

A Proposed Sports and Physical Development Extension Program in the New Normal for Higher Education Institutions (HEIs) in Zambales, Philippines

Donabel A. Dizon

President Ramon Magsaysay State University, Iba Zambales Philippines

Abstract— The present study determined the status of Sports and Physical Development extension programs in the New Normal for Higher Education Institutions (HEIs) in Zambales, Philippines as to the implementation related concerns of the extension program. There were eight (8) participating HEIs in Zambales with a total of 30 Sport and Physical Education Instructor/Professor – participants. This quantitative research made use of survey checklist as main instrument for data gathering conducted during the school year 2021. The data was analyzed using descriptive and inferential statistics. The study revealed that the inadequacy of funds and location issues were the highly or most encountered problems in sports and physical development extension activity/program of HEIs in Zambales and Moderately High on the theme Logistics. A Comprehensive Sports and Physical Development Extension Program was formulated which include the three (3) themes Program Development, The Extension Program Specific Activities/services and Extension Program Implementation. Presented in a matrix form under the heading which includes: (a) Key Area; (b) Specific Objectives; (c) Person(s) Involved; (d) Methodology; (e) Time Frame; and (f) Evaluation. The Sports and Physical Development Extension Program of HEIs is valuable and beneficial to clients for the activities and services will help increase number of potential coaches in the community and hone one's judgment skills in sports; develop new strategies to promote and manage sport and physical development programs; to get clients active through physical activities; help them exhibit and promote active and healthy lifestyle and value fitness and health; and foster character development and increased social skills.

Keywords— physical development, higher education, Philippines, sports, Zambales.

INTRODUCTION

The words of Ban Ki-moon, United Nations Secretary-General states that “Sport is increasingly recognized as an important tool in helping the United Nations achieve its objectives, in particular the Millennium Development Goals. By including sport in development and peace programmes in a more systematic way, the United Nations can make full use of this cost-efficient tool to help us create a better world.” Sport has a crucial role to play in the efforts of the United Nations to improve the lives of people around the world. Sport builds bridges between individuals and across communities, providing a fertile ground for sowing the seeds of development and peace. The United Nations (UN) has been using sport as a tool in development cooperation and humanitarian aid efforts for decades. Sports and Development Organization (2016) reported that Kofi Annan, in 2001 advocates a more systematically and coherently encourage the use of sport as a means to attain health, education, development and peace objectives.

A Council of Europe report suggests that sports and physical education provide opportunities to meet and communicate with other people, to take different social

roles, to learn particular social skills (such as tolerance and respect for others), and to adjust to team/collective objectives (such as cooperation and cohesion), and that it provides experience of emotions that are not available in the rest of life (Bailey, 2015). This report goes on to stress the important contribution of sport to processes of personality development and psychological well-being, stating that there is, strong evidence on the positive effects of physical activities on self-concept, self-esteem, anxiety, depression, tension and stress, self-confidence, energy, mood, efficiency and well-being (Bailey, 2015).

The endeavor of developing sports program in the country is rationalized by the mandate of the Philippine Constitution under Article XIV, Sec. 19. Accordingly, the State shall promote physical education and encourage sports program, league competitions and amateur sports, including training for international competitions, to poster self-discipline, teamwork and excellence for the development of a healthy and alert citizenry. Denying the learners and the members of the community the opportunity to participate/involve in sports and physical development is basically denying them an invaluable educational, wellness and health

opportunities. Hence, all educational institutions should undertake regular sports activities and physical development in the campus or in the community through extension activities and programs. Education Institutions in the Philippines, particularly in Zambales uphold and supports this abovementioned provision and endeavor. But still today according to (United Nations, 2018), the right to play and sport has too often been ignored or disrespected.

School-community partnerships have shown their potential as incubators for innovations and for contributing to comprehensive sports and physical activity programs. However, according to Van Acker, et al. (2011), implementation extension activity frameworks for school-community partnerships that allow local tailoring of sports and physical activity programs remain scarce. The framework addresses socioecological strategies to promote sports and physical activity opportunities for the community, which are integrated into three complementary components; the school, the students and the community.

