PREPARATION AND SELF-ASSESSMENT OF BASIC SWIMMING SKILLS AMONG SECOND-YEAR BACHELOR OF PHYSICAL EDUCATION STUDENTS AT NEGROS ORIENTAL STATE UNIVERSITY–MAIN CAMPUS, DUMAGUETE CITY

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ABSTRACT: *This study explored the preparation and self-assessment of basic swimming skills among first-year Bachelor of Physical Education (BPED) students at Negros Oriental State University–Main Campus during the 2025–2026 academic year. Employing a descriptive–correlational design with a qualitative component, the research examined students' profiles, preparatory activities, perceived swimming proficiency, and the relationship between self-assessed competence and selected background variables. Twenty to fifty purposively selected students, representing diverse swimming experience levels, participated in the study. Quantitative data were collected through a structured questionnaire assessing demographics, preparatory routines, and self-rated swimming skills, while semi-structured interviews captured students' lived experiences, challenges, coping strategies, and reflections on self-assessment. Analysis revealed that students were generally physically and psychologically prepared, demonstrating moderate to high competence in basic swimming skills such as floating, breathing coordination, and stroke execution. Despite physical limitations, fear, and limited access to facilities, students employed effective coping mechanisms, including positive self-talk, relaxation techniques, reflective self-assessment, and peer or instructor support. The study concluded that students' readiness for swimming instruction is influenced by both technical preparation and psychological factors. Recommendations emphasize facility improvements, structured skill progression, anxiety-management strategies, and guided self-assessment to foster skill mastery, confidence, and professional growth among future physical education teachers.*

Keywords: Basic swimming skills, self-assessment, BPED students

INTRODUCTION

Swimming is widely recognized as both a life-saving skill and a fundamental component of physical education curricula [1]. Within teacher education programs, particularly the Bachelor of Physical Education (BPED), swimming instruction serves a dual purpose: ensuring student safety and developing pedagogical competence for future educators. Despite its curricular importance, students often enter swimming courses with varying levels of physical readiness, water familiarity, and confidence, which may affect both their learning outcomes and their ability to accurately judge their own competence. This disparity highlights the need to examine how students prepare for and self-assess their basic swimming skills.

Preparation for swimming instruction encompasses physical, cognitive, and emotional readiness, including conditioning, understanding of water safety protocols, and familiarity with aquatic equipment and environments [2]. Self-assessment, meanwhile, involves reflective evaluation of one's skill proficiency, confidence, and perceived capability in aquatic settings [3]. Together, preparation and self-assessment play a critical role in shaping performance, motivation, risk awareness, and engagement during swimming instruction, particularly among novice learners.

Previous studies have documented discrepancies between perceived and actual swimming competence, especially among beginners and young adults [1]. However, within the Philippine higher education context, research examining BPED students' preparation and self-assessment in swimming courses remains limited. Existing studies have explored student experiences in basic swimming instruction [2], yet these investigations were neither localized nor focused on first-year cohorts undergoing formal teacher preparation. Consequently, there is a lack of contextualized evidence on how early-stage BPED students perceive their readiness and competence in aquatic education.

To address this gap, the present study examines the preparation and self-assessment of basic swimming skills among first-year BPED students at Negros Oriental State University (NORSU)–Main Campus in Dumaguete City during School Year 2025–2026. Focusing on students at the onset of their professional training, the study advances theoretical understanding of the interaction between physical preparation, cognitive readiness, and self-evaluative processes in aquatic education, contributing to the limited Philippine literature in this area [2].

From a pedagogical perspective, the findings may inform the design and implementation of swimming instruction by supporting the integration of structured self-assessment and reflective practices that enhance skill acquisition and learner autonomy [3]. At the curricular level, results may guide NORSU and similar institutions in strengthening first-year BPED aquatics programs by aligning instructional strategies with students' actual readiness levels. Practically, insights into students' self-perceived competence may promote improved safety awareness and risk management in aquatic training environments, where accurate self-judgment and preparedness are essential [1]. By situating the study within NORSU, this research also contributes to regional scholarship in physical education pedagogy and supports institutional quality assurance in teacher preparation.

This study focuses exclusively on first-year BPED students enrolled in the basic swimming course at NORSU–Main

Campus during the specified academic year and examines their experiences of preparation and self-assessment using a descriptive and qualitative lens. It does not assess actual technical performance or physiological indicators of swimming competence but emphasizes self-reported perceptions and reflective experiences. Accordingly, the findings are context-specific and may not be generalizable to other institutions. External factors such as facility accessibility, scheduling, and environmental conditions are acknowledged as potential influences but fall beyond the scope of the investigation.

