with the needed information that will be used to further improve the Channel's operations in pursuit of its objective of educating the youth through the use of television.

Table 1: List of schools sponsored by British Embassy-Manila

<u>ELEMENTARY SCHOOL</u>			
Division	School Name	Address	School Head
ANTIPOLO CITY	BAGONG NAYON I ES	SAN ISIDRO, ANTIPOLO CITY	RICARDO I. DE GUZMAN
ANTIPOLO CITY	BAGONG NAYON II ES	SAN ISIDRO, ANTIPOLO CITY	SUSANA P. ABIOG
ANTIPOLO CITY	OLD BOSO-BOSO ES	SITIO BOSO-BOSO, SAN JOSE, ANTIPOLO CITY	LUISITO DIEGO
ANTIPOLO CITY	PEÑAFRANCIA ES	SPRING VALLEY IV, CUPANG, ANTIPOLO CITY	ILUMINADA D. CALIXTRO
RIZAL	BURGOS ES	A. MABINI ST., BURGOS, RODRIGUEZ, RIZAL	ATANACIA G. ORTIZ
RIZAL	GERONIMO ES	GERONIMO, RODRIGUEZ, RIZAL	MITILO PAROGINOG
RIZAL	KASIGLAHAN VILLAGE ES	KASIGLAHAN VILLAGE, SAN JOSE, RODRIGUEZ, RIZAL	LUCILA U MENDOZA
RIZAL	SN. RAFAEL ES	P. RODRIGUEZ ST., SAN RAFAEL, RODRIGUEZ, RIZAL	LUZVIMINDA TOMPONG
<u>HIGH SCHOOL</u>			
Division	School Name	Address	School Head
RIZAL	FRANCISCO P. FELIX MNHS (MAIN)	ROSEPACK MUNICIPAL COMPOUND, CAINTA, RIZAL	JUANA GAROVILLAS
RIZAL	GEN. LICERIO GERONIMO MNHS	E. RODRIGEZ, RODRIGUEZ, RIZAL	MORADO V. DIGMA

B. Project objectives

The study's principal objective is to determine the impact of the programs of Knowledge Channel Foundation, Inc. on the perception of the students viewing these programs in ten selected schools sponsored by the British Embassy in Manila.

Specific objectives

The study specifically aims and is guided by the following objectives:

- a. to evaluate the perception of students on the programs of the Knowledge Channel and on their schools' utilization of the programs;
- b. to determine the "best" practices initiated by the schools in order to increase the viewing time of their students and to assess if these practices can be replicated to other schools, and;
- c. to determine if the schools have met the objectives established by the Knowledge Channel in regards to program utilization set at the start of the project implementation.

C. Effects of school inputs on student achievement

Numerous studies have been done in trying to identify the relationship existing between student achievement, measured usually by achievement test scores, and school inputs the students receive. School inputs commonly identified in studies include class size, teachers' characteristics which include teacher education and experience, teacher salaries, and school expenditure. These school inputs are shown to have an effect in student achievement as verified by various studies in the Philippines as well as in other countries.

As an example, through his study, Mosteller (1999) has shown that a smaller class size will have a positive effect in student achievement. While smaller class sizes are shown to provide both short-term and long-term benefits (Mosteller, 1999), investment in school resources, such as learning materials and school hardware, is said to improve student performance, boost promotion rates, and lower grade repetition (Harbison and Hanushek, 1992). On the other hand, Angrist and Lavy (1998) estimated the effect of in-service teacher training on children's reading and

mathematics achievement and found out that the training received by teachers lead to an improvement in their students' test scores. The estimates suggest that teacher training provides a less costly mean of increasing test scores than reducing class size or adding school hours.

In the Philippines, a study by Quimbo (2003) through the use of survey data explained Math and Science achievement of public school children in the country. The results show that younger children post higher scores in all grade levels¹ while the male dummy variable is statistically significant and negatively correlated with both Math and Science scores in all grade levels. From the joint tests of significance still from the study of Quimbo (2003), it was proven that the presence of school and home learning materials, regardless of type and combinations, as well as the "effective" presence of teacher (effective meaning the teacher not being absent nor being present but not teaching) generally have an impact on scores in all grade levels. On the other hand, however, individual tests of significance show that the specific impacts of combinations of school and home inputs as well as teacher types vary widely across subjects and grade levels. Also, Quimbo (2003) stated that, television, as a part of school inputs, help improve Math and Science scores for older children.