Republic Act 7722, otherwise known as The Commission on Higher Education mandates institutions of higher learning like State Universities and Colleges (SUCs) to respond to the call for societal transformation. Elman (2008) claimed that the aim is to serve the poorest of the poor, the less privileged, the deprived and the oppressed. The higher education institutions in the country are mandated to render extension service hand in hand with instruction, research and production. This is in recognition of the vital role colleges and universities play in the development of communities, especially the underserved and the depressed.

On the other hand, Tapscott (2010) argues that community extension program also holds problem that make it difficult for the community extension implementers/coordinators. Tapscott (2010) has mentioned three problems that come with community extension programs. First is poor organization. The coordination of some activities proves to be not well organized that the activity fails or there would be logistics problems that would hinder the activity from being a success. Second is the ingratitude to the benefactors. There would be cases where in the people students are helping would complain and have a bad attitude towards the people who are helping them. And lastly, safety issues. The lack of safety precautions

makes it problem in doing community services. For Dale (2010), the common problems that people encounter which are distance, isolation, and coordination of services; lack of infrastructure and resources; recruitment of service professionals; limited skill base of service accountability and outcomes; and poorly define roles for local government.

The present study was premised on the concept that Higher Education Institutions (HEIs) in the Philippines are mandated by law to serve the communities. This mandate is fulfilled by exercising the functions of the school. One of the functions is to meet social needs or to provide the social services. Therefore, HEIs in Zambales have to move ideas along the road to action, to develop knowledge needed, and to apply useful knowledge in the solution of society's major problems. This is carried on through the establishment of the extension programs and services. Community extension service for sports and physical development can create reinforcing learning communities and community the advocate sports, health and wellness in life will release positive conversation within the community, build an ever-expanding web of inclusion and positive relationships, bolster self-organizing throughout the community, make their life better and provide a reservoir of strength and unleash a positive change. This study is to analyze and examine concerns of sports and physical development extension program in Higher Education Institutions in an effort to contribute a concrete extension development plan.

With the expected or anticipated findings of the study, each HEIs in Zambales would exert more effort to get the academic community involved in their respective extension program specifically sports development and physical education. Much needed resources (e.g., vehicle, materials and supplies) and incentives to ensure successful extension activities will be more prioritized.

STATEMENT OF THE PROBLEM

The study analyzed the Sports and Physical Development extension programs of Higher Education Institutions (HEIs) in Zambales in terms of level of concerns and problems encountered by the program implementers. A Sports and Physical Development Extension Program was developed

Specifically, it sought to answer the following specific questions.

1. What implementation related concerns are encountered in Sports and Physical Development Extension Projects/Program of Higher Education Institutions?
2. What Comprehensive Sports and Physical Development Program can be formulated to help improve the extension program of Higher Education Institutions?

MATERIAL AND METHODS

The methodology of this research study is quantitative and qualitative research designs or mixed method. According to Borg & Gall (2013) quantitative method includes the collection of data to test the hypothesis and to answer the questions concerning the present status of the study. In this study, the assessment of the Sports and Physical Development extension program of Higher Education Institutions (HEIs) in Zambales was the main focus. The researcher presented and established empirical results that meet the objectives of the research undertaking such as the extent of participation in and perceived benefits and the implementation related concerns encountered in the extension activities and programs.

This study was conducted at Higher Education Institutions (HEIs) in Zambales. President Ramon Magsaysay State University (PRMSU) and Micro Asia College of Science and Technology (MACSAT), Iba; Magsaysay Memorial College (MMC), San Narciso; Botolan Polytechnic College (BPC) and Welesyan Academy of Botolan; Columban College and Gordon Colleges, Olongapo; and Norther Zambales Academy, Masinloc. In research terminology, population is defined as all members of any well-defined class of people, events or objects. All available PE faculty members of the identified HEIs in Zambales was selected as participants. The population of the participants are actually graduate of sports and physical education baccalaureate (BS) degree and now currently employed in those identified HEIs in Zambales.

