

IMPACT OF 'LEARN TO SWIM PROGRAM' AS AN EXTENSION PROJECT TO THE YOUTH OF BARANGAY 629, ZONE 63, DISTRICT 6 STA. MESA MANILA

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ABSTRACT

This research study intends to find out the impact of "Learn to Swim Program" as an Extension Project to the Youth of Barangay 629, Zone 63, District 6 Sta. Mesa Manila. This one-month swimming program aims to develop the swimming skill of the participants in order to acquire basic life support; develop the young athlete and help the government in its "Sport's grassroots programs"; and, promote fitness for healthy living. This particular study only focused on the implementation of the one-month swimming program in the Barangay 629, Zone 63 District 6 of Sta. Mesa, Manila with 33 beneficiaries who also became the respondents of the said study for this impact study to measure the impact of the implementation of the program with the use of a questionnaire. The first part of the questionnaire solicited the profile of the participants particular underscoring on their age and academic level. While, the second part focused on the 10-item questions on the impact of this program as perceived by the beneficiaries or youths who participated in this activity measured through the Likert scale. The results observed that the Master of Physical Education and Sports in the College of Education has successfully implemented the one-month program titled "Learning to Swim", which engagement among youth participants are evidently provided through their capable faculty experts in Physical Education and Sports regardless of age and academic attainment in elementary, high school and senior high school levels. While, the evaluation on the impact of learning swimming was assessed through the acquired knowledge and values and the practice of social responsibility which turned out that the beneficiary-participants in this study provided great importance or value in the implementation of the program as a result of the survey provided to the 33 beneficiary-participants. This program has a sustainable impact in the process of growing up of the youths' knowledge development, values formation and socialization, as far as their responses are concerned.

Keywords: Learn to swim program, extension project, youth.

1. INTRODUCTION

Extension and Community service are among the four-fold functions reiterated among faculty members in the higher education institutions. It is clearly depicted in the CMO #8 otherwise known as the "Higher Education Act of 1994" for the purpose of promoting the extension function of higher education institutions, and in pursuant to Resolution No. 083-2010, issued the Revised Guidelines for the Outstanding HEI Extension Program Award. This memorandum order referred extension as the act of communicating and transferring knowledge and technology to specific sectors and target clienteles (as distinguished from those controlled in the formal degree programs and course offerings) to enable them to

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effectively improve production, community and/or institutions, and quality of life, at the same time enhance the HEI's academic research programs.

This has lead the way to the establishment of Research and Extension Management Office of the Polytechnic University of the Philippines under the Office of the Vice President for Research and Extension and Development. There are two offices functioning in the area of Research (Research Management Office) and in the area of Extension (Extension Management Office). The EMO is the sole unit in the university focused in the implementation of extension and community development programs making them possible through the project dubbed as "Salin Kaalaman Tungo sa Kaunlaran".

This extension objective has been cascaded in the academic units who have all the talents and skills to share as part of the functions of the faculty members led to the colleges, units and other branches and campuses conduct such activity with the main goal of becoming the instrument of life-changing activity. Under this circumstances, the Colleges, departments were given the mandate to identify their particular skills or knowledgeable with that their units exemplify with to share within the community of PUP, volunteering one's time to help others through a legitimate channel, the University.

The Master in Physical Education and Sports is among the programs possesses a distinct skill in their own discipline, considering its unique features from other colleges to focus in providing assistance in sports matter. With the idea that community involvement is the key result area which makes the community feels the presence of a helping hand from HEIs, the College of Education through the MPES program maximized the skills and potentials of its students came up with the "Learn to Swim Program" among the youths of Barangay 629, Zone 63, District 6 Sta. Mesa Manila. It is underscored by Renoir, Hasebe, and Gray (2013) the concept that our mind and our mental processes are influenced by the health of our bodies is intuitively appealing and central to many approaches to health and wellbeing.

