

Teaching Approaches on Students' Behavior and Performance in Athletics Events "Input for Students' Guide"

Melanie M. Gida

laniemuji@gmail.com

Laguna State Polytechnic University, Philippines

Abstract

This study determined the relationship between teaching approaches on students' behavior and performance in athletics events. The result of this study will serve as input for the students' guide. Specifically, this sought to determine the level of teaching approaches in terms of interactive discussion; demonstration; and peer mentoring, the level of students' behavior in terms of self-discipline, teamwork, sportsmanship, integrity, resilience; and determination, the level of students' performance in athletics events in terms of practical tests, the relationship between teaching approaches and students' behavior, and the relationship between teaching approaches and students' performance.

This research uses a descriptive-quantitative method that uses a purposive sampling technique. The respondents were 100 students from Sisters of Mary of Banneux Inc. School year 2023-2024. A self-made survey questionnaire was used in this study.

Findings show that the level of teaching approaches in terms of interactive discussion, demonstration, and peer mentoring appears to be highly evident among the respondents. Moreover, the level of students' behavior in terms of self-discipline, teamwork, sportsmanship, integrity, resilience; and determination appears to be highly evident among the respondents. Furthermore, the level of students' performance in athletic events in terms of practical tests students' performance in athletic event in terms of practical test with regards to running, jumping and throwing are heterogeneous. Lastly, the relationship between teaching approaches and students' behavior, and the relationship between teaching approaches and students' performance are both significant.

Thus, the researcher therefore concludes that the null hypotheses stating that "there a significant no relationship between teaching approaches and students' behavior" and "there a significant no relationship between teaching approaches and students' performance are both rejected. Which implies that the alternative hypotheses are accepted which implies that there is a significant relationship between them.

Based on the drawn conclusions resulted to the following recommendations: The researcher recommends that the teachers will retain the teaching approaches since is significant contributor to students learning; the teachers may have a standardize rubric in measuring students' performance in athletics events like running, jumping, and throwing; Teachers should create activities that will allow students to apply the newly acquired skills and assess their performance that will help them discover their talents and abilities in athletics events; and collaboration among teachers, Parents, Coaches and other stakeholders to support the physical development of the student.

Keywords: Teaching Approach, Students' behavior, Athletics performance, Student guide

1. Introduction

Athletics events encompass a wide range of competitive sporting activities organized at various levels, from local community events to international competitions. These events serve several purposes, including promoting physical fitness, fostering teamwork and sportsmanship, and providing entertainment for spectators. Running, jumping, and throwing events are common athletics events.

Teaching approaches are the methods and strategies educators use to facilitate learning and engage students in the educational process. There are various teaching approaches each with its principles and techniques, among the common teaching approaches is the lecture method, which is the traditional approach that involves the teacher presenting information to students through verbal communication. It's often used for transmitting foundational knowledge but may lack interactivity. Another learning approach is the active learning approach, this approach emphasizes student participation and engagement through activities such as discussions, group work, problem-solving, and hands-on experiments. It encourages students to take an active role in their learning process.

Nonetheless, the above-mentioned teaching approaches have a significant relationship on students' behavior in the classroom, different teaching approaches can influence students' behavior such as using positive reinforcement techniques such as praise, encouragement, and rewards can motivate students to exhibit desirable behaviors, such as active participation, cooperation, and attentiveness.

Teaching approaches significantly influence students' academic performance through various mechanisms such as engagement, understanding and retention, and critical thinking skills. By employing a variety of teaching methods, educators can reach a broader range of students, increasing their understanding and retention. Moreover, certain teaching approaches, such as problem-based learning, inquiry-based learning, and Socratic questioning, emphasize critical thinking and problem-solving skills. These approaches encourage students to analyze information, draw connections, and think creatively, which are essential for academic success.

This study aims to determine the relationship of teaching approaches to the student's behavior and performance in athletics. The result of this study will serve as an input for the student's guide.

2. Review of Related Literature

Student behavior is a relevant variable used in the development of this study, which focuses on self-discipline, teamwork, sportsmanship, integrity, resilience, and determination.

Self-discipline is an indicator found significant in this study.

According to Santos (2018), self-discipline is the capacity to maintain self-discipline and regulate behavior, actions, and decisions in the face of temptations, deterrents, or obstacles is known as self-discipline. It allows one to adhere to a set of values or accomplish goals. It entails establishing and upholding a standard of conduct that is frequently motivated by a strong sense of dedication and accountability.