This research study used survey questionnaire the implementation related concerns encountered in the sports and physical development extension programs. The researcher conducted extensive review of the work Rubio, et al., (2016) titled "Involvement in Community Extension Program of Business Administration Students in one Higher Education Institution in the Philippines" as patter and/or basis for the indicators and questions of the research

instruments. The survey checklist contains 15 items of implementation related concerns encountered by the faculty-participants in participating the community extension programs. The participants were asked to answer on a 5 point-scale of 5 (Very High) to 1 (Very Low). Validity and reliability were adopted measures to ensure the quality of the research instruments. Cyrus (2006) stated that validity and reliability has to be considered to ensure that the right instrument will be used and the correct measurement will be taken. In an effort to improve the content of the survey checklist and the interview guide, in relation to its ability to achieve stated objectives, level of coverage and comprehensibility, the instrument was designed, formulated and implemented in a manner which closely follows the suggestions and recommendations of the panel of experts in research and oral defense of Graduate School of University of Luzon. To ensure that there are no technical difficulties with the instrument, a pilot project was conducted with 20 Physical Education teachers of Zambales National High School (ZNHS) of RMTU, Iba. After which the final draft of the instruments (survey questionnaire and interview guide) was made.

There are certain steps which were undertaken in the data collection process of the research study. It was presented in the flowchart on the next page. First Process: The developed survey questionnaire and interview guide were subjected to validation by the panel oral examiners and pool of experts in the field of sports and physical development, education and community extension services. Second Process: The approval of the distribution of the survey questionnaire to the participants were secured from the University or College President of the HEI participants. Third Process: The administration of the survey questionnaire to the participants from the Higher Education Institutions in Zambales. Indicators for the survey checklist were clarified. The researcher ensured that the confidentiality and anonymity was which were obtained in the instrument were coded, encoded, tallied, tabulated, analyzed and interpreted accordingly. The collected data were processed using the SPSS version 20.0 software program.

RESULTS AND DISCUSSIONS

Concerns/Problems Encountered in Sports and Physical Development Extension Projects/Program

The succeeding table presents the problems encountered in sports and physical development extension

projects/program with three (3) themes - Funds, Location and Logistics.

Funds. Table 1 shows the problem encountered in sports and physical development extension projects/program in terms of funds with five (5) indicators.

Table 1. Problems Encountered in Sports and Physical Development Extension Projects/Program in terms of Funds

Funds	Mean	Verbal Interpretation	Rank
1. Budget for documentation of the activity is wanting.	4.27	Very High	1
2. Budget for transportation fee is underprovided.	4.15	High	4
3. Budget for foods/drinks is insufficient.	4.16	High	3
4. Budget for materials/logistics is deficient.	4.24	Very High	2
5. There is no fund-raising to cover the expenses.	4.01	High	5
Pooled Mean	4.17	High	

The item on limited budget for documentation of the activity (Mean=4.27, rank 1) and the indicator stating that budget for materials/logistics is deficient (Mean=2.24, rank 2) were considered Very High issues and concerns as regard to the theme Funds. The Pooled Mean of the concerns/problems encountered in sports and physical development extension projects/program in terms of Funds was 4.17 with verbal interpretation of High. The HEIs in Zambales highly considered the issue on Funds that can hinder the smooth conduct and implementation of the sports and physical development extension projects/program. The study of Bidad & Campiseño (2010) concluded that most extension

programs are demand driven and accreditation driven and this endeavour needs enough financial appropriation. Extension Service Thrusts and Priorities according to Erickson (2010), may include the Planning and Budgeting for extension. Preece (2011) reiterated that the universities – community service – provides the space to address such a challenge in funding to meet the clients, the higher education and national development needs. Location. Table 2 shows the problem encountered in sports and physical development extension projects/program in terms of Location with five (5) indicators.