It is also during the onset of Covid-19 pandemic where physical activities are very much limited, people stay at home, watching tv, playing games with the cellphone and the likes. The World Health Organization (WHO) in 2015 reported that the global population continues to live longer and live more years in good health. Between 2000 and 2019, global life expectancy (LE) at birth increased from 66.8 years in 2000 to 73.3 years in 2019, and healthy life expectancy (HALE) increased from 58.3 years to 63.7 years until such time when Covid19 pandemic strikes to the world. And to be of help lessening health issues incorporated with Covid-19 pandemic, this program may be of interest to chosen community within Metro Manila. Llenares and Deocarlis (2018) came up with the design of extension programs with optimized societal outcome.

It is under this premise then that this program dubbed as "Learn to Swim" serves as the link between the institution and the community as well as an avenue where the Master in Physical Education and Sports extends its expertise aligned to the goal of the program. It shares the transfer of technology and other extension programs that may be of good use to the intended beneficiaries.

The Framework for PUP Extension Program

The PUP is placing a high premium not only in providing better quality education but also in engaging on sustainable community development programs that will pave the way for relevant University-community collaboration and innovative approaches that address social issues and concerns.

The University shall pursue extension service programs, projects, and activities that will enable institutions, industries, and communities to contribute to the achievement of sustainable development. The following extension agenda serves as a pillar in the implementation of the University extension programs. The agenda draws meanings and perspectives from the literature on development studies and corporate social responsibility.

These include some of the official government documents, e.g., the National Economic Development Authority's (NEDA) 'Ambisyon Natin 2040, NEDA's Philippine Development Plan 2017-2022, Commission on Higher Education (CHED) Memorandum Order 52 S. 2016 and United Nations Sustainable Development Goals 2030.

CHED Memorandum Order No. 52 (S.2016) provides PUP's framework for the conduct of its extension services i.e., to promote the generation, adoption, and transfer or application of new knowledge and technologies for community involvement. Further, the CMO clearly states that "HEIs are positioned to work in partnership with communities, business, and industry in facilitating the transfer of knowledge or technology on specific developmental areas that directly affect the lives of individuals, families, and communities". An extension is thus seen here as the systematic transfer of expertise from various disciplines including the transfer of research-based technologies of HEI's and its partners to address specific development concerns. As CHED underscores, it should be a "purpose-specific, target-specific, and need-specific action program utilizing the best data or scientific evidence available from a range of disciplines to develop possible solutions to identified issues."

NEDA's provisions on Inclusive Development as indicated in the Philippine Development Plan 2017-2022, i.e. Enhancing the Social Fabric ("Malasakit"), Inequality-Reducing Transformation ("Pagbabago"), and Increasing Growth Potential ("Patuloy na Pag-unlad"), set the priority areas for the University's development interventions.

Moreover, the NEDA's "Ambisyon Natin 2040" exemplifies an ideal and desirable way of life that is envisioned for the Filipino people by the year 2040. The PUP extension agenda is designed to contribute to the fulfillment of this goal.

Lastly, the United Nations Agenda for Sustainable Development 2030 serves as one of the foundations of the university's extension agenda by incorporating programs and projects that are aligned with the agenda's 17 development goals i.e., poverty alleviation, environment sustainability, gender equality, peace and justice, quality education, health and nutrition, technology, and innovation, among others.

The following extension agenda of the university shows a strong commitment to achieving positive social transformation and empowerment in its immediate communities through the conduct of various extension programs that tap the expertise of the members of the PUP community: Agenda 1: Social Enterprise, Business, Economics, Finance, Agenda 2: Health, Wellness, and Safety; Agenda 3: Environment, Conservation, and Sustainable Development; Agenda 4: Education, Communication, Culture and the Arts, Gender and Development; Agenda 5: Science, Engineering and Technology; Agenda 6: Governance and the Law.

Within the context of PUP extension work, the Salin- Kaalaman, Tungo sa Kaunlaran (SKTK) is the flagship extension program of the university and it continuously promotes the transfer of knowledge and expertise of the members of the academic and administrative personnel to its target beneficiaries. SKTK also incorporates information dissemination and advisory services as well as linkages and networking as focal concerns of PUP's extension work.

The following concepts serve as a guide to further explain the University's conduct of extension programs:

Community Extension is the voluntary, research-based assistance in various forms rendered to partner beneficiaries by the faculty, administrative staff, and students of the University.