Another study in the Philippines was done by Kobayashi (2005) wherein he studied the effectiveness of school inputs on students' performance, measured as the difference in the National Sample-Based Assessment (NSBA) test scores in 1999 and 2003, in public elementary schools in 23 provinces in the Philippines. The paper explored the effectiveness of school inputs through an investigation of the achievements of an educational project currently being implemented in the Philippines with external financing from the World Bank and the Japan Bank for International Cooperation (JBIC). The study focused on the Third Elementary Education Project (TEEP), a nine-year public investment program which aims to improve the quality of elementary education in the country's 23 poor provinces by

¹ This supports the hypothesis that older students in each cohort tend to be those who repeated or dropped out from a previous grade level.

providing multiple school inputs such as classroom rehabilitation, textbooks, teacher training, and school management enhancement.

Using data from National Sample-Based Assessment (NSBA) test scores in 1999 and 2003, Kobayashi (2005) showed that student achievement of TEEP schools improved at a significantly higher rate than that of non-TEEP schools. A further statistical analysis revealed that the variation in score gains is associated with two project components: teacher training, measured as the number of teachers who participated in In-Service Training (INSET) program through TEEP between 1999 and 2003, and school facilities, measured as the amount of loan disbursed under School Building Project². The results also indicate that the project inputs are more effective in large schools than in small schools.

As for the Knowledge Channel Foundation, Inc., the Foundation has commissioned studies to evaluate the impact of its programs on the students. Liwag (2000) studied 119 students from 2 pilot schools during the third quarter of SY 1999-2000. Experimental classes (those who viewed Knowledge Channel programs) filled out the Student Appearance Questionnaire (SAQ) which comprehensively assessed students' perceptions and opinions of the Knowledge Channel's programming, schedule, delivery appeal, and impact on their learning. From the questionnaires, it was found out that in terms of viewing frequency and conditions, 72% of the students were able to view between 2-5 programs of the Knowledge Channel during the evaluation period while Science students view the most number of shows (6 or more). Two-thirds of the students were able to see the programs in their entirety while 89% had to move from their usual classroom to view the programs. In almost all cases, their teachers accompanied them in watching the shows.

² The data are in thousands of Filipino Pesos standardized by number of students and used as the school facility variable in the model

When it comes to integration of Knowledge Channel with classroom lessons, 89% of the students reported that their teachers facilitated a class discussion about the Knowledge Channel programs in general (but only 66% specifically in Math). While 56% said they were given Knowledge Channel related seatwork or homework, two thirds claimed that their teachers assessed them on their learning from the programs. 89% agreed with the statement that the programs of the Knowledge Channel were relevant and related to their classroom lessons.

On the average, students found the programs highly interesting, just right in length, and a source of a lot of learning. They expressed the desire for their teachers to continue using the Knowledge Channel in teaching Math, Science, and English. But on the other hand, students had some difficulty comprehending the hosts of the programs and felt that they could follow the lessons better if they were not in English (for Math and Science). Students also claimed that often times they actually understood their teachers' explanations better than the explanations in the videos.

Based on the study, some improvements for the channel were suggested. These include the medium of instruction used, the comprehensibility of narration, and the length of the videos (longer if possible). Students said that physical viewing conditions should be improved and that more episodes be added.

D. Data gathering and survey operations

For this study, a structured questionnaire was developed to measure students' perceptions on the programs of the Knowledge Channel. The data gathering and dissemination of questionnaires to sampled students of the ten schools in Rizal was conducted during the month of March, 2007. The selection of the students who are to answer the questionnaire came from the representative grade/s or year level/s that was able to watch programs of the Knowledge Channel in school throughout the six-month period of viewing. This process was done in

coordination with the schools' ETV coordinators who have information on the sections that are able to watch programs of the Knowledge Channel in their respective school. This procedure of choosing sections that are able to watch the programs of the Knowledge Channel is necessary to ensure that the students can answer the questions from the survey questionnaire.

Besides the survey of students, questionnaires were also disseminated to the school principals, to the ETV coordinators, and to the class advisers of students that were interviewed. The various survey questionnaires are provided in the Appendix.

II. SCHOOLS PROFILE

A. Student population

The complete listing of the ten schools with the student population and the student population for each grade level in the elementary are given in Tables 2 and 3, respectively.