Table 2. Problems Encountered in Sports and Physical Development Extension Projects/Program in terms of Location

Location	Mean	Verbal Interpretation	Rank
1. Safety of the place is not observed.	2.53	Low	3
2. The distance of location is too far from the school.	3.93	High	1
3. The precautionary measures are not conducted before the participants proceed to the given location.	2.47	Low	4
4. The location does not correspond to what Community Extension program will be conducted.	2.40	Low	5
5. Weather is not well to conduct Community Extension program.	3.27	Moderately High	2
Pooled Mean	2.92	Sometimes	

Encountered issue/problem under the theme Location (Mean=3.93, rank 1); moderately high on issues of inclement weather (Mean=3.27, rank 2). The Pooled Mean for Location was 2.92, interpreted as Moderately High. This particular result means that the HEIs in Zambales found highly moderate on the Location issues and concerns as they conduct their sports and physical development extension projects/program mainly the distant and/or remote location of the adopted barangay or group. In terms of the built environment, it is important to know the availability and location of sports

and physical activity resources, the actual use of the resources, and related community perceptions. Van Acker et al. (2011) stated that the importance of the perceived access to community resources, research has demonstrated that practitioners who vigorous in planning community collaboration are more active in schools and will likely to have strong community partnerships, allowing active lifestyles to be transferred between school and the community According to Dale (2010), the common problems that people encounter which are distance, isolation, and coordination of

services. Logistics. Table 3 shows the concerns/problems encountered in sports and physical

development extension projects/ program in terms of Logistics with five (5) indicators.

Table 3. Problems Encountered in Sports and Physical Development Extension Projects/Program in terms of Logistics

Logistics	Mean	Verbal Interpretation	Rank
1. The action plan/programme to guide the extension activities is not so comprehensive.	4.03	High	2
2. The organization involve does not provide their participants the needed materials to avoid injuries.	4.00	High	3
3. The needed equipment/ materials are inadequate.	4.70	Very High	1
4. The needed equipment/materials are not in good shape.	3.83	High	4
5. Participants are not coming regularly for the extension activities.	2.23	Low	5
Pooled Mean	3.76	High	

The item about the inadequacy of needed equipment/materials was perceived as Very High (M=4.70, rank 1). Also High of having no action plan/programme to guide the extension activities (rank 2), inadequacy of need materials to avoid injuries (rank 3) and the materials and equipment (rank 4). The Pooled Mean for Logistics was 3.76 with verbal interpretation of High. This result signifies that the HEIs in Zambales highly encountered logistics issues and problems primarily inadequacy of needed equipment/materials as well as for the conduct and implementation of sports and physical development extension projects/program to adopted barangays or groups/organizations.

Khan, Khan & Nasrullah (2014) claimed that though, the competition for scarce resources especially in the economically challenging times, defines to some extent the direction for sport evolution. The people with their strong spirit and great love for sport provide one of the greatest natural assets. The protective dimensions of the head of institution in sports development can be a sustainable process that builds leadership, supports

healthy behaviour and lifestyle as well as peaceful coexistence among communities.

Comprehensive Sports and Physical Development Program can be formulated to help improve the extension program of Higher Education Institutions

Presented is the Developed Three Year Comprehensive Extension Program Plan which is the result from analyzing, synthesizing and evaluating all the researches taken by the researcher. This to improve, enhance and extend performance and success of the one of the core areas of education which is service. A Comprehensive Sports and Physical Development Extension Program was formulated which include the three (3) themes Program Development, The Extension Program Specific Activities/services and Extension Program Implementation. Presented in a matrix form under the heading which includes: (a) Key Area; (b) Specific Objectives; (c) Person(s) Involved; (d) Methodology; (e) Time Frame; and (f) Evaluation.