The EMO programs, projects, and activities are in line with the PUP's vision, mission, goals, and objectives and are conducted by the University inside and outside of its premises. These are over and above the community service projects undertaken by the institutes as component requirements of academic instruction. These activities are conducted voluntarily by members of the PUP community: administration, teaching and non-teaching personnel, students, alumni and other stakeholders which aim to benefit marginalized sectors in society.

Knowledge Transfer is a series of faculty-led training projects in partnership with the expertise of concerned units based on a community profiling and needs assessment of target beneficiaries as enumerated in the framework of the university extension agenda.

Technology Transfer, Utilization, and Commercialization is a research-based engagement that deals with practical and commercially relevant applications and products. Technology transfer intends to share knowledge as products to target beneficiaries and thus help uplift the quality of lives of marginalized peoples.

The transfer and sharing of generated knowledge outputs or products derived from the scientific study of member/s of the PUP academic community are intended for utilization and commercialization by the target beneficiaries.

Hence, this impact study is designed to create platforms to the College of Education through the Master of Physical Education and Sports program to exhibit their skills in teaching the youths to indulge in sports. Particularly, this program aims to tap into the expertise among the faculty members and students of the program and their knowledge to help the community. Based on agenda 2: Agenda 2: Health, Wellness, and Safety where health and well-being of every individual is another priority that should be afforded to people especially from those in the marginalized sectors. The university provides programs that are geared towards solving these concerns through fitness, water safety, first-aid, reproductive health, medical and dental health, community health, disaster and risk management, individual, team and combative sports, and nutrition and dietary management.

2. METHODS AND MATERIALS

This research study on the “The Impact of “Learn to Swim Program” as an Extension Project to the Youth of Barangay 629, Zone 63, District 6 Sta. Mesa Manila by the Master of Physical Education and Sports utilized the descriptive method of research. This particular method was used to describe and analyze the evaluation made by the beneficiaries in the conduct of the program with the use of frequency, percentage, General Mean and Ranking as statistical tools.

The MPES Program with its student volunteers annually conducted a Sports Clinic aimed to propagate fitness and wellness among Filipino people across gender and age. The Swimming Clinic titled “ComEplay: Relive, Replay, Recreate, Community Engagement through Sports: MPES Summer Swimming Clinic” was provided to the residents of Barangay 629, Zone 63 District 6, Sta. Mesa, Manila. This one-month swimming program aims to develop the swimming skill of the participants in order to acquire basic life support; develop the young athlete and help the government in its “Sport’s grassroots programs”; and, promote fitness for healthy living. The Learn to Swim Program was suspended after its two years of operation due to the occurrence of the COVID-19 pandemic. The occurrence of the COVID-19 pandemic with the limited activities undertaken does hinder the MPES program to effectively manage and continue other services aside from this program with the assistance of its officials, faculty, personnel, and student-volunteers carrying their mission to provide necessary services.

Likewise, this particular study only focused on the implementation of the one-month swimming program in the Barangay 629, Zone 63 District 6 of Sta. Mesa, Manila with 33 beneficiaries who also became the respondents of the said study for this impact study to measure the impact of the implementation of the program with the use of a questionnaire. The first part of the questionnaire solicited the profile of the participants particular underscoring on their age and academic level. While, the second part focused on the 10-item questions on the impact of this program as perceived by the beneficiaries or youths who participated in this activity measured through the Likert scale where 5 as the highest (Strongly Agree interpreted as Extremely Important); 4 (Agree interpreted as Very Important); 3

(Neutral interpreted as Somewhat Important); 2 (Disagree interpreted as Slightly Important); 1 as (Strongly Disagree or not at all important).

3. RESULTS AND DISCUSSION

The following data were collected from the beneficiaries through the aid of the questionnaire.

Table 1: Profile of the beneficiaries as to age

| AGE | F | % |
|-------------------|----|-------|
| 5 – 7 years old | 04 | 12% |
| 8 – 10 years old | 13 | 39.5% |
| 11 – 13 years old | 11 | 33.4% |
| 14 – 16 years old | 05 | 15.1% |
| TOTAL | 33 | 100% |

Table 1 provides the profile of the beneficiaries of the program as to their age. The data revealed that out of 33 total beneficiaries, 13 or 39.5% were from age range of 8 to 10 years old, followed by those who are from age range of 11 - 13 with 11 or 33.4%; while 5 were registered to age range 14-16 to constitute 15.1% and a meager number between 5 to 7 years old.