Table 2: Student population of the ten (10) schools

NAME OF SCHOOL	NUMBER OF TEACHERS	STUDENT POPULATION	NUMBER OF SHIFTS
<i>Elementary</i>			
Bagong Nayon I	161	8,324	3
Bagong Nayon II	97	6,365	2
Old Boso Boso	21	890	1
Penafrancia	49	3,453	2
Burgos	37	1,833	1
Geronimo	19	951	1
Kasiglahan Village	139	6,224	2
San Rafael	46	2,308	1
<i>High School</i>			
Gen. Licerio Geronimo	75	2,922	2
F.P. Felix	231	9,022	2

Table 3: Student population for every grade level

Grade	Minimum	Maximum	Mean	Std. Deviation
Grade 1	192	1287	700.38	481.1
Grade 2	146	1084	493.25	333.35
Grade 3	137	1285	573.13	425.47
Grade 4	133	1261	550.63	405.02
Grade 5	146	1336	551.75	430.76
Grade 6	131	1262	529.25	406.31

The ten (10) schools covered in the study are mostly schools with a large student population, with possibly an exception of only two schools. The school with the largest student population is Francisco P. Felix Memorial National High School with a population of 9,022 students spread out in three locations and divided into two shifting schedules (morning and afternoon). The sole television set provided by the Knowledge Channel Foundation, Inc. and the British Embassy in Manila in this school is located in their main library and is mostly used by the fourth year students who are scheduled in the morning and third year students who are scheduled in the afternoon. The first year and second year students, on the other hand, are deprived of being able to watch programs of the Knowledge Channel since they are housed in other school buildings away from the main library. This means that the maximum potential coverage of Knowledge Channel in this school is only about one-half of the total student population (3rd year and 4th year students). This large disparity between student population and number of television sets and/or viewing stations creates a problem in maximizing the level of utilization of Knowledge Channel programs.

On the other hand, the largest elementary school covered by the study is Bagong Nayan I Elementary School with a student population of more than 8,000 students distributed into three (3) shifting schedules: morning (6:00 a.m. to 10:00 a.m.), mid-morning until early afternoon (10:00 a.m. to 2:00 p.m.) and late afternoon (2:00 pm to 6:00 pm). The limited four hours allotted for classes create constraints on the use of the Knowledge Channel's facilities. Teachers, who are limited to a

few minutes of discussion with the class, prefer to discuss the topic scheduled for the day in the usual classroom set-up with lectures and discussions rather than viewing the Knowledge Channel programs because of the limited time.

Based from the two schools mentioned above, a large student population creates hindrance in the maximization of utilization rates of schools, particularly if there is only one television set for the entire school.

Despite this problem related to school population, some schools have adopted initiatives to mitigate the effects of a large population size on utilization rate. Bagong Nayan II Elementary School has the third largest student population among the schools surveyed with 6,365 pupils divided into two shifting schedules (morning and afternoon). Despite the large population, the school was able to manage more utilization from the different grade levels as compared to other schools visited for the study. This was done through the strong encouragement of the principal to the teachers to make use of the Knowledge Channel facilities as part of their regular classroom discussions. In addition, the principal assigned one coordinator for every shift, thus making organization and coordination of schedules for the programs of Knowledge Channel easier. Despite these efforts, however, the school was not able to achieve complete coverage of all the sections for the school year. A class adviser complained to the researcher during the visit that her class was not given a chance to watch because of conflict of schedule and that her section is not on top of the priority since sections at the top of every grade level are prioritized first (the coordinator, however, promised that her section will be given top priority for the school year 2007-2008).

The school with the lowest student population is Old Boso-Boso Elementary School with 890 pupils. This school has an average of three (3) sections per grade level and a sole television set should be able to accommodate most, if not all of the students. The problem with this school is the absence of a separate viewing room. The television set is located in a classroom used by grade 6 section 1

students which, at the same time, is being used as the viewing area. Since the room doubled as a classroom, its full potential (in terms of achieving very high utilization rate) is not achieved.

The picture in terms of the textbook-to-pupil ratio for the elementary schools covered in the study is bleak, with schools having an average of 1 textbook for every 3 to 4 pupils (one-in-three to one-in-four), some schools even allot only 1 textbook for 10 pupils. This is presented in table 4. The presence of Knowledge Channel in the schools plays a critical role in the absence of sufficient number of textbooks. The meager educational materials given to the pupils can be supplemented by the programs of Knowledge Channel.

Table 4: Textbook-to-pupil ratio for the elementary schools

Grade	Minimum	Maximum	Mean	Std. Deviation
Grade 1	1/6	3/4	3/8	1/4
Grade 2	1/6	3/5	1/3	1/5
Grade 3	1/4	5/8	3/8	1/6
Grade 4	1/5	4/7	1/3	1/6
Grade 5	1/8	2/5	2/7	1/8
Grade 6	1/10	2/5	1/4	1/8

B. Location of ETV facilities and viewing schedule

In the installation process, one television set was provided to every school by the Knowledge Channel Foundation, Inc. and the British Embassy in Manila. Out of the ten, only three schools have a second television set sourced out through other means. Unfortunately, none of these second television sets are cabled. The presence of another television set, if cabled, should be able to increase the utilization of the students. It is important therefore that coordination of the school administrator with the Knowledge Channel's technical staff concerning proper handling of any additional television set should be made. Presence of additional

television sets will surely increase the viewing time of the students and the utilization rate of the Knowledge Channel programs.