Matrix 1. Sports and Physical Development Extension Program, Development Plan – 3 Years

KEY AREA	SPECIFIC OBJECTIVES	PERSON(S) INVOLVED	METHODOLOGY	TIME FRAME	EVALUATION
PROGRAM DEVELOPMENT	Develop organizational structure to facilitate implementation of Extension Program policy	Sports and Physical Development Instructors/ Professors and Department Head	Creation of Organizational Structure Extension Program by the Sports and Physical Development Approval of the Extension Program	January to August 2023	Feedbacks on the Sports and Physical Development Extension Program Organizational Structure

			<p>Organizational Structure</p> <p>Conduct series of planning, establish the vision, and set the goals</p> <p>Define functions, duties and responsibilities</p>		
	<p>Spell out the roles and responsibilities of the Structure Extension Program coordinators and staff based form the organizational structure</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head identified in the Extension Program Organizational Structure</p>	<p>Capacity building, strengthening as well as rationalization of roles and responsibilities Provide clear framework for Sports and Physical Development Extension Program</p>	<p>January to August 2023</p>	<p>Feedbacks on the Roles and Responsibilities of Coordinators and Staff of Sports and Physical Development Extension Program</p>
	<p>Identify committees on areas of planning, needs assessment, logistics and fund raising aspects of the Program</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head identified in the Extension Program Organizational Structure</p>	<p>Create committees on areas of planning, needs assessment, logistics and fund raising aspects</p> <p>Formulate work specifications of the different committees created</p>	<p>January to August 2023</p>	<p>Feedbacks on the work specification of committees created for Sports and Physical Development Extension Program</p>
	<p>Promote linkages and collaboration with target barangays/ groups for the Sports and Physical Development Extension Program</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p>	<p>Coordinate with the target barangays/ group to help define, needs opportunities and priorities</p> <p>Establish links with national and international associations in order to facilitate sports development</p>	<p>February to August 2023</p>	<p>Reports of the extent of support (e.g., physical) and extent of participation/ involvement in the Sports and Physical Development Extension Program</p>
	<p>Determine the adequacy of Sports and Physical Development Extension Program resources and facilities</p>	<p>Sports and Physical Development Instructors/</p>	<p>Perform needs assessment on the target barangays/ groups</p>	<p>February to August 2023</p>	<p>Report of the needs assessment and evaluation conducted.</p>

		Professors and Department Head Committee Heads/ Coordinators from the HEIs			Make an analysis, results and recommendation based on the findings
	Identify clear resource mobilization and appropriation for Sports and Physical Development Extension Program	Sports and Physical Development Instructors/ Professors and Department Head Committee Heads/ Coordinators from the HEIs	Identify the portion of GAA/IRA for HEI Extension Program/ Activities Coordinate and process request for funding for Extension Program/ Activities and other agencies and sponsors Maintain collaboration with other agencies for assistance	February to September 2023	Feedback on the Budget Plan of Sports and Physical Development Extension Program Reports on the results of monitoring of Extension Program Funds
	Identify and intensify the local, regional, national linkages, coordination and collaboration for funding on Sports and Physical Development Extension Program	Sports and Physical Development Instructors/ Professors and Department Head	Affiliate to recognized local, regional, national funding/ support institutions	January 2024-2025	Status and inventory on the varied support of local, regional, national funding/ institutions
SPORTS	Specific Objectives	Person(s) Involved	Methodology	Time Frame	Evaluation
1. Sports Tournament Training	Increased capacity of people to manage sport and physical development program including sport planning and event/competition management. Increased capacity of people to monitor and evaluate the output/outcome of sport event/competition.	Sports and Physical Development Instructors/ Professors and Department Head Committee Heads/ Coordinators from the HEIs Coordinators from the target clients	Coordinate and schedule the conduct of the extension activity to target clients Conduct of the extension activity as planned Application of the Sports Tournament Training learned through simulated and actual sports activities	Jan-Sept. 2023	Evaluation every end of the conduct of extension activity Evaluation of performance using rating sheets Status reports of the extent of utilization of the Sports Tournament Training for different sports

