

Extension Program for Sports and Physical Development in Higher Education Institutions (HEIs) in Zambales, Philippines: Appraised Participation and Benefits

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ABSTRACT: This quantitative research investigated the status of Sports and Physical Development extension programs of Higher Education Institutions (HEIs) in Zambales, Philippines as to extent of participation in and perceived benefits of the extension program. There were eight participating HEIs in Zambales with a total of 30 Sport and Physical Education Instructor/Professors during the school year of 2021. The Sports and Physical Development Extension Projects/Program of HEIs in Zambales are categorized into areas such as Sports Tournament Training, Physical Activities, Athletics Training, Coaching and Referee Training, Wellness and Health Activities/Program, Team Building, Sports Leadership Capability Enhancement and SPED/PWD/Senior sports and physical activities. Higher Education Institutions in Zambales perceived that their participation was High in Sports and Physical Development Extension Program specifically on Physical Activities. Findings revealed further that the benefits of Sports and Physical Development Extension activity specifically on Coaching Training was Moderately High. The researcher presented and established empirical results that meet the objectives of the research undertaking.

I. INTRODUCTION

Sport and physical development touch many aspects of peoples' lives, yet many people are unaware of how powerfully sport affects them. Bloom, et al. (2005) stressed that sports changes individuals with regard to their health and well-being, social networks, sense of social connection and skills. Metzler, et al. (2013) argued that a more active and healthier lifestyle contributes directly to the improved quality of life in many ways that cannot be measured and reported by research.

The right of access to, and participation in, sport and play has long been recognized in a number of international conventions. In 1978, UNESCO described sport and physical education as a "fundamental right for all." But until today, the right to play and sport has too often been ignored or disrespected (United Nations, 2018). Sport has a unique power to attract, mobilize and inspire. Sport plays a significant role as a promoter of social integration and economic development in different geographical, cultural and political contexts. Sport is a powerful tool to strengthen social ties and networks, and to promote ideals of peace, fraternity, solidarity, non-violence, tolerance and justice. Wamaitha (2007) stressed that the popularity of sport stems from its benefits, not only at an individual's level but also at societal level. On the other picture, according to Trautner (2016), the Better Health Channel listed benefits of sports and physical activity for children and adults which includes improved cardiovascular fitness (heart and lungs), maintaining a healthy weight, increased self-esteem and confidence, improved concentration, improved balance, skills development and enhance social skills.

Sports can be used by government and non-government organizations, businesses, educational institutions, sports clubs and other institutions as a means systematically reduce poverty, build peace, reduce conflict and create wealth within communities. Khan, Khan & Nasrullah (2014) argues that sport is essential for the development of our young people. Sport brings young persons in contact with each other and serves as a release from tension and stress. It is also an important avenue for academic advancement and an opportunity for social mobility.

Schools and communities have the potential to improve the health of young people by providing instruction, programs, and services that promote enjoyable, lifelong physical activity. Schools are an efficient vehicle for providing sports and physical activity instruction and programs because they reach most children and adolescents. Schools and communities should coordinate their efforts to make the best use of their resources in promoting the abovementioned extension plans and activities. For instance, the mission of higher education has traditionally been focused on three core areas: teaching, research, and service. The service component has taken many forms over time. At Iowa State University, the first Extension Service was formed in 1903, some eleven years before the Smith-Lever Act formed the national Extension Service. The mission of this organization since its inception, and continuing today, is to extend the university's knowledge to people throughout the state. In its beginnings the Extension Service focused on promoting best techniques for farming practices, helping to ensure good crops and promoting healthy economies and communities through the state. Community-university partnerships and service-learning activities are generally understood to involve and benefit four audiences such as the educational institutions, faculty, students and communities.

In order to serve and improve community life, colleges and universities (public and private) offer a wide variety of extension programs and services. These are designed primarily to increase the security of livelihood, alleviate poverty, reduce illiteracy, improve health and nutrition, creates a system of governance that promotes supports and sustains human development and protecting and preserving the environment. For the poor to benefit, they must be empowered in mind, body and resources.

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.