The facilities of Knowledge Channel are found in the Library or the Learning Resource Center (70%), Audio-Visual Room (20%), and classroom (10%; as in the case of Old Boso-Boso Elementary School). Having a viewing room that is accessible to everyone anytime (that is, a room not assigned as a classroom, a library nor a faculty room) is necessary, albeit not sufficient condition, for the utilization rate to be high. The researchers were able to identify contrasting cases of schools with low utilization rates (example: Bagong Nayon I ES and Francisco Felix HS) and “relatively high” (relative to the other schools covered in this study) utilization rates (example: Bagong Nayon II ES and Penefrancia ES). In comparing these schools, it can be noticed outright that in the case of the “relatively high” utilizing schools, the viewing room is a common room accessible to everyone. On the other hand, in the case of the low utilizing schools, the viewing room either serves as a library or a faculty room. It is therefore imperative that the appropriate viewing room should be considered as a requirement before Knowledge Channel decides to cable and provide Knowledge Channel facilities to a particular school.

Five out of the ten schools stated that their viewing area can accommodate only a single section consisting of about 50 students while the other half stated that their viewing room can accommodate two sections or even more.

C. Viewing practices

In terms of the grade or year level who normally watch the programs of the Knowledge Channel, the school prioritizes grades 5 and 6 students (for elementary) and 4th year students (for high school), as seen in tables 5 and 6. This is the usual practice, particularly in the elementary schools, the reason being that

the other grade level will be given opportunities to watch as soon as they reach grade 5 or 6.

Table 5: Grade and year levels that utilizes the viewing room

GRADE	FREQUENCY	PERCENT
Grade 1	1	12.50
Grade 2	2	25.00
Grade 3	2	25.00
Grade 4	2	25.00
Grade 5	3	37.50
Grade 6	4	50.00
First year	1	50.00
Second year	0	0
Third year	0	0
Fourth year	1	50.00

Out of 8 elementary schools and 2 high schools; multiple responses, therefore, percentages do not sum up to 100%

Table 6: Grade and year levels that watch Knowledge Channel programs

GRADE	FREQUENCY	PERCENT
Grade 1	1	12.50
Grade 2	1	12.50
Grade 3	1	12.50
Grade 4	1	12.50
Grade 5	6	75.00
Grade 6	7	87.50
First year	1	50.00
Second year		
Third year	1	50.00
Fourth year	1	50.00

Out of 8 elementary schools and 2 high schools; multiple responses, therefore, percentages do not sum up to 100%

D. Programs deemed useful

Information obtained from the log sheets and reports of the ETV coordinator showed that most students view programs related to Mathematics, Science or both

(75%). This information was supported by the information obtained from the class advisers wherein they noted that,

- (a) Pupils could easily remember what they have watched in the Knowledge Channel programs, particularly in the areas of Science and Mathematics.
- (b) Pupils can absorb the facts very well from the Knowledge Channel and the way of presenting every topic is enjoyable.

The principals interviewed for this study also observed the potential gain that the students can get out of watching programs in Knowledge Channel, particularly those related to Science and Mathematics. The principals noted that,

- (a) Students are motivated to study more, especially in Science.
- (b) The students read more after they watch the topic in Knowledge Channel.

The English programs of Knowledge Channel do not seem to sit well with the students, as observed by the ETV coordinators. This is one area where the students are having difficulty. As one ETV coordinator suggests, Knowledge Channel should **“improve the English programs and make the host Filipino so that students can relate and learn more.”**

Table 7: Knowledge Channel most useful program (as stated by the ETV Coordinator)

AREA	FREQUENCY	PERCENT
English	1	12.5
Makabayan	1	12.5
Math	1	12.5
Science	2	25
Both Science and Math	3	37.5

III. STUDENTS' PERCEPTION

To determine the perception of the students on the impact of the programs of Knowledge Channel, information related to the Knowledge Channel programs from the students were collected using a four-page questionnaire (Appendix A). The researchers collected information from more than 1000 students (refer to table 8). In the elementary level (main target of the exercise), majority of the pupils interviewed were in Grade 6.