		(Barangay or Group)	Initiate and/or participate of planning sports tournament		
2. Coaching Training	<p>Increased number of potential coaches in the community in different sports and athletics events.</p> <p>Improved capacity and expertise to mentor the youth and adults in different sports and athletics events in the community.</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p> <p>Coordinators from the target clients (Barangay or Group)</p>	<p>Identify schools as centers of excellence for training athletes</p> <p>Production of Comprehensive Training Program for different sports</p> <p>Promotion and support of programs that identify, nurture and develop talent</p>	Jan-Sept. 2023	<p>Evaluation of the conducted extension service</p> <p>Status reports of the extent of conduct of training of coaching for different sports</p> <p>Documentation of the extension activity conducted</p>
3. Referee Training	<p>Affords an individual the opportunity to develop interpersonal skills, own skill in sports and hone one's judgment skills.</p> <p>Increased opportunity to provide a unique way to build confidence, relationship leadership and responsibility</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p> <p>Coordinators from the target clients (Barangay or Group)</p>	<p>Identify all the clients (umpires, referees, sports practitioners such as coaches, trainers, coordinators, etc.) for proper profiling</p> <p>Create training programs/ activities</p>	Oct-Dec. 2023	Evaluation at end of the conduct of extension activity
4. Sports Leadership Capability Enhancement	<p>Increased capacity to develop new strategies to promote sport and physical development</p> <p>Increased capacity of people to manage sport and physical development programs including sport administration monitoring and evaluation</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators</p>	<p>Identify clients for the program, Sports Leadership Capability Enhancement</p> <p>Create training programs/ activities to enhance further the Sports Leadership Capability Enhancement</p>	Oct-Dec. 2023	<p>Feedback Evaluation at end of the conduct of extension activity</p> <p>Documentation of the extension activity conducted</p>

	Build and strengthen sports capabilities and sports mindedness	from the HEIs Coordinators from the target clients (Barangay or Group)	Focus activities for Sports Leadership Capability Enhancement to enhance the practices of exemplary sports leaders such as		
PHYSICAL ACTIVITIES	Specific Objectives	Person(s) Involved	Methodology	Time Frame	Evaluation
	<p>Perform regular physical activities and get people active.</p> <p>Increased capacity of local facilitators to deliver quality and inclusive sport and physical activity sessions.</p> <p>Identify and remove the barriers to participation of clients in physical activities and sports</p> <p>Ensure that the physical activity programs give people a sense of belonging and of being valued</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p> <p>Coordinators from the target clients (Barangay or Group)</p>	<p>Identify physical activities appropriate for the clients such as:</p> <p>Identify appropriate physical activity venues</p> <p>Lecture, discussion and information dissemination of the Extension Activity</p>	<p>Monthly from October–2023-2024</p>	<p>Evaluation at end of the conduct of extension activity</p> <p>Documentation of the feedbacks of the Clients</p>
WELLNESS & HEALTH	Specific Objectives	Person(s) Involved	Methodology	Time Frame	Evaluation
	<p>Improved capacity to create doable/ achievable activities to improve health of the participants</p> <p>Ensure that clients benefit from wellness and health activities of the Extension Program</p> <p>Exhibit and promote active and healthy lifestyle, value of fitness and experience and lifelong activity in the community.</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p> <p>Coordinators from the target clients (Barangay or Group)</p>	<p>Implement race walking activity, and jogging/ running activities in the adopted Barangay /Group</p> <p>Create Sumba Sessions</p> <p>Organization and supervision of the , activities</p> <p>Identify places & venues for the activity</p>	<p>Monthly from October–2023-2024</p>	<p>Evaluation at end of the conduct of extension activity</p>
TEAM BUILDING	Specific Objectives	Person(s) Involved	Methodology	Time Frame	Evaluation