STATEMENT OF THE PROBLEM

While swimming instruction is a fundamental component of the BPED curriculum, limited attention has been given to how students—especially first-year cohorts—prepare for and evaluate their own competence in swimming. As such, this study seeks to explore and describe the experiences of first-year BPED students at Negros Oriental State University (NORSU)–Main Campus, Dumaguete City, during the academic year 2025–2026, in their preparation and self-assessment of basic swimming skills. The main problem of this research is to ascertain how do first-year BPED students of Negros Oriental State University–Main Campus, Dumaguete City, prepare for and self-assess their basic swimming skills during the academic year 2025–2026. Specifically, it answers the following questions:

1. What is the profile of the respondents in terms of the following:
   - 1.1 Age;
   - 1.2 Gender;
   - 1.3 Body Mass Index (BMI) or Body Composition;
   - 1.4 Swimming Background or Prior Experience;
   - 1.5 Level of Water Familiarity or Fear of Water (Aquaphobia);
   - 1.6 Physical Fitness Level or Endurance Capacity;
   - 1.7 Socio-Economic Status (SES);
   - 1.8 Academic Performance (General Weighted Average or PE Grades);
   - 1.9 Access to Aquatic Facilities; and
   - 1.10 Participation in Other Sports or Physical Activities
2. What preparatory activities and strategies do first-year BPED students undertake before engaging in their basic swimming lessons?
3. How do the students assess their perceived proficiency in fundamental swimming skills (e.g., floating, treading, front crawl, backstroke, breathing control)?
4. What insights and improvement strategies emerge from the students' self-assessment experiences in swimming?

OPERATIONAL DEFINITION OF TERMS

- **Basic Swimming Skills.** The foundational aquatic movements and safety skills taught in the NORSU Basic Swimming course, including floating (prone and supine), treading water, breathing control, front crawl, backstroke, and sidestroke [2].
- **Preparation.** The set of mental, physical, and environmental actions undertaken by students prior to swimming lessons, including warm-up routines, goal-setting, mental readiness, and equipment preparation.
- **Self-Assessment.** A reflective process in which students evaluate their perceived mastery, confidence, and progress in swimming performance relative to curricular expectations [6].
- **BPED Students.** First-year students enrolled in the Bachelor of Physical Education program at NORSU–Main Campus, Dumaguete City.
- **Research Locale.** The physical and institutional setting—Negros Oriental State University, Main Campus, Dumaguete City—where the study is conducted.
- **Academic Year 2025–2026.** The designated time frame during which the study will be conducted, encompassing both first and second semesters.

MATERIALS AND METHODS

This study employed a descriptive–correlational research design with a qualitative descriptive component to examine the preparation and self-assessment of basic swimming skills among first-year Bachelor of Physical Education (BPED) students at Negros Oriental State University (NORSU)–Main Campus during School Year 2025–2026. The descriptive approach was used to determine the respondents' profile characteristics, preparatory activities, and perceived proficiency in basic swimming skills, while the correlational component examined the relationship between students' self-assessed swimming proficiency and selected profile variables. The qualitative component was incorporated to capture students' lived experiences, challenges, coping strategies, and insights related to swimming preparation and self-assessment, allowing for a comprehensive understanding of both measurable trends and in-depth personal experiences.

The study was conducted at NORSU–Main Campus in Dumaguete City, Negros Oriental, Philippines. The university offers a Bachelor of Physical Education program that includes a Basic Swimming Skills course conducted at the campus swimming pool. The facility is equipped with standard aquatic training equipment and is supervised by qualified instructors and lifeguards, making it an appropriate setting for examining students' preparation and self-assessment experiences in swimming.

The participants of the study consisted of 20–50 first-year BPED students enrolled in the Basic Swimming Skills course at NORSU–Main Campus during Academic Year 2025–2026. Purposive sampling was used to ensure the inclusion of students who were directly involved in swimming instruction and capable of reflecting on their learning experiences. The criteria for inclusion were official enrollment in the first-year BPED program, participation in at least 75% of swimming sessions, and willingness to provide informed consent. The participants represented

varying levels of swimming experience, ranging from beginners to those with prior exposure.