Table 8: Number of student-respondents per school

NAME OF SCHOOL	GRADE/ YEAR LEVEL	MALE	FEMALE	TOTAL
<i>Elementary</i>				
Bagong Nayon I	6	49	53	102
Bagong Nayon II	6	53	62	115
Old Boso Boso	6	19	13	32
Penafrancia	5	55	54	109
Burgos	6	39	67	106
Geronimo	5	32	51	83
Kasiglahan Village	6	67	63	130
San Rafael	5	73	99	172
<i>Total</i>		387	462	849
<i>High School</i>				
Gen. Licerio Geronimo	2	115	141	256
F.P. Felix	4	18	25	43
<i>Total</i>		133	166	299
OVERALL TOTAL		520	628	1148

Whenever the students watch programs of Knowledge Channel, 2 in 3 of the elementary students interviewed said that they are able to watch the full episode (20 minutes), compared to only 58% of high school students saying that they watch the full episode (refer to table 9). About one-third of elementary students and 40% of high students are not able to watch the entire episode due to the common “transition problem”. Some precious minutes are wasted moving students from their classrooms to the viewing area. This is one area where the role

of the ETV coordinator is crucial. As a solution to this problem, In Bagong Nayon II Elementary School, for example, the coordinator usually informs the class adviser 10 to 15 minutes before the class' scheduled viewing so that the adviser is able to let his/her students proceed to the viewing area before the show starts. In this process, the students will have enough travel time and will just have to wait outside the viewing room 5 to 10 minutes before their scheduled viewing. Therefore, they are able to watch the entire episode. This role of the ETV coordinator should be emphasized during the trainings being conducted by the staff of Knowledge Channel.

Table 9: Number of minutes allotted to viewing the programs

	Elementary	High School
19 to 20 minutes	66.26	58.05
15 to 18 minutes	17.73	19.48
10 to 14 minutes	10.71	12.36
0 to 9 minutes	5.30	10.11

As discussed in the trainings and briefings of the Knowledge Channel staff to the teachers, the subject teacher in charge should be present during the class' viewing of the Knowledge Channel programs and should be able to discuss the topics watched by the students after viewing. Information taken from the students suggests that this is the usual practice with around 80% of elementary and high school students saying that their teachers are always around during viewing (table 10). Another 10% of the students say that the teachers are present most of the time.

Although the figures of teacher attendance during the viewing of the program is not alarming, the practice of discussion every after viewing and its potential benefits should be emphasized during the regular teachers' training conducted by the Knowledge Channel staff (table 11). Particularly, the process on how to integrate into the class discussion the programs view with the specific subject matter.

Table 7: Presence of teachers during viewing of programs

	Elementary	High School
Always	79.28	83.22
most of the time	9.34	10.62
sometimes	9.58	2.40
Seldom	0.36	1.03
Never	1.44	2.74

Table 8: Classroom discussion of the topic after viewing the program

	Elementary	High School
Always	80.79	73.54
most of the time	7.76	8.93
sometimes	10.02	9.97
Seldom	0.60	1.72
Never	0.84	5.84

When asked whether the programs of Knowledge Channel are able to help them in studying their different subjects, the survey results showed that:

- (a) Around 90% of the students in the elementary schools agreed or strongly agreed that watching programs related to Mathematics and Science are able to help them with their lessons (table 12).
- (b) The figure is significantly lower for English and HEKASI subjects, where only 60% of the elementary students agreed or strongly agreed with the statement that the programs of the Knowledge Channel are helpful in the specific subjects.

This figure, while should be interpreted with caution, suggests that the potential impact of programs of Knowledge Channel is mainly in the area of Mathematics and Sciences. This statement coincides with the observations of the principals, class advisers, and ETV coordinators that students enjoy watching Mathematics- and Science-related programs and that the students are able to visualize the lessons in Science and Mathematics better after watching Knowledge Channel programs.

The lower rating in English programs is also consistent with the observations of the advisers and ETV coordinators that students are having difficulty understanding the English programs. The lower rating of HEKASI programs is most probably due to the fact that very few programs are being watched by the students for HEKASI, as will be shown in the succeeding tables.

Table 9: Perception on the programs of Knowledge Channel

Ang mga programa ng Knowledge Channel ay nakakatulong sa pag-aaral ko sa....

ELEMENTARY

	Math	Science	English	HEKASI
strongly disagree	2.83	2.24	18.86	19.17
disagree	2.12	2.36	8.19	12.78
neutral	3.77	5.79	10.32	6.98
agree	30.90	30.46	22.18	22.84
strongly agree	60.38	59.15	40.45	38.22

HIGH SCHOOL

	Math	Science	English	HEKASI
strongly disagree	5.48	3.08	20.27	19.59
disagree	9.25	3.77	21.31	25.09
neutral	10.27	10.96	11.00	12.03
agree	41.78	46.92	21.99	22.34
strongly agree	33.22	35.27	25.43	20.96

The higher perception rating for Science and Mathematics can also be partially explained by tables 13 and 14 below. The first table shows the Knowledge Channel programs frequently watched by the students. For the elementary students, 55% watch most Science-related programs, followed by Mathematics-related programs (24%). Only 4% of the elementary students interviewed watch English related programs.