	<p>Foster character development and increased social skills among clients.</p> <p>Improved cohesion in the community and reduced social problems</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p> <p>Coordinators from the target clients (Barangay or Group)</p> <p>Experts of Team Building</p>	<p>Identify the appropriate Team Building activities for the clients</p> <p>Identify and prepare needed materials, supplies, equipment and facilities for team building in the clients.</p> <p>Invite other experts of the field to participate and provide lectures on Team Building topics and activities</p>	<p>Once every two Months Sept.- 2023</p>	<p>Feedbacks / Evaluation from the people / clients who participated the extension service activities</p> <p>Status on the frequency of participation/ involvement of the clients on the extension service activities</p>
SPED/PWD	<p>Specific Objectives</p>	<p>Person(s) Involved</p>	<p>Methodology</p>	<p>Time Frame</p>	<p>Evaluation</p>
	<p>Decreased risk of health problems and increased physical strength and energy.</p> <p>Do more daily tasks with more independence and freedom.</p> <p>Increase participation of women, adults, youth and people with disabilities in recreation activities</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p> <p>Coordinators from the target clients (Barangay or Group)</p>	<p>Identify the appropriate sports, physical, wellness and health activities for SPED/PWD clients</p> <p>Identify Barangay, Municipal or Provincial facilities in the conduct of the extension service activities for SPED/PWD</p>	<p>Monthly Sept.– 2023- 2024</p>	<p>Feedbacks / Evaluation from the people / clients who participated the extension service activities</p> <p>Status on the frequency of participation/ involvement of the clients on the extension service activities</p>
EXTENSION PROGRAM IMPLEMENTATION	<p>Specific Objectives</p>	<p>Person(s) Involved</p>	<p>Methodology</p>	<p>Time Frame</p>	<p>Evaluation</p>
	<p>Execute feasible and workable plans for the conduct supervision and management of Sports and Physical Development Extension Activities</p>	<p>Sports and Physical Development Instructors/ Professors and</p>	<p>Formulate plans for supervision and management of Sports and Physical Development Extension</p>	<p>Nov 2023- 2025</p>	<p>Status report and feasibility analysis of the supervision and management of Sports and Physical Development Extension Program</p>

		<p>Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p> <p>Coordinators from the target clients (Barangay or Group)</p>	<p>Program</p> <p>Coordinate the developed plans to all persons (clients, coordinators and committee heads) involved in this extension activities</p>		<p>Documentary of projects accomplished</p>
	<p>Identify the strengths and weaknesses of the Sports and Physical Development Extension Activities/Program through monitoring and evaluation system</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p> <p>Coordinators from the target clients (Barangay or Group)</p>	<p>Collect necessary information and data to assist effective SWOT analysis</p> <p>Perform a SWOT (strengths, weaknesses, opportunities and threats) analysis about the Extension Program</p> <p>Establish monitoring and evaluation scheme</p>	<p>Nov 2023-2025</p>	<p>Result of the SWOT analysis</p> <p>Reports of the Monitoring and Evaluation Committee of Extension Activities/Program</p>
	<p>Utilize and manage the municipal and provincial government funds solicited for Sports and Physical Development Extension Activities/Program efficiently</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p> <p>Committee Heads/ Coordinators from the HEIs</p>	<p>Preparation of financial budget for 3-year Sports and Physical Development Extension Program</p> <p>Negotiate with the government officials for the funding of the Sports and Physical Development Extension Program</p>	<p>Nov 2023-2025</p>	<p>Submission of financial statement</p> <p>Strict checking and examination if funds are correctly utilized</p>
	<p>Look for other facilities needed for the conduct of the extension activities in the long run.</p>	<p>Sports and Physical Development Instructors/ Professors and Department Head</p>	<p>Presentation of plans of the identified facilities and schedules of activities to be conducted in these sports/athletic facilities</p>	<p>Nov 2023-2025</p>	<p>Inventory of sports facilities accumulated</p> <p>Evaluation after using the facilities</p>