Our root assumption about communities is that they are open-ended, indeterminate systems capable of becoming more than they are at any given moment and of learning how to actively take part in guiding their own evolution. In extension programs for communities, a key component should be providing opportunities for local facilitators (including youth and women) to develop new skills by accessing recognized training opportunities. The extension program should aims to engage to enhance the youth, women and adults and ensure the implementation of quality sport and physical activities that reflect community priorities through training and ongoing consultation. According to Laguador, Mandigma & Agena (2013) extension services are focused on capability building through education. According to Gondo (2015), serving the school and community in pursuing the benefits and values of sport and physical education and physical development will strengthening the place of physical education and sport through integrating theory and practice; will build a co-operative and collaborative partnership with key stakeholders for the purpose of professional growth and physical development and sport; will create unlimited opportunities in physical development and sport to individuals from all walks of life; will produce highly qualified personnel to enhance various community and school based physical education and sport programmes; and will develop professional skills as they experience work setting that may create career opportunities.

This research study was undertaken to provide empirical analysis on the Sports and Physical; Development extension programs of Higher Education Institutions (HEIs) in the province of Zambales covering formidable tasks to increase the capacity of the community, marginalized people as well as special education learners and persons with disabilities to engage in sports, physical activities, wellness, health and nutrition, and achieve community and sustainable development.

It is but appropriate to think and to act for administrators of Higher Education Institutions in Zambales that service is a way to improve relationships between campus and community. According to Service to Ward & Wolf-Wendel (2000), the community is a way for campuses to address public perception that higher education exists for its own good. Chua, et al. (2014) argued that the development of community is a dynamic process involving all segments of the locality. The community extension service for sports and physical development is key component to this process is found in the creation and maintenance of channels of interaction and communication among diverse clients.

United Nations (2018) stated further that "Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives."

II. STATEMENT OF THE PROBLEM

The study analyzed the Sports and Physical Development extension programs of Higher Education Institutions (HEIs) in Zambales, Philippines in terms of level of participation and perceived benefits by the program implementers in order to provide an empirical basis in the promotion of health and wellness towards community development.

Specifically, it sought to answer the following specific questions.

1. What is the extent of participation in Sports and Physical Development extension program in Higher Education Institutions (HEIs) in Zambales?
2. How do the Higher Education perceived the benefits of Sports and Physical Development extension program in terms of: Sports Tournament Training, Physical Activities, Athletics Training, Coaching Training, Referee Training, Wellness Activities/Program, Health Activities/Program, Team Building, Sports Leadership Capability Enhancement and SPED/PWD/Senior

III. MATERIAL AND METHODS

The methodology of this research study is quantitative and qualitative research designs or mixed method. Quantitative analysis and formulation of generalization is generally concerned with measurable quantities (Gall & Borg, 2007). Quantitative data can be classified as continuous or discrete, and it is often obtained using surveys, observations, experiments or interviews (Driscoll, 2011). 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. All members or available PE faculty members of the identified HEIs in Zambales was selected as respondents. The population of the respondents 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 patten and/or basis for the indicators and questions of the research instruments. First part of the survey questionnaire includes 10 items of extent of participation of faculty-participants to the 10 areas of Sports and Physical Development extension program. Second part was 20 items on benefits in participating community extension activities. The participants were asked to answer on a 5 point-scale of 5 (Very High) to 1 (Very Low).

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. The pilot test examined whether all instructions in the survey checklist and interview guide given can be understood and to make sure all respondents comprehend the purpose of the research.

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. The approval of the distribution of the survey questionnaire to the participants were secured from the University or College President of the HEI participants. 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 rigorously respected. The statistical treatment of the quantitative part of the study utilized descriptive tools. All data 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.