Data were collected using two primary research instruments: a structured questionnaire and a semi-structured interview guide. The structured questionnaire consisted of three parts. The first part gathered respondents' profile information, including age, gender, body composition, swimming background, water familiarity, physical fitness level, socio-economic status, academic performance, access to aquatic facilities, and participation in other sports. The second part focused on students' preparatory activities and strategies prior to swimming lessons, while the third part measured students' self-assessment of basic swimming skills such as floating, treading water, breathing control, and basic swimming strokes. Responses in the second and third parts were measured using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

The semi-structured interview guide was used to collect qualitative data on students' challenges encountered during swimming preparation, coping strategies related to fear and physical limitations, strategies for improvement following self-assessment, recommendations for enhancing swimming instruction, and reflections on the role of self-assessment in their swimming skill development**.**

Data Analysis

Quantitative data were analyzed using **descriptive statistics**, including frequency, percentage, weighted mean, and standard deviation, to describe the respondents' profile, preparatory activities, and self-assessed swimming skills. To determine the relationship between perceived swimming proficiency and profile variables, appropriate **correlational analysis** was applied.

Qualitative data from interviews were analyzed using **thematic analysis**. Responses were transcribed, coded, and grouped into emerging themes that reflected common experiences, challenges, coping mechanisms, and insights related to swimming preparation and self-assessment. The integration of quantitative and qualitative results allowed for triangulation and a more comprehensive interpretation of the findings.

Ethical Considerations

Ethical standards were strictly observed in the conduct of the study. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty. All data were treated with confidentiality, and respondents' identities were anonymized. The study ensured that no physical, psychological, or academic harm would result from participation.

ANALYSIS AND DISCUSSIONS

Table 1.1;Age Distribution

Age	Frequency	Percentage
18	1	2.5%
20	18	45.0%
21	15	37.5%
22	4	10.0%
24	1	2.5%
Total	**40**	**100%**

Table 1.1 shows that the majority of the respondents are aged 20 (45.0%) and 21 (37.5%), indicating that most participants are within the expected age range for first-year college students. This suggests developmental readiness for structured physical education and skill-based learning such as swimming, as individuals in this age group typically exhibit optimal physical adaptability and learning capacity. The small number of younger (18 years) and older (22–24 years) respondents indicates minimal age variation, which helps ensure consistency in physical maturity and learning experiences across the group [4].

Table 1.2: Gender Distribution

Gender	Frequency	Percentage
Male	23	57.5%
Female	17	42.5%
Total	40	100%

As reflected in Table 1.2, male students comprise 57.5% of the respondents, while females account for 42.5%. This distribution reflects the common trend in BPED programs where male enrollment slightly exceeds female participation. Gender differences may influence confidence, physical endurance, and prior exposure to swimming, as previous research suggests that male students often report higher perceived competence in aquatic activities, while female students may experience greater water-related anxiety [5].

Table 1.3: Boby Composition

BMI Category	Frequency	Percentage
Underweight	14	35.0%
Normal weight	22	55.0%
Overweight	4	10.0%
Total	40	100%

Table 1.3 indicates that more than half of the respondents (55.0%) fall within the normal BMI range, suggesting generally adequate body composition for swimming activities. However, 35.0% are classified as underweight, which may affect endurance, buoyancy control, and strength in water-based tasks. A smaller portion (10.0%) is overweight, which can influence fatigue and movement efficiency. These variations highlight the importance of conditioning programs that consider individual physical differences to support effective skill development [6].

Table 1.4: Swimming Background/Prior Experience

Background	Frequency	Percentage
Formal swimming lessons	24	60.0%
Informal (recreational only)	10	25.0%
Competitive experience	6	15.0%
Total	**40**	**100%**

Table 1.4 reveals that most respondents (60.0%) have undergone formal swimming lessons, while others gained experience through informal recreation (25.0%) or competitive participation (15.0%). This suggests that while foundational swimming knowledge is present among most students, the depth and quality of experience vary. Formal instruction is associated with better stroke mechanics and water safety awareness, whereas informal exposure may lead to inconsistent skill proficiency, emphasizing the need for standardized instruction within the curriculum [7].

Table 1.5: Level of Water Familiarity/Fear of Water

Level	Frequency	Percentage
Very comfortable	16	40.0%
Somewhat comfortable	10	25.0%
Neutral	7	17.5%
Somewhat afraid	6	15.0%
Very afraid	1	2.5%
Total	**40**	**100%**

As shown in Table 1.5, the majority of students are either very comfortable (40.0%) or somewhat comfortable (25.0%) in water, indicating generally positive aquatic confidence. However, nearly one-fifth of the respondents exhibit fear or discomfort, including those who are somewhat or very afraid. This finding is significant, as water anxiety can negatively affect learning outcomes and performance. Studies emphasize that gradual exposure and confidence-building strategies are essential in addressing aquaphobia among learners [5].