Moreover Driskell (2018), mentioned that teamwork is the set of activities that transform team inputs into team outputs, such as team effectiveness and satisfaction. We summarize the fundamental research that served as the foundation for the most recent teamwork investigation in this released. We look at how team process models have changed over time and list the main aspects of teamwork. We go over methods for improving teamwork through selection, training, and design, and we highlight how teamwork research is currently being used in practical contexts.

Teamwork is an indicator found significant in this study.

According to Glencoe McGraw (2020) success in the workplace requires effective teamwork. Every team member has a distinct role to play in accomplishing goals, much like a basketball team collaborating to set up the game winning shot. Despite the impression that just one player made the basket, numerous individuals worked together, coordinated, and planned to get the ball to that player.

Furthermore Khawama (2019) mentioned that teamwork has been important to human evolution, advancement, and survival. Research suggests that teamwork produces better results for companies than working alone. Working together is thought to be one of the most effective work environments. Working in a team also benefits individuals personally since it fulfills the requirement for social connection and affiliation.

Sportsmanship is an indicator found significant in this study.

According to Phelps (2020), Sportsmanship is the understanding and commitment to moral behaviour and honesty, fair play, and general team spirit among competitors. It is evidence that an athlete has the self-control to maintain perspective, stay calm, and look out for the interests of their teammates. Moreover Barnes (2018), respect for one another among participants or spectators in a sport is known as sportsmanship. Fans, officials, coaches, parents, and athletes are all included in this.

Based on Master Class (2021), sportsmanship is a multifaceted concept that contributes to the enjoyment of competitive games. Being a good sport is a vital life skill for individuals of all ages, as it cultivates positive life skills and good habits both inside and outside of sporting events.

Integrity is an indicator found significant in this study.

According to Huberts (2018), integrity is becoming a more prominent concept and topic in governance and government research, as well as in actual policymaking at all levels. This contribution will discuss fundamental integrity-related issues.

Moreover, according to Huberts (2018), to live with integrity, we must be fully aware of our goals and values, as well as the things that are most important to us. We also need to keep these things in balance with our choices and behaviors.

Resilience is an indicator found significantly in this study.

According to Palestinos (2018), the ability to successfully adjust in the face of danger or calamity is known as resilience. Furthermore, it is not a trait you are born with or not. People become more resilient as they mature, acquire new information, and improve their ability to think and manage themselves. In addition to cultural beliefs and customs that help people deal with life's inevitable setbacks, resilient people also benefit from supportive relationships with their parents, peers, and other adults.

As stated by Herrman (2016), resilience is the ability to adjust in a way that promotes mental health preservation or restoration in the face of hardship. 1 Definitions have changed over time as scientific knowledge has also altered. Resilience has been examined by researchers in a variety of fields, including psychology, psychiatry, sociology, and more recently biology, including genetics, epigenetics, endocrinology, and neuroscience. Nonetheless, opinions differ over operational definitions. The primary question is: How do individuals, men, women, girls, and boys bear adversity without experiencing negative consequences to their bodily or mental health.

Determination is an indicator found significant in this study.

According to Rozin (2019), determination encompasses activities facilitating individuals with developmental disabilities in accessing essential assistance, characterized by the ability and opportunity to advocate for themselves and others, make choices, and exert control over the type and level of services and support they receive. Additionally, it involves the authority to manage resources for acquiring necessary

assistance, opportunities for community engagement and contribution and the provision of support, including financial aid, for self advocacy and advocacy on behalf of others.

Teaching approaches is an indicator found significant in this study.

According to Hernández and Monroy (2015), teaching approaches are a set of principles, beliefs, or ideas about the nature of learning, which is translated into the classroom. An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learned. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

Conforming to Sanchez et. al. (2020), many teaching approaches can strengthen the student's understanding and mastery of the subjects that have been taught, such as teacher-centered, student-centered, interactive, constructivist, collaborative, and indirect. In this case, if the approach is applied correctly it will help to attract students to the subjects that are perceived to be very boring.

Interactive discussion is an indicator found significant in this study.