IV. RESULTS AND DISCUSSIONS

Extent of Participation in Sports and Physical Development Extension Program

Table 1. Extent of Participation in Sports and Physical Development Extension Program

A. Sports And Physical Development Extension Program	Mean	Verbal Interpretation	Rank
1. Sports Tournament Training	1.53	Very Low	10
2. Physical Activities	3.43	High	1
3. Athletics Training	1.70	Very Low	9
4. Coaching Training	2.03	Low	6
5. Referee Training	2.23	Low	5
6. Wellness Activities/Program	3.11	Moderately High	2
7. Health Activities/Program	3.10	Moderately High	3
8. Team Building	1.80	Low	7
9. Sports Leadership Capability Enhancement	1.77	Low	8
10. SPED/PWD/Senior	2.53	Low	4
Pooled Mean	2.32	Moderately High	

The extent of participation in sports and physical development extension activities was High on Physical Activities (M=3.43, rank 1); moderately high on Wellness Activities/Program (3.11, rank 2) and on Health Activities/Program (3.10, rank 3); Low on Coaching Training, Referee Training, Team Building, Sports Leadership Capability Enhancement and SPED/PWD/Senior activities. The Pooled Mean of the benefits of Sports and Physical Development - sports and physical activity extension program was perceived as Moderately High (Mean=2.32). It was revealed that extension activity/project on Physical Activities was highly implemented and conducted in all the HEIs participants in the present study. The HEIs probably have regular conduct of extension activities and services in Physical Activities to their respective clients. Khan, Khan & Nasrullah (2014) agreed that the physical activity programs give people a sense of belonging and of being valued aside from the gaining the benefit from regular performance of different extension activities. Kouvelas & Dantsi (2014) stressed that the promotion of active and healthy lifestyle and lifelong activity in the community and equal access to physical activities sports and recreation facilities. Mirsafian (2014) argued that physical educators and communities can possibly improve the health of young and adult people by providing programs and services that promote enjoyable, lifelong physical activities.

According to Batangas State University (2016), higher education institutions 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. It is envisioned that the people will increase awareness, from indifference to positive involvement, and from aimlessness to commitment. For Rubio, et al. (2016) the Community Extension Program works through self-support, self-reliance and self-sustaining principles.

Benefits of Sports and Physical Development Extension Program

The succeeding table presents the perception of the respondents on benefits of sports and physical development extension program with ten (10) dimensions such as sports tournament training, physical activities, athletics training, coaching training, referee training, wellness activities/ program, health activities program, team building, sports leadership capability enhancement and SPED/PWS/Senior sports and physical activity program.

Along with the item indicators, ranked accordingly based on the mean is the item on increased capacity of people to manage sport and physical development program including sport planning and event/competition management was assessed as low (Mean=2.44, rank 1). The item on increased capacity of people to monitor and evaluate the output/outcome of sport event/competition was also assessed as low (Mean=2.43, rank 2). The Pooled Mean of the benefits of Sports Tournament Training - sports and physical activity extension program was perceived as Low (Mean=2.44). This result conveys that the extension program on Sports Tournament Training was not fully established in HEIs in Zambales and the prospective clients might not fully understood yet the relevance and the gains that they can get from this particular extension service.

Table 2. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of Sports Tournament

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Sports Tournament Training			
Increased capacity of people to manage sport and physical development program including sport planning and event/competition management.	2.44	Low	1
Increased capacity of people to monitor and evaluate the output/outcome of sport event/competition.	2.43	Low	2
Pooled Mean	2.44	Low	

Cruz & Giles (2014) argued that Sports Tournament Training has a great capacity to enhance to manage sport, prepare and physical development program. Lyras & Welty's (2011) stated the contribution sports tournament expert of increased capacity to monitor and evaluate the outcome of sport event/competition.

Table 3. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of Physical Activities

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Physical Activities			
Perform regular physical activities and get people active.	2.20	Low	2
Increased capacity of local facilitators to deliver quality and inclusive sport and physical activity sessions.	2.23	Low	1
Pooled Mean	2.22	Low	

The particular benefit on increased capacity of local facilitators to deliver quality and inclusive sport and physical activity sessions obtained the highest mean of 2.23 with a verbal interpretation of low. Moreover, to perform regular physical activities and get people active (Mean 2.20, rank 2) also assessed as low. The Pooled Mean of the benefits of Physical Activities - sports and physical activity extension program was perceived as Low (Mean=2.22). The benefits of this particular extension program was perceived as low by the respondents from the Sports and Physical Development Department of HEIs in Zambales. This implies that the benefit of this particular extension service is not fully or completely disseminated to target clients. Moreover, the result could be attributed on the extension service implementations but not fully sustained and strengthened. However, Lyras & Welty's (2011) sport for development program is designed to increase the participation of children, youth, adults and elderly people in regular, quality sport and physical activities. Lyras & Welty's emphasized the importance of a village based sport and physical activity program designed to encourage the whole community (children, youth, adults, elderly and people with a disability) to get active. Bailey (2006) argued the necessity of

a regular sport and physical activities to be conducted by local facilitators for all groups in participating clients and village communities.