According to physical, psychological, and cognitive development, a child should be at least 6 years of age before participating in organized team sport, such as soccer and baseball (Purcel, 2005), while, an accurate assessment of each child's individual sports readiness should be performed to assist in determining if a child is prepared to enroll and at which level of competition the child can successfully participate (Purcel, 2005; Breunner, 2012). The data therefore is an indication that though only a few (4) from 5 to 7 years participated in this program, it is still important to assess skills' readiness in taking up swimming lesson. But those who are 8 to 10 years old participants can already be defined their readiness in this sports activity.

Table 2: Beneficiaries Level of Educational Attainment

| LEA | F | % |
|--------------------|----|--------|
| Elementary level | 17 | 51.51% |
| High School Level | 14 | 42.42% |
| Senior High School | 02 | 6.07% |
| TOTAL | 33 | 100% |

As far beneficiaries' level of educational attainment where it can clearly reveal that almost half of the participants in this program were at the elementary level with 17 or 51.51%; followed by those who are in high school level with 14 or 42.42% and a meager number of participants in the senior high school level with only around 2 or 6.7%.

This is an indication that majority of the participants are in the beginning stage in learning the basics of swimming. Gray (2020) in his article stresses that swimming could be a great sport for fitness and it's a pleasant activity with friends and family. In our sedentary and busy lives, babies need more dedicated physical activity, ideally as well as loving attention from their favorite persons within the world. Water; as a medium during which parents and babies can relax together without distractions and offers a very powerful effective foundation for early learning.

Table 3: Impact of learning swimming to the beneficiaries acquired knowledge and values

| Item | General Mean | Verbal Interpretation | Rank |
|---|--------------|-----------------------|------|
| Impact in terms of acquired knowledge and values | | | |
| 1. Natuto ako ng mga bagong kaalaman at impormasyon mula sa programa sa pag-aaral lumagoy | 4.75 | Extremely important | 2.5 |
| 2. Nakatulong ang programa sa pag-unlad ng aking pamumuhay bilang isang bata. | 4.88 | Extremely Important | 1 |
| 3. Nadagdagan ang aking kumpyansa sa sarilimatapos matuto mula sa programa. | 4.75 | Extremely Important | 2.5 |
| 4. Nagamit ko ang mga natutunan sa aking pang-araw-araw na pamumuhay. | 3.67 | Very Important | 5 |
| 5. Naibahagi ko sa komunidad ang aking mga natutunan mula sa programa. | 4.55 | Extremely Important | 4 |
| Overall Weighted Mean | 4.52 | Extremely Important | |

(5 – 4.51 *Extremely Important*; 4.50 – 3.51 *Very Important*; 3.50 – 2.51 *Somewhat Important*; 2.50 – 1.51 *Slightly Important*; 1.50 – 1.0 *not at all important*)

As to the impact of the program to the beneficiaries acquired knowledge and values in sports, the item “Nakatulong ang programa sa pag-unlad ng aking pamumuhay bilang isang bata” garnered the highest mean score of 4.88; followed by items “Natuto ako ng mga bagong kaalaman at impormasyon mula sa programa sa pag-aaral lumagoy” and “Nadagdagan ang aking kumpyansa sa sarili matapos matuto mula sa programa” received a mean score of 4.75 consecutively and item “naibahagi ko sa aking komunidad ang aking mga natutuhan mula sa program” with mean score of 4.55 evaluated as “Extremely Important” by the beneficiary-participants of this program. Consequently, only one item received an evaluation of “Very Important” for “Nagamit ko ang mga natutunan sa aking pang- araw-araw na pamumuhay” with 3.67 mean score.

The overall mean is 4.52 verbally interpreted as very important is an indication that the whole program is successful in terms of sharing knowledge and values in learning swimming and the program has helped in the development of beneficiaries’ young minds in the inculcation of sports. In an essay article via online in 2019 sports are identified to be an essential part of ones’ life. It teaches not just to stay strong and healthy, but also testing our physical abilities. All kinds of sports can bring strong physical health, great team abilities, and strong organizational features and that the physiological and physical advantages obtained within sports activities result in enriched physical stamina and improved reflexes.