According to Sybing (2015), Interactive discussion serves as an instructional method wherein concepts, patterns, and abstractions are conveyed within a framework that prioritizes concept learning, inquiry-based learning, and problem solving. Employed over an extended period, it functions as a mechanism for delivering cognitive or information from a teacher to a group of students. This approach operates under the assumption that the teacher, possessing comprehensive expertise and resources, is the sole provider of necessary information, which students require or desire within a limited timeframe. Consequently, it primarily constitutes a unidirectional communication channel, focusing predominantly on presenting topics and elucidating content to students.

Demonstration is an indicator found significant in this study.

According to Katz (2013), An excellent presentation should, above all encourage keen observation, provoke thought and curiosity, bring abstract ideas to life, and most of all, serve as the starting point for class discussion. In addition, to provide enough information and stimulate the audience's interest in what occurred and why. Explanations should act as a basis for more research for those who require more specifics.

Peer mentoring is an indicator found significant in this study.

According to Fuchs and Martinez (2012) assert that by encouraging students to enhance their social standing among peers, the socialization opportunities that emerge through peer mentoring can offer benefits to both the learner and the mentor. Student interaction both inside and outside of the classroom increased dramatically, indicating that peer teaching was beneficial for socialization.

Moreover, Hartman (2020), peer mentoring, or mentoring others while promoting learning, is crucial for tutors as well. Peer mentoring enhanced students' motivation to learn, according to an assessment study he conducted. They contend that peer mentoring can be the most intellectually fulfilling experience of a student's career, supporting this finding. Compared to students who read the material purely for study, they discovered that peer mentoring improved students' performance on higher-order conceptual understanding scales.

3. Methodology

This study used descriptive methods among 100 students of Sisters of Mary of Banneux, Inc., through purposive sampling technique. A self-made questionnaire was used in this study. The statistical tools used are the mean and standard deviation to determine the teaching approaches and students' behavior.

The frequency distribution, percentage, mean, and standard deviation were used to determine the student's performance in athletic events. Pearson moment correlation coefficient was used to determine the

significant relationship between teaching approaches and students' behavior, and the significant relationship between teaching approaches and students' performance in athletics event.

4. Result and Discussion

The Level of Teaching Approaches in terms of Interactive Discussion.

Students Strongly Agree that they encourage an active discussion rather than a simple yes or no response ($M = 3.97$, $SD=0.96$). Likewise, students Strongly Agree that they take the lead in exploring the topics and learn from each other ($M=3.82$, $SD=1.06$). This can imply that students are more attentive to the teacher if the learning activity captures the interest of the student and is not just answerable by yes or no. On the other hand, students are willing to explore new topics that will help each other.

The overall mean of 3.91 and standard deviation of 1.00 reveal that the level of teaching approaches in terms of interactive discussion attained a weighted mean score of 3.91 and a standard deviation of 1.00 and was verbally interpreted as Highly Evident among the respondents.

The results of the discussion show that interactive discussion is a significant aspect of teaching approaches. Thus, teaching and learning process is interconnected between teacher and students, and between students to their classmates.

Table 1

Level of Teaching Approaches in Terms of Interactive Discussion.

STATEMENT	MEAN	SD	REMARKS
<i>As a student...</i>			
<i>I participate in an open-ended question that encourages critical thinking and invites diverse perspective</i>	3.95	0.96	Strongly Agree
<i>I encourage an active discussion rather than a simple yes or no response</i>	3.97	0.96	Strongly Agree
<i>I participate in active participation to share my ideas to other students</i>	3.91	1.06	Strongly Agree
<i>I take the lead in exploring the topics and learn from each other</i>	3.82	1.06	Strongly Agree
<i>I participate in active learning that bridges the gap between theoretical learning and actual learning</i>	3.91	0.95	Strongly Agree
Weighted Mean		3.91	
SD		1.00	
Verbal Interpretation		Highly Evident	

The researcher finding was supported by Hochevar (2015) as interactive discussions, control isn't solely held by one person as in a traditional lecture format. The discussion leader, typically the lecturer, aims to find a balance between guiding the group's direction and allowing students the freedom to express their views without constraints.

Wallace (2014), also agrees on the result of the study of the researcher as Interactive discussion can be described as an activity where individuals express varying viewpoints through either written or spoken

two or more individuals alternates between serious and playful efforts to share perspectives and participate in mutual critique.