The benefit of a regular, established and sustained athletics training in the community (Mean=2.43, rank 1) and to increase the number of potential athletes in the community (Mean=2.40, rank 2) were assessed as low respectively. The Pooled Mean of the benefits of Athletics Training - sports and physical activity extension program was perceived as Low (Mean=2.42). The benefits of this particular extension program was perceived as low. This result was consistent with the finding on the different sport and physical development extension activities/program of HEIs in Zambales.

Table 4. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of Athletics Training

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Athletics Training			
Regular, established and sustained athletics training in the community	2.43	Low	1
Increased number of potential athletes in the community.	2.40	Low	2
Pooled Mean	2.42	Low	

The Athletics Training as extension activity was evaluated very low in participation. Moreover, this finding supports the result of the interview conducted by the researcher that Athletics Training is not their extension priority as of this moment. However, the result of the study of Edwards (2014) found that extension program aimed to develop athletes, to engage the youth on quality sport and physical activities through training and on-going consultation is noteworthy activity. Chiu & Huang (2011) argued that a key component of the athletics program is providing opportunities for local facilitators (including youth and women) to develop new sports skills by accessing recognized training opportunities. Shohani, et al (2014) concluded that the Athletics Training play an important role in producing and increasing the player's sport motivation, satisfaction and commitment. Guardion (2002) acknowledged that a good athletics training activities are those which are regularly conducted towards improvement and activities which are sustained.

Table 5. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of Coaching Training

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Coaching Training			
Increased number of potential coaches in the community in different sports and athletics events.	2.83	<i>Moderately High</i>	1
Improved capacity and expertise to mentor the youth and adults in different sports and athletics events in the community.	2.80	<i>Moderately High</i>	2
Pooled Mean	2.82	<i>Moderately High</i>	

The benefit of Coaching Training of increased number of potential coaches in the community in different sports and athletics events (Mean=2.83, rank 1) and to improve capacity and expertise to mentor the youth and adults in different sports and athletics events in the community. (Mean=2.80, rank 2) were evaluated by the respondents as moderately high respectively. The Pooled Mean of the benefits of Coaching Training - sports and physical activity extension program was perceived as Moderately High (Mean=2.82). The benefits of coaching training was considered to be moderately high by the respondents of the Sports and Physical Department of HEIs in Zambales. It indicates that extension for coaching training must be given more attention and must be sustained to improve the service and progressive impact of the extension program.

This result was consistent with the finding on the interview conducted by the researcher on the participants with regards to the sport and physical development extension activities/program they have established and initiated in their respective Institution. Coaching Training is one of the extension program of the HEIs participants. Bidad&Camoiseco (2010) stressed that in coaching training extension activities,

implementers and the clients may act and be more competent on the roles such as decision makers, researchers, designer/planner, resource source, critic and provide process of consultation to produce best coaches. Lorimer & Jowett (2010) concluded that coach is one of the fundamental pillars of the formation and development of sports teams and their important role in the performance of the players cannot be ignored. Chiu & Huang (2011) argued that coach can create and cultivate an environment around the team that affects athlete development and team performance. Bidad & Camoiseco (2010) have also found that effective coaching behavior has been shown to be an important determinant of team success.