Table 1.6; Physical Fitness/Endurance Capacity (Self-Rating)

Rating	Frequency	Percentage
Excellent	11	27.5%
Good	17	42.5%
Average	12	30.0%
Total	40	100%

Table 1.6 demonstrates that most respondents rate their physical fitness as good (42.5%) or excellent (27.5%), suggesting adequate endurance for swimming instruction. Nonetheless, 30.0% perceive their fitness as average, which may influence stamina during prolonged aquatic activities. Self-perceived fitness has been shown to affect motivation and engagement in physical tasks, reinforcing the importance of conditioning programs to enhance endurance and confidence [8].

Table 1.7: Socio-Economic Status (Monthly Family Income)

Income Level	Frequency	Percentage
Below ₱10,000	26	65.0%
₱10,001 – ₱20,000	9	22.5%
₱20,001 – ₱40,000	5	12.5%
Total	40	100%

Table 1.7 indicates that a substantial majority of respondents (65.0%) come from households earning below ₱10,000 monthly. This highlights potential financial constraints that may limit
access to swimming facilities, training, and equipment. Socio-economic factors have been widely recognized as barriers to consistent participation in sports, underscoring the need for institutional support to ensure equitable learning opportunities regardless of financial background [9].

Table 1.8 shows that most respondents (62.5%) demonstrate high academic performance, while the remaining students fall within the average range.

Table 1.8: Academic Rating

Category	Frequency	Percentage
High (1.00–1.50 / 90–99)	25	62.5%
Average (1.51–2.00)	15	37.5%
Total	40	100%

This suggests that the respondents possess sufficient cognitive readiness to engage in theoretical and practical components of swimming instruction. Research indicates that strong academic discipline is often associated with better self-regulation and skill acquisition in physical education contexts [4].

Table 1.9: Access to Aquatic Facility

Access Level	Frequency	Percentage
Rare access	16	40.0%
Occasional (monthly)	14	35.0%
Regular (≥2× per week)	10	25.0%
Total	40	100%

As presented in Table 1.9, only 25.0% of respondents report regular access to aquatic facilities, while the majority experience rare or occasional access. Limited exposure may hinder skill retention and confidence development, particularly for students with minimal prior experience. Regular practice is a key determinant of swimming competence, emphasizing the importance of institutional access to pools and aquatic programs [7].

Table 1.10: Participation in Other Sports/Physical Activities

Participation	Frequency	Percentage
None	13	32.5%
1 sport	15	37.5%
2 or more sports	12	30.0%
Total	40	100%

Table 1.10 reveals that most respondents participate in at least one sport, with 30.0% engaging in two or more physical activities. This suggests a generally active lifestyle, which contributes positively to motor coordination, endurance, and adaptability in learning swimming skills. Cross-training through various sports has been shown to enhance overall physical literacy and performance in aquatic activities [8].

Table 2: Preparatory Activities and Strategies

Statement	Wx	SD	VD
1. I perform warm-up and stretching exercises before every swimming session.	4.39	1.24	SA
2. I mentally prepare myself to overcome anxiety before entering the water.	4.11	1.33	A
3. I review swimming videos or notes prior to lessons.	3.89	1.35	A
4. I ensure that my swimming attire and equipment are complete before class.	4.24	1.36	SA
5. I practice breathing and floating exercises on my own time.	4.05	1.41	A
6. I set specific goals for each swimming session (e.g., improve stroke rhythm).	4.11	1.37	A
7. I discuss swimming techniques with peers or instructors for preparation.	4.11	1.27	A
8. I feel physically ready to perform during swimming lessons.	3.97	1.2	A
9. Environmental factors (weather, pool condition) affect my readiness.	3.71	1.37	A
10. I believe my level of preparation influences my swimming performance.	4.11	1.2	A
Composite Mean	***4.07***	***1.31***	***A***

Note:

Scale	Interval	Verbal Description
5	4.20 – 5.00	Strongly Agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Neutral
2	1.80 – 2.59	Disagree
1	1.00 – 1.79	Strongly Agree