Table 2

Level of Teaching Approaches in Terms of Demonstration

STATEMENT	MEAN	SD	REMARKS
<i>As a student...</i>			
I am showcasing my skills and talent and articulate each step so that my fellow students will catch up step by step	4.13	1.02	Strongly Agree
I set an example of how to do things and how other students learn by simply looking at the demonstration	4.14	0.94	Strongly Agree
I use illustration and tactical strategies and game plan	4.05	1.03	Strongly Agree
I demonstrate how to do things in a simple and comprehensive manner	4.12	0.96	Strongly Agree
I demonstrate in a manner that other students will understand	4.14	0.96	Strongly Agree
Weighted Mean		4.14	
SD		0.98	
Verbal Interpretation		Highly Evident	

The level of teaching approaches in terms of demonstration attained a weighted mean ($M = 4.14$, $SD = 0.98$) and was verbally interpreted as Highly Evident among the respondents. Demonstrations, in the context of student learning, are a key instructional strategy particularly effective when students need to learn a new skill or process table 2 also reveals that teaching approaches in terms of demonstration is very effective among the students as they demonstrate how to do things in a simple and comprehensive manner.

The results of the discussion above is supported by the study of Katz (2013), mentioned that a successful demonstration should encourage strong observation abilities, provoke critical thinking, ignite curiosity, simplify complex concepts into tangible examples, and, notably, serve as the foundation for classroom discussions. Explanations should provide sufficient detail to satisfy the audience's curiosity about the demonstration's purpose and mechanism, while also serving as a springboard for deeper exploration for those seeking additional information. a demonstration should indeed promote good observation skills, ensuring that learners can closely follow the process and replicate the skill or understand the concept being shown

Table 3

Level of Teaching Approaches in Terms of Peer Mentoring

STATEMENT	MEAN	SD	REMARKS
<i>As a student...</i>			
<i>As a team, we support and guide each other in various aspect</i>	4.45	0.89	Strongly Agree
<i>Is my way of sharing my talent with another member of the team</i>	4.15	0.99	Strongly Agree
<i>Is a collaborative effort in which learning is a give-and-take</i>	4.17	0.90	Strongly Agree
<i>Helps me provide information about team dynamics</i>	4.24	0.99	Strongly Agree
<i>Is my way of informal guidance that can complement formal coaching and provide additional insights</i>	4.14	0.91	Strongly Agree
Weighted Mean		4.24	
SD		0.94	
Verbal Interpretation		Highly Evident	

The level of teaching approaches in terms of peer mentoring attained a weighted mean score of ($M=4.24$, $SD=0.94$) and was verbally interpreted as Highly Evident among the respondents.

This finding is parallel to the result of study of Martinez (2012), as assert that by encouraging students to learn and elevate their social status among peers, socialization experiences that arise during peer mentoring can be advantageous to both the tutee and the tutor. Student interaction both inside and outside of the classroom increased dramatically, indicating that peer teaching was beneficial for socialization.

Table 4

Level of Students' Behavior in Terms of Self-Discipline

STATEMENT	MEAN	SD	REMARKS
<i>As a student...</i>			
<i>I give compliments and uplifting words to encourage my teammates.</i>	4.19	0.97	Strongly Agree
<i>I cultivate trust, respect, and teamwork within my team.</i>	4.42	0.85	Strongly Agree
<i>I practice conformity with sports ethics.</i>	4.24	0.87	Strongly Agree
<i>I encourage my teammates to learn and practice the team spirit.</i>	4.33	0.84	Strongly Agree
<i>I instil a sense of shared commitment in my team.</i>	4.26	0.91	Strongly Agree
Weighted Mean		4.29	
SD		0.89	
Verbal Interpretation		Highly Evident	

Students "Strongly agree that they cultivate trust, respect, and teamwork within my team ($M = 4.42$, $SD=0.85$). Likewise, Students "Strongly agree that they give compliments and uplifting words to encourage my teammates ($M = 4.19$, $SD=0.97$). This can imply that in order to boost the team spirit, each student's compliments members of their team for a job well done.

These results can imply that students' are manifesting trust, respect, and teamwork as a sign of their good behavior in terms of self-discipline.