Table 6. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of Referee Training

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Referee Training			
Affords an individual the opportunity to develop interpersonal skills, own skill in sports and hone one's judgment skills.	2.33	Low	1
Increased opportunity to provide a unique way to build confidence, relationship leadership and responsibility	1.97	Low	2
Pooled Mean	2.15	Low	

The benefit of Referee Training of affording an individual the opportunity to develop interpersonal skills, own skill in sports and hone one's judgment skills (Mean=2.33, rank 1) and to increase the opportunity to provide a unique way to build confidence, relationship leadership and responsibility (Mean=1.97, rank 2) were evaluated by the respondents as low respectively. The Pooled Mean of the benefits of Referee Training - sports and physical activity extension program was perceived as Low (Mean=2.15). The respondents perceived low on the benefits of this particular extension program of the Sports and Physical Department of HEIs in Zambales. It indicates that extension for referee training must be given attention.

This result was consistent with the finding on the different sport and physical development extension activities/program of HEIs in Zambales. Team Building as extension activity was evaluated low in participation. Khan, Khan & Nasrullah (2014) argues that referee training is beneficial for it will allow trainees to improve judging performances in sporting competitions to determine a winner and for Edwards (2014), be competent in enforcing the rules of the game and assess penalties when necessary. According to Gondo (2015), serving the school and community in pursuing the benefits and values of sport and physical education and physical development will produce highly qualified personnel to enhance various community and school based physical education and sport programmes.

The benefit of Wellness Activities/Program to get connected with other people, share experiences and increased productivity and performance (Mean=2.20, rank 1) and to challenge the target clients to form own wellness program to address physical health issue, fitness and nutrition (Mean=2.17, rank 2) were evaluated by the respondents as low respectively. The Pooled Mean of the benefits of Wellness Activities/Program - sports and physical activity extension program was perceived as Low (Mean=2.18).

Table 7. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of Wellness Activities/Program

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Wellness Activities/Program			
Challenge communities to conceptualize own wellness program to address physical health issue, fitness and nutrition.	2.17	Low	2
Get connected with other people, share experiences and increased productivity and performance	2.20	Low	1
Pooled Mean	2.18	Low	

The respondents perceived low on the benefits of this particular extension program of the Sports and Physical Department of HEIs in Zambales. This signifies that the extension activities for Wellness Program was not yet strong and well established. Hence, making the benefits of this program for the clients low. According to Dale (2010), the common problems that workers and implementers in extension activities were lack of recruitment of service professionals; and limited skill base of service accountability and outcomes.

Table 8. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of Health Activities / Program

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Health Activities/Program			
Increased capacity to advance health and community development	2.00	Low	2
Improved capacity to create doable/achievable activities to improve health of the participants	2.13	Low	1
Pooled Mean	2.07	Low	

The benefit of an improved capacity to create doable/achievable activities to improve health of the participants (Mean=2.13, rank 1) and to increase the capacity to advance health and community development (Mean=2.00, rank 2) were assessed by the respondents as low respectively. The Pooled Mean of the benefits of Health Activities/Program - sports and physical activity extension program was perceived as Low (Mean=2.07). The benefits of this particular extension program was perceived as low by the respondents from the Sports and Physical Department of HEIs in Zambales. With the critical and vital issues on health, wellness, proper diet and nutrition that affects a persons' well-being, Van Acker, et al. (2011) argued that school and community partnerships should be formed by physical educators, physical activity professionals, and organizations with common goals in which expertise can be shared. According to Geronimo (2006), the improved health and nutrition creates a system of governance that promotes supports and sustains human development and protecting and preserving the environment.

Table 9. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of Team Building

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Team Building			
Foster character development and increased social skills among clients	1.93	Low	2
improved cohesion in the community and reduced social problems	2.00	Low	1
Pooled Mean	1.97	Low	

The benefit of an improved cohesion in the community and reduced social problems (Mean=2.00, rank 1) and to foster character development and increased social skills among clients (Mean=1.93, rank 2) were assessed as low respectively. The Pooled Mean of the benefits of Team Building sports and physical activity extension program was perceived as Low (Mean=1.97). The benefits of this particular extension program was perceived as low. This result was consistent with the finding on the different sport and physical development extension activities/program of HEIs in Zambales. Team Building as extension activity was evaluated low in participation.

This could mean that professional skills needed to implement this extension activity is not yet strong. Gondo (2015) conclude that serving the school and community in pursuing the benefits and values of team building activities and exercises will build a cooperative and collaborative partnership with key stakeholders for the purpose of professional growth and physical development and sport.