In table 14, the list of the favorite Knowledge Channel programs of the students is shown. The table shows that Science-related programs (44%) ranked first as the most favorite programs watched by the students. This is followed by Mathematics related programs (26%). English related programs ranked last among the favorites (6%).

Table 13: Students' most watched Programs in Knowledge Channel

	Elementary	High School
Science (Science, Sine'skwela, Why)	55.30	24.09
English (English, Epol-Apple, Karen's World)	3.88	12.41
Math (Math, Mathtinik, Solved)	24.42	28.47
Filipino (Alikabuk, Pahina)	9.04	
Makabayan (Pamana, Bayani, GMRC, Hirayamanawari, Salam)	6.85	31.39
All	0.52	3.65

Table 14: Students' most favorite programs in Knowledge Channel

	Elementary	High School
Science (Science, Sine'skwela, Why)	43.58	34.48
English (English, Epol-Apple, Karen's World)	5.58	6.21
Math (Math, Mathtinik, Solved)	26.46	33.79
Filipino (Alikabuk, Pahina)	10.51	
Makabayan (Pamana, Bayani, GMRC, Hirayamanawari, Salam)	13.88	25.52

IV. CONCLUSIONS AND RECOMMENDATIONS

This study aims to determine the impact of the programs of Knowledge Channel on the perception and performance of the students in ten (10) selected schools sponsored by the British Embassy in Manila in the province of Rizal. In the process of collecting the data for this study, the researchers realized the difficulty of establishing the link between the utilization of Knowledge Channel programs and students' performance due to the fact that the impact of Knowledge Channel' programs to the students' academic performance is too early to be established, considering the short period of intervention, all ten schools had been cabled or given satellite dishes only in September 2006 and most of them stopped viewing by March 2007 primarily due to the preparations for the National Achievement Test. However, the results of the survey, particularly on the students' and teachers' perceptions established that,

- (a) The positive impact of Knowledge Channel programs on the performance of students will be felt most likely in the areas of Science and Mathematics.
- (b) The presence of Knowledge Channel created a lot of excitement on the part of the students. This excitement and interest shown by the students have motivated teachers to make use of the programs of Knowledge Channel and incorporate them into their daily classroom discussions.
- (c) By introducing this intervention, educational television through the Knowledge Channel, the teaching and learning processes become easier for both the teachers and students.
- (d) Discussion of the subject matter, particularly in science, became easier and more manageable since students are able to visualize the topics and this improves and speeds up the learning process.

Knowledge Channel staff should continue engaging the principals and teachers to develop and suggest strategies to increase utilization rates, particularly to schools with 2 or more shifting schedules (large population). Moreover, Knowledge Channel should also revisit current ratio of television sets to the number of students. Although hindered on budgetary constraints, one television set can only cover a limited number of students (about 900 students based on the researchers' estimate). The achievement of a decent level of utilization rate cannot be expected for a school with, say, 5,000 students when there is only one television set. The Knowledge Channel staff should also coordinate with the school administrators of schools with extra television sets. As much as possible, these extra television sets should be cabled in order to increase the coverage of the Knowledge Channel in the school and, thereby, increasing their utilization rate.

V. APPENDICES

A. Questionnaire for students

University of the Philippines Statistical Center Research Foundation, Inc.
UP School of Statistics Bldg., Diliman Quezon City 1101 Philippines



QUESTIONNAIRE FOR STUDENT

Student's Name: _____
School: _____ Grade Level & Section: _____
Age: _____ Gender: _____

A. Student's Background and Study Habits

1. Trabaho ng tatay: _____
2. Trabaho ng nanay: _____
3. Address sa bahay: _____
4. Kasama ko ang tatay ko sa bahay: yes no
5. Kasama ko ang nanay ko sa bahay: yes no

6. How many hours/minutes do you study at home in a day? (*Ilang oras o minuto ka nag-aaral sa bahay sa isang araw?*) _____

Answer the following questions by shading the circle of the answer of your choice.

- 1 – never/ hindi nangyayari
- 2 – seldom/ madalang
- 3 – sometimes/ kung minsan
- 4 – most of the time/ madalas
- 5 – always/ palaging nangyayari