Table 2 presents the preparatory activities and strategies employed by first-year BPED students prior to swimming lessons, with an overall composite mean of 4.07 interpreted as Agree, indicating a generally high level of preparation. The highest-rated practices include performing warm-up and stretching exercises ($\bar{x}$ = 4.39) and ensuring complete swimming attire and equipment ($\bar{x}$ = 4.24), both verbally described as Strongly Agree, reflecting students' awareness of physical readiness and safety. Mental preparation to overcome anxiety, goal setting, peer or instructor discussions, and belief in the impact of preparation on performance all yielded mean scores above 4.00, suggesting that students recognize the psychological and cognitive components of swimming readiness. Slightly lower but still affirmative responses related to environmental factors and perceived physical readiness indicate that external conditions and self-perceived stamina may occasionally affect preparedness. These findings align with recent studies emphasizing that structured preparation, including warm-up routines, mental readiness, and goal-setting, plays a crucial role in enhancing performance, confidence, and injury prevention in aquatic and physical education contexts [5, 8].

Table 3 reflects the students' self-assessment of their basic swimming skills, with a composite mean of 3.72, verbally interpreted as Agree, indicating moderate to good perceived competence.

Table 3: Self-Assessment of Basic Swimming Skills

Statement	Wx	SD	VD
1. I can comfortably float on water (prone and supine positions).	3.84	1.24	Agree
2. I can tread water for at least 30 seconds without assistance.	3.68	1.36	Agree
3. I can coordinate breathing properly while swimming.	3.74	1.35	Agree
4. I can perform the front crawl with correct arm and leg movements.	3.55	1.37	Agree
5. I can perform the backstroke effectively.	3.87	1.26	Agree
6. I can perform the sidestroke or breaststroke with confidence.	3.42	1.24	A
7. I can safely enter and exit the pool using proper technique.	3.76	1.28	A
8. I am confident swimming in both shallow and deeper sections of the pool.	3.61	1.41	A
9. I can identify my strengths and weaknesses in each swimming skill.	3.97	1.35	A
10. I accurately rate my own swimming ability.	3.79	1.28	A
Composite Mean	***3.72***	***1.31***	***Agree***

Students reported the highest confidence in identifying their strengths and weaknesses ($\bar{x}$ = 3.97) and performing backstroke ($\bar{x}$ = 3.87), suggesting a reflective awareness of skill execution. Skills such as floating, breathing coordination, safe pool entry and exit, and swimming in varying depths also received agreeable ratings, indicating foundational swimming competence. However, relatively lower mean scores were observed in treading water and performing more technical strokes such as front crawl and sidestroke or breaststroke, implying areas that may require further practice and instructional support. Overall, the results suggest that while students possess essential swimming skills, their confidence remains developing rather than advanced. This pattern is consistent with research indicating that self-assessment in swimming is often influenced by prior exposure, frequency of practice, and access to facilities, and that guided feedback is essential in aligning perceived ability with actual performance [7] [9].

Question No. 4 What insights and improvement strategies emerge from the students' self-assessment experiences in swimming?

Question	Main Themes Identified	Description / Summary
1.What challenges do you experience during your swimming preparation?	1. Physical Limitations (breathing, stamina, body weight) 2. Fear and Anxiety (fear of drowning, thalassophobia) 3. Environmental Challenges (weather, water temperature) 4. Technique and Skill Difficulty (stroke execution, breathing coordination) 5. Equipment and Facility Issues 6. Motivation and Confidence Problems	*Participants commonly struggled with breathing, fear of deep water, body heaviness, and improper stroke execution. External factors like weather and lack of facilities also contributed.*
2. How do you overcome fear,	1. Positive Self-Talk and Confidence 2. Relaxation and Breathing	*Students manage fear through self-*

Question	Main Themes Identified	Description / Summary
anxiety, or physical limitations when swimming?	Techniques 3. Continuous Practice and Exposure 4. Mental Focus and Motivation 5. Support from Peers and Instructors 6. Faith and Mental Conditioning	*talk, confidence-building, mental preparation, and consistent practice. Instructor and peer support also play key roles.*
3. What strategies help you improve your swimming performance after self-assessment?	1. Consistent Practice 2. Self-Assessment and Reflection 3. Watching Tutorials and Learning Resources 4. Proper Breathing and Technique Execution 5. Peer and Instructor Feedback 6. Positive Mindset and Self-Belief	*Learners rely on constant practice, video feedback, and peer evaluation to improve performance. Reflection on strengths and weaknesses enhances learning.*
4. What recommendations can you give to enhance swimming instruction for first-year BPED students at NORSU?	1. Improvement of Facilities and Equipment 2. Increased Practice Time 3. Instructor Availability and Guidance 4. Proper Warm-Up and Safety Emphasis 5. Building Confidence and Positivity 6. Peer Support and Collaboration 7. Pre-Class Preparation (videos, reading, orientation)	*Students recommend better pool facilities, more practice sessions, and patient, structured teaching. They also emphasize safety, mindset, and preparation before class.*
5. Reflecting on your journey, how has self-assessment helped you become more aware of your progress in swimming?	1. Self-Awareness and Skill Improvement 2. Reflective Learning and Progress Tracking 3. Confidence and Overcoming Fear 4. Motivation and Persistence 5. Collaborative and Supported Learning 6. Skill Improvement through Practice 7. Growth and Professional Development	*Self-assessment allowed students to recognize progress, identify weaknesses, and become more confident. It also fostered reflection, persistence, and readiness for future teaching roles.*