Table 10. Perception of on the Benefits of Sports and Physical Development Extension Program in terms of Sports Leadership Capability Enhancement

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
Sports Leadership Capability Enhancement			
Increased capacity to develop new strategies to promote sport and physical development	2.33	Low	1
Increased capacity of people to manage sport and physical development programs including sport administration monitoring and evaluation)	2.23	Low	2
Pooled Mean	2.28	Low	

The benefit of an increased capacity to develop new strategies to promote sport and physical development (Mean=2.33, rank 1) and to increase the capacity of people to manage sport and physical development (Mean=2.23, rank 2) were assessed as low respectively. The Pooled Mean of benefits of sports and physical development extension activity in terms of sports leadership capability enhancement was 2.28 and was interpreted as Low. The benefits of Sports Leadership Capability Enhancement extension program was perceived as low. This result was consistent with the finding on the different sport and physical development extension activities/program of HEIs in Zambales, stating that their participation in this kind of extension activity was low. However, Sports Leadership Capability Enhancement activities according to George & Surya Moorthy (2010) extension objective is: a) to assist people to discover and analyze their problems and identify their felt needs; b) develop leadership among people and help them in organizing groups to solve their problems; c) disseminate research information of economic and practical importance, useful for the people; d) assist people in mobilizing available resources; and e) to collect and transmit feedback information for solving management problems.

The benefit of doing more daily tasks with more independence and freedom (Mean=2.23, rank 1) and to decrease risk of health problems and increase physical strength and energy (Mean=2.07, rank 2) were assessed as low respectively. The Pooled Mean of the benefits of SPED/PWD/Senior sports and physical activity extension program was perceived as Low (Mean=2.15.).

Table 11. Perception of the Respondents on the Benefits of Sports and Physical Development Extension Program in terms of SPED/PWD/Senior Sports and Physical Activity Program

BENEFITS OF SPORTS AND PHYSICAL DEVELOPMENT EXTENSION PROGRAM	Mean	Verbal Interpretation	Rank
SPED/PWD/Senior Sports and Physical Activity Program			
Decreased risk of health problems and increased physical strength and energy	2.07	Low	2
Do more daily tasks with more independence and freedom.	2.23	Low	1
Pooled Mean	2.15	Low	

This result was consistent with the finding on the different sport and physical development extension activities/program of HEIs in Zambales, stating that their participation in this kind of extension activity was low. This could also mean that SPED/PWD and senior citizens' physical activities are rarely encouraged and conducted in the community. According to University of Rochester (2016), this is a common problem today. But physical activity as important for special needs children as it is for any child. Participating in sports can help instil a sense of self – confidence and improve skills in relationship building and working as part of a team and it can help in weight management.

V. CONCLUSION

1. Higher Education Institutions (HEIs) in Zambales perceived that their participation was High in Sports and Physical Development Extension Program specifically on Physical Activities. However their participation on Wellness Activities/Program and Health Activities/Program was Moderately High; Low on SPED/PWD/Senior, Referee Training, Coaching Training, Team Building and Sports

- Leadership Capability Enhancement; and participated and conducted Very Low on Athletics Training and Sports Tournament Training.
- Findings revealed further that the benefits of Sports and Physical Development Extension activity specifically on Coaching Training was Moderately High and Low on Sports Tournament Training, Athletics Training, Physical Activities, Sports Leadership Capability Enhancement, Referee Training, Wellness Activities/Program, SPED/PWD/Senior, Health Activities/Program, Team Building and Sports and Physical Development Extension activities.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are as follows.

- Extension project/programs must be realized through the effective implementation of the University's Extension Service Program.
- There should be intended efforts to plan programs and services that are community based through people's participation, taking into consideration the changing needs of the society and the individual.
- HEIs should exert more effort to get the people involved in the extension program.
- The Sports and Physical Development extension educators can extend and accelerate the community-shaping process create reinforcing learning communities and community the advocate health and wellness in life.
- Maintain harmonious relations with the community and establish cooperative endeavors with the government and non-government groups and individuals, helps harness community resource and share school resources to identify the needs and engage the community towards self-reliance.

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