Table 5

Level of Students' Behavior in Terms of Teamwork

STATEMENT	MEAN	SD	REMARKS
<i>As a student</i>			
<i>I establish good communication with my colleagues.</i>	4.24	0.88	Strongly Agree
<i>I share enthusiasm in every teamwork activity.</i>	4.18	0.90	Strongly Agree
<i>I encourage and cheer my classmates during the game.</i>	4.42	0.87	Strongly Agree
<i>I respect the decision of my classmates, do not complain, and share my ideas for the better result of the game.</i>	4.36	0.80	Strongly Agree
<i>I respectfully follow the rules and regulations of the class.</i>	4.53	0.76	Strongly Agree
Weighted Mean		4.35	
SD		0.85	
Verbal Interpretation		Highly Evident	

Students Strongly Agree that they respectfully follow the rules and regulations of the class ($M = 4.53$, $SD=0.76$). Likewise, Students Strongly Agree that they share enthusiasm in every teamwork activity ($M = 4.18$, $SD=0.90$). This implies that teamwork encourages rule obedience not only in the field of sports but also in the classroom. It also leads to a helpful and positive team atmosphere which fosters greater level of cooperation, output and success overall.

Finding reveal similar on the study of McGraw (2020), success in the workplace requires effective teamwork. Each member of the team has a designated responsibility in accomplishing work tasks, similar to how players on a basketball team collaborate to create an ideal scoring opportunity.

Table 6

Level of Students' Behavior in Terms of Sportsmanship

STATEMENT	MEAN	SD	REMARKS
<i>As a student...</i>			
<i>I respect other students' behavior and attitudes.</i>	4.39	0.88	Strongly Agree
<i>I show ethics and moral practices during sports competitions.</i>	4.32	0.90	Strongly Agree
<i>I know how to be fair with my opponents</i>	4.47	0.80	Strongly Agree
<i>I am disciplined and hold integrity during competitions.</i>	4.40	0.79	Strongly Agree
<i>I maintain a pose and do the best thing for myself and/or for my classmates.</i>	4.48	0.70	Strongly Agree
Weighted Mean		4.41	
SD		0.80	
Verbal Interpretation		Highly Evident	

Students Strongly Agree that they maintain a pose and do the best thing for myself and/or for my classmates ($M = 4.48$, $SD=0.70$). Likewise, Students Strongly Agree that they show ethics and moral practices during sports competitions ($M = 4.32$, $SD=0.90$). This implies that team members remain calm not only for themselves but also for their team members. Maintaining composure in every game promotes clarity of mind that eventually will lead to a better decision-making.

The results of the discussion reveals that the sportsmanship is a significant aspect of students' behavior, as it reflects a positive playing environment, promoting fair play, and showing a sense of mutual respect both for their team mates and their opponents.

Table 7

Level of Students' Behavior in Terms of Integrity

STATEMENT	MEAN	SD	REMARKS
<i>As a student...</i>			
<i>I adhere to ethical principles, honesty, and fair play within the sporting environment</i>	4.47	0.64	Strongly Agree
<i>I am committed to moral and ethical values both on and off the court</i>	4.34	0.73	Strongly Agree
<i>I uphold the spirit of sportsmanship, the credibility of the competition, and my overall reputation as a student</i>	4.33	0.85	Strongly Agree
<i>I refrain from cheating, doping, or engaging in unsportsmanlike behaviour</i>	4.36	0.96	Strongly Agree
<i>I am honest and transparent in my actions and communication.</i>	4.40	0.82	Strongly Agree
Weighted Mean	4.38		
SD	0.81		
Verbal Interpretation	Highly Evident		

The level of students' behavior in terms of integrity attained a weighted mean score of 4.38 and a standard deviation of 0.81 and was verbally interpreted as Highly Evident among the respondents. This implies that students' who play honestly and demonstrate good sportsmanship add to a friendly and positive sports culture and individual development.

The researcher findings were related to the study of Huberts (2018), as to live with integrity, students must be fully aware of our goals and values, as well as the things that are most important to us. We also need to keep these things in balance with our choices and behaviors, upholding the ethical principles and fair play in the sporting environment.

Table 8

Level of Students' Behavior in Terms of Resilience

STATEMENT	MEAN	SD	REMARKS
<i>As a student...</i>			
<i>I have a high degree of perseverance and determination</i>	4.26	0.87	<i>Strongly Agree</i>
<i>I effectively manage my emotions, remaining composed during both success and failure</i>	4.30	0.76	<i>Strongly Agree</i>
<i>I understand that failures are part of the journey</i>	4.50	0.70	<i>Strongly Agree</i>
<i>I view failure as an opportunity to learn new things</i>	4.44	0.83	<i>Strongly Agree</i>
<i>I build and utilized support network, including coaches and team mates</i>	4.45	0.74	<i>Strongly Agree</i>
Weighted Mean		4.39	
SD		0.79	
Verbal Interpretation		Highly Evident	

Students Strongly Agree that they understand that failures are part of the journey ($M = 4.50$, $SD = 0.70$). Likewise, Students Strongly Agree that they have a high degree of perseverance and determination ($M = 4.26$, $SD = 0.87$). This implies that students' understand that not every competition will bring about both sweet success and awful failure.