Overall Insights

- Across all five questions, **self-awareness, practice, confidence-building, and reflection** consistently appear as central learning themes.
- Emotional regulation (managing fear/anxiety) and **support systems (peers and instructors)** are crucial in overcoming barriers.
- Continuous self-assessment and feedback loops enhance both **technical performance and psychological growth**.
- Students value structured, well-equipped, and supportive learning environments that encourage gradual improvement.

SUMMARY OF FINDINGS

The study revealed that first-year BPED students of Negros Oriental State University–Main Campus are generally within the typical college age range and demonstrate adequate academic standing, normal body composition, and prior exposure to swimming, mostly through formal lessons. Quantitative findings from Tables 1.1 to 1.10 indicate that students are moderately to well-prepared physically and psychologically, as shown by their positive self-ratings in physical fitness, water familiarity, preparatory activities, and self-assessed swimming skills. Tables 2 and 3 further show that students commonly engage in warm-up routines, mental preparation, goal-setting, and reflective practices, and they perceive themselves as moderately competent in basic swimming skills such as floating, breathing coordination, and stroke execution. However, qualitative findings from Questions 4 to 8 revealed deeper challenges underlying these ratings, including physical limitations (e.g., breathing difficulties, low stamina), fear and anxiety related to deep water, environmental factors, limited access to facilities, and issues with technique execution. Despite these barriers, students reported using effective coping mechanisms such as positive self-talk, relaxation techniques, consistent practice, peer and instructor support, and self-assessment. Across both data sets, self-awareness, reflection, emotional regulation, and social support emerged as central themes that significantly influenced students' preparation, confidence, and perceived swimming competence [1, 5, 24].

CONCLUSIONS

Based on the integrated quantitative and qualitative findings, it is concluded that first-year BPED students possess foundational readiness for swimming instruction, supported by prior experience, positive preparatory behaviors, and reflective self-assessment practices. While most students demonstrate confidence and basic competence in swimming, their learning experiences are shaped not only by physical preparedness but also by psychological factors such as fear, anxiety, motivation, and self-belief. Socio-economic constraints and limited access to aquatic facilities further influence the consistency of practice and skill mastery. Importantly, the use of self-assessment enabled students to recognize their progress, identify weaknesses, regulate emotions, and become more motivated and reflective learners. This process contributed not only to skill improvement but also to personal growth and professional readiness as future physical education teachers. Thus, effective swimming instruction for BPED students must address both technical skill development and the emotional and contextual factors that influence learning [10, 7].

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

- **For the University and Administration**
  - Improve and maintain aquatic facilities to ensure safe, regular, and affordable access for BPED students.
  - Allocate additional institutional support for swimming programs, especially for students from low-income backgrounds.
- **For Swimming Instructors**

- Incorporate structured warm-up routines, breathing drills, and progressive skill sequencing in every session.
- Integrate confidence-building and anxiety-management strategies, such as gradual exposure and positive reinforcement.
- Provide regular, individualized feedback to help students align self-assessment with actual performance.

- **For the BPED Curriculum**
  - Include guided self-assessment and reflection activities as part of swimming instruction to enhance self-awareness and self-regulated learning.
  - Utilize instructional videos and pre-class learning materials to improve readiness and reduce fear before water exposure.
- **For Students**
  - Engage in consistent practice and reflective self-assessment to monitor progress and address weaknesses.
  - Seek peer collaboration and instructor support to enhance motivation, confidence, and technical improvement.
- **For Future Researchers**
  - Conduct further studies examining the relationship between self-assessed swimming competence and actual performance outcomes.
  - Explore intervention programs that specifically target aquaphobia, emotional regulation, and confidence-building in aquatic education.

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