		Committee Heads/ Coordinators from the HEIs			
	Sustain the Sports and Physical Development Extension program through partnership with support volunteer activities and organizations to provide funding, expertise, in-kind support and use of local facilities.	Sports and Physical Development Instructors/ Professors and Department Head Funding Organizations / Institutions	Identify the funding Organizations/ Institutions Negotiate/ Coordinate with the said Organizations/ Institutions to help sponsors the activities of Sports and Physical Development Extension program	Nov 2023-2025	Status Report

CONCLUSIONS

Based on the results and discussions, the following are conclusions derived. The inadequacy of Funds and Location issues were the highly or most encountered problems in sports and physical development extension activity/program of HEIs in Zambales and Moderately High on the theme Logistics. A Comprehensive Sports and Physical Development Extension Program Development Plan (3 years) for HEIs in Zambales was developed in the present study. The HEIs extension directors/planners would be given empirical evidences and data that they can use as they plan for extension training and skills enhancement and development; the conduct of dialogue reminding the linkage partner and responsibility based on the memorandum of agreement; and the conduct of monitoring and evaluation of the implementation of the extension development program; and in identifying the strengths and weaknesses and likewise the impact of the program to the community.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are as follows. A regular schedule be made by the Extension Director for a dialogue reminding the linkage partner. Vehicles should be provided by each HEIs to be used for the extension activities. Extension project/programs director/coordinator may conduct continuous monitoring and evaluation of the extension program. HEIs should pursue the implementation of the Sports and Physical Development Extension Program Development Plan (3 years) as presented by the preset

study. In the future, the crafted Extension Program Development Plan be reviewed and assessed to determine its usefulness and practicality to the clients and to the proponents. A study can be made on the impact of extension programs and services of HEIs in Zambales to community collaboration, involvement and service.

REFERENCES

[1] Bailey, R. (2015). Physical Education and Sport in Schools: A Review of Benefits and Outcomes. DOI: 10.1111/j.1746-1561.2006.00132. <https://www.researchgate.net/publication/6816341>

[2] Borg, W. R. & Gall, M. D. (2013). Educational Research (5th ed.). White Plains, New York: Longman Inc.

[3] Cyrus, J. D. (2006). Pre-Service Teacher's Perceptions Of Student-Centered Approach to Integrating Technology in Content Areas. A Dissertation in Instructional Technology. Submitted to the Graduate Faculty of Texas Tech University. Retrieved from https://repositories.tdl.org/ttuir/bitstream/handle/2346/9435/Cyrus_Jacquelyn_Diss.pdf?sequence=1

[4] Driscoll, D. L. (2011). Introduction to Primary Research: Observations, Surveys, and Interviews. ISBN 978-1-60235-184-4 <http://www.parlorpress.com/pdf/driscoll--introduction-to-primary-research.pdf>

- [5] Erickson, M. S. (2010), Investigating community impacts of a university outreach program through the lens of service-learning and community engagement. Graduate Theses and Dissertations. 11875. <https://lib.dr.iastate.edu/etd/11875>
- [6] Khan, M. S., Khan, I., & Nasrullah, S. (2014). The Importance of Sports and the Role of the Institutional Head. <https://www.researchgate.net/publication/313768765>.
- [7] Preece, J. (2011). Higher education and community service: Developing the National University of Lesotho's third mission. Journal of Adult and Continuing Education – Vol. 17, Number 1, Spring issue, pp. 81-97.
- [8] Sports and Development Organization (2016). The UN's perspective on sport and development. <https://www.sportanddev.org/en/learn-more/what-sport-and-development/uns-perspective-sport-and-development>
- [9] United Nation (2018). International Day of Sport for Development and Peace. 6 April <http://www.un.org/en/events/sportday/>
- [10] Van Acker, R., Bourdeaudhuij, I., Martelaer, K. & Cardon, G. (2011). A Framework for Physical Activity Programs Within School-Community Partnerships. <https://www.researchgate.net/publication/239798637>

UIJRT

ISSN: 2582-6832