This finding reveals that behavior such as resiliency may be a significant factor in sporting environment; the understanding of the students' should be able to bounce back from setbacks, adapt to challenges, and maintain a positive mindset in the face of adversity. Students' who exhibit resilience are more likely to overcome obstacles, cope with pressure, and perform at their best even in difficult circumstances. They have the understanding that losing is part of the game, what important is that they are able to accept defeats and comeback stronger.

Relevant to this, Herrman (2016), agree that resilience is fundamentally involves the ability to adapt positively, meaning to maintain or restore mental well-being amidst challenges. Within the realm of sports, resilience holds significance for coaches, sports psychologists, and researchers aiming to enhance athlete performance and overall welfare. One area of focus is the correlation between resilience and sportsmanship. Studies have revealed that resilient individuals are more inclined to exhibit favorable sportsmanship traits, such as fair play, respect for opponents, and adherence to regulations. The resilience demonstrated by athletes is a pivotal behavioral and psychological attribute that aids them in navigating adversity, setbacks, stress, and the rigors of training and competition.

Table 9

Level of Students' Behavior in Terms of Determination

STATEMENT	MEAN	SD	REMARKS
<i>As a student...</i>			
I have an unwavering commitment to achieving goals and overcoming challenges	4.34	0.71	<i>Strongly Agree</i>
I stay focused, persevere through difficulties, and maintain a strong work ethic	4.39	0.71	<i>Strongly Agree</i>
I consistently put in the effort required improving my skills and performance	4.49	0.70	<i>Strongly Agree</i>
I am determined to have a clear goal for continuous progress	4.42	0.74	<i>Strongly Agree</i>
I am determined to surpass my previous performance	4.39	0.75	<i>Strongly Agree</i>
Weighted Mean		4.41	
SD		0.72	
Verbal Interpretation		Highly Evident	

Students Strongly Agree that they consistently put in the effort required improving my skills and performance" (M = 4.49, SD=0.70). Likewise, Students Strongly Agree that they have an unwavering commitment to achieving goals and overcoming challenges (M = 4.34, SD=0.71). This implies that student is determined to train and improved their performance as part of their commitment to the team. determination is an important behavior of students, as they put their effort on improving themselves and trying to be a productive member of the team. They have a mindset to overcome challenges and have the ability to face difficult situations.

This result is supported by Tumakova (2019), as determination entails taking charge of your own life rather than relying on others to do things for you. However, the most crucial support for leading a self-directed life often comes from friends and family members. As the song says, everybody gets by with a little help from friends. Whether engaging in activities with others or independently, recognizing your interests and actively pursuing them are key components of a fulfilling life.

Table 10

Level of Students' Performance in Athletics event in Terms of Practical Test with regards to Running

<i>Criteria</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>Readiness</i>	<i>4.04</i>	<i>0.92</i>	<i>Advance (A)</i>
<i>Running Drills</i>	<i>4.12</i>	<i>0.89</i>	<i>Advance (A)</i>
<i>Starting Position</i>	<i>3.81</i>	<i>0.97</i>	<i>Proficient (P)</i>
<i>Running Form</i>	<i>4.03</i>	<i>0.74</i>	<i>Advance</i>
<i>Appropriate Behavior</i>	<i>4.62</i>	<i>0.85</i>	<i>Advance (A)</i>
Weighted Mean		4.12	
SD		0.92	
Remarks		Advance (A)	

Table 10 shows that student performance in athletics event in terms of practical test with regards to running, in the criteria of appropriate behavior got the highest mean of ($M=4.62$, $SD=0.85$). Likewise, in the criteria of starting position got the lowest mean of ($M=3.81$, $SD=0.97$).

The level of students' performance in athletics event in terms of practical test with regards to running attained a weighted mean score of 4.12 and a standard deviation of 0.92 and was verbally interpreted as Advanced among the respondents.