Table 4: Impact of learning swimming to the beneficiaries in terms of the practice of social responsibility

| Impact in terms of social responsibility | General Mean | Verbal Interpretation | Rank |
|--|--------------|-----------------------|------|
| 1. Ako ay mas naging aktibo sa komunidad dahil sa mga natutunan sa programa ng Barangay Learn to Swim Program | 4.82 | Extremely Important | 4 |
| 2. Pagkatapos lumahok sa programa, ako at iba ko pang mga kapwa bata ay natutong lumangoy, at gagamitin ang natutunan upang proteksyunan ang sarili at kapwa sa sitwasyon kinakailangan, gaya ng pagsagip kung may nalulunod | 5.00 | Extremely Important | 1.5 |
| 3. Nakatulong ang programa upang makilala at makasalamuha ko ang iba pang mga residente ng aking komunidad. | 4.79 | Extremely Important | 5 |

| | | | |
|--|------|---------------------|-----|
| 4. Nakatulong ang programa sa aking pakikipagkaibigan at pagkakaroon ng magandang relasyon kasama ang iba pang mga residente ng komunidad. | 4.88 | Extremely Important | 3 |
| 5. Nadagdagan ang aking kumpyansa sa sarilinanang dahil sa mga natutunan mula sa programa. | 5.00 | Extremely Important | 1.5 |
| Overall Weighted Mean | 4.90 | Extremely Important | |

(5 – 4.51 *Extremely Important*; 4.50 – 3.51 *Very Important*; 3.50 – 2.51 *Somewhat Important*; 2.50 – 1.51 *Slightly Important*; 1.50 – 1.0 *not at all important*)

It could be gleaned from the data that items “Pagkatapos lumahok sa programa, ako at iba ko pang mga kapwa bata ay natutong lumangoy, at gagamitin ang natutunan upang proteksyunan ang sarili at kapwa sa sitwasyon kinakailangan, gaya ng pagsagip kung may nalulunod” and “Nadagdagan ang aking kumpyansa sa sarili nang dahil sa mga natutunan mula sa programa” garnered a perfect 5 mean score consecutively and as verbally interpreted as extremely important. It is immediately followed by item “Nakatulong ang programa sa aking pakikipagkaibigan at pagkakaroon ng magandang relasyon kasama ang iba pang mga residente ng komunidad” with the mean score of 4.88, “Ako ay mas naging aktibo sa komunidad dahil sa mga natutunan sa programa ng Barangay Learn to Swim Program” with mean score of 4.82 and item “Nakatulong ang programa upang makilala at makasalamuha ko ang iba pang mga residente ng aking komunidad” with 4.79 mean score. The participants are strongly agreed to all the items to be very convincing to be Extremely Important.

It only implies that the beneficiaries or participants of the ‘Learn to Swim Program’ benefited in terms in the practice of social responsibility and it also connotes responsiveness of the program to its objectives particularly focusing on knowledge development, values formation and socialization.

4. CONCLUSION

Based on the results presented in the previous part of this study, it can be observed that the Master of Physical Education and Sports in the College of Education has successfully implemented the one-month program titled “Learning to Swim”, which engagement among youth participants are evidently provided through their capable faculty experts in Physical Education and Sports regardless of age and academic attainment in elementary, high school and senior high school levels. While, the evaluation on the impact of learning swimming was assessed through the acquired knowledge and values and the practice of social responsibility which turned out that the beneficiary-participants in this study provided great importance or value in the implementation of the program as a result of the survey provided to the 33 beneficiary-participants. This program has a sustainable impact in the process of growing up of the youths’ knowledge development, values formation and socialization, as far as their responses are concerned

Given the result of this assessment, of MPES extension program dubbed as “Learning to Swim” must be sustained and enhanced. The College of Physical Education and sports and College of Education, through its faculty extensionist shall continue to provide programs particularly employing skills available in the both of the colleges that is responsive to the needs of the different sectors of the industry, community viable for the improvement of the extension activity of the university. The colleges shall uphold to the vision of Extension Office of the university and making it part of the strategic framework for institutional and industry linkages and community engagement of their future projects.

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