	1	2	3	4	5
1. I study every night. (<i>Nag-aaral ako tuwing gabi.</i>)	<input type="radio"/>				
2. My mother helps me study and do my homework. (<i>Tinutulungan ako ng aking nanay sa pag-aaral at sa paggawa ng aking takdang aralin.</i>)	<input type="radio"/>				
3. My father helps me study and do my homework. (<i>Tinutulungan ako ng aking tatay sa pag-aaral at sa paggawa ng aking takdang aralin.</i>)	<input type="radio"/>				
4. I do my homework everyday. (<i>Lagi kong ginagawa ang aking takdang aralin.</i>)	<input type="radio"/>				
5. I eat 3 full meals everyday. (<i>Kumakain ako ng agahan, tanghalian, at hapunan araw-araw.</i>)	<input type="radio"/>				
6. I play sports. (<i>Naglalaro ako ng sports.</i>)	<input type="radio"/>				
7. I don't like to go to school. (<i>Ayaw kong pumapasok sa paaralan.</i>)	<input type="radio"/>				
8. I walk to school. (<i>Naglalakad ako papasok sa paaralan.</i>)	<input type="radio"/>				
9. I get more than 8 hours of sleep a night. (<i>Nakakatulog ako ng mahigit sa walong oras gabi-gabi.</i>)	<input type="radio"/>				

NOTE: All information supplied by the respondent of this questionnaire shall be for Knowledge Channel Foundation, Inc. use only.



A. Knowledge Channel viewing in SCHOOL

1. How many times do you watch programs of the Knowledge Channel IN SCHOOL? (*Ilang beses ka nanunood ng programa ng Knowledge Channel sa paaralan?*)
 - everyday/ araw-araw
 - two to three times a week/ dalawa hanggang tatlong beses sa isang linggo
 - once a week/ isang beses isang linggo
 - twice a month/ dalawang beses sa isang buwan
 - once a month/ isang beses sa isang buwan
 - rarely (less than once a month)/ madalang
 - never/ hindi ako nanunood ng Knowledge Channel sa paaralan

2. When was the LAST TIME you watched a program in the Knowledge Channel IN SCHOOL? (*Kailan ka huling nanunood ng programa ng Knowledge Channel sa paaralan?*) _____

3. What was the LAST PROGRAM you watched in the Knowledge Channel IN SCHOOL? (*Ano ang huling programang napanood mo sa Knowledge Channel sa paaralan?*) _____

4. What programs from the Knowledge Channel do you usually view IN SCHOOL? (*Anong mga programa ng Knowledge Channel ang karaniwan mong pinapanood sa paaralan?*) _____

5. Where do you watch the Knowledge Channel programs? (*Saan kayo nanunood ng mga programa ng Knowledge Channel?*)
 - classroom
 - library
 - LRC
 - others: _____

6. How much of each program are you usually able to view?
 - the whole program (19-20 minutes)
 - 75% to 90 % of the program (15 to 18 minutes)
 - 50% to 74% of the program (10 to 14 minutes)
 - less than 50% (0 to 9 minutes)

7. Is a teacher present while you are watching the show? (*Naroon ba ang inyong guro habang kayo ay nanunood?*)
 - always
 - most of the time
 - sometimes
 - seldom
 - never

8. Does your teacher discuss the program after viewing? (*Ipinapaliwanag ba ng inyong guro ang programang inyong napanood?*)
 - always
 - most of the time
 - sometimes
 - seldom
 - never

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9. What is your most favorite show in the Knowledge Channel? (*Ano ang pinakagusto mong programa ng Knowledge Channel?*) _____
9.a. Why? _____
10. What is your least favorite show in the Knowledge Channel? (*Anong programa ang hindi mo gaanong gusto?*) _____
10.a. Why? _____

D. Student's Perception on the Importance of Knowledge Channel

Answer the following questions by shading the circle of the answer of your choice.

- 1 – strongly disagree/ lubos na hindi sumasang-ayon
2 – disagree/ hindi sumasang-ayon
3 – neutral/ walang pasya
4 – agree/ sumasang-ayon
5 – strongly agree/ lubos na sumasang-ayon

	1	2	3	4	5
1. Ang mga programa ng Knowledge Channel ay nakakatulong sa pag-aaral ko sa Mathematics.	<input type="radio"/>				
2. Ang mga programa ng Knowledge Channel ay nakakatulong sa pag-aaral ko sa Science.	<input type="radio"/>				
3. Ang mga programa ng Knowledge Channel ay hindi nakakatulong sa pag-aaral ko sa English.	<input type="radio"/>				
4. Ang mga programa ng Knowledge Channel ay hindi nakakatulong sa pag-aaral ko sa HEKASI.	<input type="radio"/>				
5. Nag-eeenjoy ako sa panunood ng Knowledge Channel.	<input type="radio"/>				
6. Nahihirapan akong intindihin ang mga pinapanood ko sa Knowledge Channel.	<input type="radio"/>				
7. Makakapag-aral pa rin ako ng mabuti kahit hindi kami manood ng Knowledge Channel.	<input type="radio"/>				
8. Mas madaling tandaan ang aming leksyon kapag napanood naming ito sa telebisyon.	<input type="radio"/>				
9. Mas naiintindihan ko ang mga tinuturo ng aking guro kapag pinapanood namin ito sa telebisyon.	<input type="radio"/>				

1. Bilang isang estudyante, gaano ka-importante para sa iyo ang panunood ng mga programa ng Knowledge Channel? Bakit?
2. Do you have any suggestions or recommendations that will help Knowledge Channel improve its programs and services? Gamitin ang space sa ibaba upang ipahatid sa Knowledge Channel ang iyong mga suggestions at comments.

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B. Questionnaire for the principal

University of the Philippines Statistical Center Research Foundation, Inc.
UP School of Statistics Bldg., Diliman Quezon City 1101 Philippines



QUESTIONNAIRE FOR PRINCIPAL

School name: _____ District: _____

School Address: _____

School contact number: _____

Name of Head/ Principal: _____

Level of school head (if principal 1, 2, etc): _____

Number of months/years as head of the school: _____

Number of years as teacher in the school: _____

Total number of years as teacher: _____

Highest educational attainment: _____

Name of ETV Coordinator: _____

Number of months/years as ETV coordinator of the school: _____

Total number of years as teacher: _____

Highest educational attainment: _____

Teacher statistics (note: for Elementary schools, teachers in preparatory level should not be included)

Number of MALE teachers: _____ FEMALE teachers: _____

Highest educational attainment of teachers: number of college graduate: _____

with units in Masters: _____

with Masters degree: _____

with units in Doctoral: _____

with Doctoral degree: _____

Student statistics

GRADE/YEAR LEVEL	No. of Sections	Number of Students			Textbook-to-pupil ratio
		MALE	FEMALE	TOTAL	
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
1 st year					
2 nd year					
3 rd year					
4 th year					
TOTAL					

NOTE: All information supplied by the respondent of this questionnaire shall be for Knowledge Channel Foundation, Inc. use only.

C. Questionnaire for ETV coordinator

University of the Philippines Statistical Center Research Foundation, Inc.
UP School of Statistics Bldg., Diliman Quezon City 1101 Philippines

QUESTIONNAIRE FOR ETV COORDINATOR

School name: _____

Name of ETV Coordinator: _____

Number of months/years as ETV coordinator of the school: _____

Other position in the school (if librarian or a subject teacher) if any: _____

Number of years as teacher in the school: _____

Total number of years as teacher: _____

Highest educational attainment: _____

1. Number of television sets used by the students: _____

Location of TVs	From whom is the TV?	Is it cabled? (yes or no)	What level usually uses it?	Capacity (no. of sections)	Any problems with TV and/or cable?

2. When was the last actual viewing? _____

a. What program was watched? _____

b. Who viewed the program? _____

3. If last viewing was A MONTH AGO, what is the reason for the stop in viewing?

4. What programs from the Knowledge Channel are watched most?

5. What grade/year levels watch most the Knowledge Channel? _____

6. On the average, how many times a week does a CLASS watch programs from the Knowledge Channel?

7. What program of the Knowledge Channel do you think is most useful? _____

a. Why? _____

8. What program do you think is least useful? _____

a. Why? _____

NOTE: All information supplied by the respondent of this questionnaire shall be for Knowledge Channel Foundation, Inc. use only.

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D. Questionnaire for adviser

University of the Philippines Statistical Center Research Foundation, Inc.
UP School of Statistics Bldg., Diliman Quezon City 1101 Philippines

QUESTIONNAIRE FOR ADVISER

School name: _____

Name of Class adviser: _____

Grade/year level and section of class handling: _____

Subject/s taught: _____

Number of years as teacher in the school: _____

Total number of years as teacher: _____

Highest educational attainment: _____

Class Statistics

Total number of students (as of the month): _____

Number of Male students: _____

Number of Female students: _____

Number of drop-outs: _____

Number of repeaters: _____

Textbook-to-pupil ratio: _____

Schedule of the class: Whole day Morning Afternoon

1. Do you have a television set in the classroom? yes no

a. If yes, is the TV cabled? yes no

b. From whom is the TV? _____

c. Are there any problems with the TV and the cable? _____

2. When was the last actual viewing of the class (whether in the class room or viewing area)?

a. What program was watched? _____

3. If last viewing was A MONTH AGO, what is the reason for the stop in viewing?

4. What programs from the Knowledge Channel are watched most by the class?

5. What program of the Knowledge Channel do you think is most useful? _____

a. Why? _____

6. What program do you think is least useful? _____

a. Why? _____

7. Have you attended seminar/s conducted by the Knowledge Channel? yes no

a. If yes, when and where? _____

NOTE: All information supplied by the respondent of this questionnaire shall be for Knowledge Channel Foundation, Inc. use only.

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