This implies that students with proper behavior perform well in the athletics event in terms of running. This is supported by the result of the study of Devone (2023), Proper behavior plays a crucial role in achieving optimal performance in running events. By cultivating a culture of respect, discipline, focus, and resilience, athletes can enhance their physical performance and handle the pressures of competition more effectively. Combining behavioral training with technical and physical preparation creates a complete strategy that helps students on and off the field.

The same findings were seen in the study of Martucello (2019), the way students behave has big impact on their running performance. The development of endurance, strength, and technique is facilitated by consistent, rigorous training regimens. Good behaviour is made up of a variety of qualities including focus, discipline, sportsmanship, and mental toughness, all of which are essential in improving performance.

Table 11

Level of Students' Performance in Athletics event in terms of Practical Performance with regards to Jumping

<i>Criteria</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>Readiness</i>	<i>4.02</i>	<i>0.93</i>	<i>Advance (A)</i>
<i>Jumping Drills</i>	<i>4.50</i>	<i>0.86</i>	<i>Advance (A)</i>
<i>Short Approach</i>	<i>3.52</i>	<i>1.05</i>	<i>Proficient (P)</i>
<i>Full Approach</i>	<i>3.78</i>	<i>0.96</i>	<i>Proficient (P)</i>
<i>Appropriate Behavior</i>	<i>4.76</i>	<i>0.55</i>	<i>Advance (A)</i>
Weighted Mean		4.12	
SD		0.98	
Remarks		Advance (A)	

Table 11 shows that student performance in athletics event in terms of practical test with regards to jumping, in the criteria of appropriate behavior got the highest mean of ($M=4.76$, $SD=0.55$). Likewise, in the criteria of short approach got the lowest mean of ($M=3.52$, $SD=1.05$).

The level of students' performance in athletics event in terms of practical test with regards to jumping attained a weighted mean score of 4.12 and a standard deviation of 0.98 and was verbally interpreted as Advanced among the respondents.

This implies that students with proper behavior perform well in the athletics event in terms of jumping. This is supported by Kinet (2020), improving one's jumping technique can make a big difference in one's capacity for physical activity and athletic success. Prior to jump, putting one's thoughts outside of oneself may improve one's capacity to jump, especially when it comes to horizontal and vertical jumps.

The result was observed in the study of Davis (2014), The capacity of leap is one fundamental skill required for numerous sports. Coaches, athletic trainers, physical therapists, and other professionals to evaluate students' or athletes' physical ability the efficacy of a training program, and their functional level of readiness to return to competition following an injury use the vertical jump test.

Table 12

Level of Students' Performance in Athletics event in terms of Practical Test with regards to Throwing

<i>Criteria</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>Readiness</i>	4.02	0.93	<i>Advance (A)</i>
<i>Throwing Drills</i>	4.81	0.42	<i>Advance (A)</i>
<i>Standing Throw</i>	4.45	0.59	<i>Advance (P)</i>
<i>Full Sequence</i>	3.78	1.11	<i>Proficient (P)</i>
<i>Appropriate Behavior</i>	4.87	0.37	<i>Advance (A)</i>
Weighted Mean		4.87	
SD		0.37	
Remarks		Advance (A)	

Table 12 shows that student athletes' performance in athletics event in terms of practical test with regards to throwing, in the criteria of appropriate behavior got the highest mean of ($M=4.87$, $SD=0.37$). Likewise, in the criteria of full sequence got the lowest mean of ($M=3.78$, $SD=1.11$).

The level of students' performance in athletics event in terms of practical test with regards to throwing attained a weighted mean score of 4.87 and a standard deviation of 0.37 and was verbally interpreted as Advanced among the respondents. This implies that appropriate behavior in throwing affect the students' performance.

This is supported by Tillaar (2023), that proper behavior is necessary to reach peak performance. Technique and physical strength are the main determinants, but behavioral traits like discipline, focus, sportsmanship, and mental toughness also matter.

Likewise, Nuno (2016), following proper throwing technique both in training and competition is a sign of proper behaviour. Optimizing throw distance and accuracy, requires precise footwork, body alignment, and release mechanics. For the best results, once must remain focused and aware of the throwing motion from set-up to release. Distractors must be avoided, throws must be visualized as successful, and each attempt must be made with full mental focus

Table 13

Significant Relationship between Teaching Approaches and Students' Behavior

Teaching Approaches		Students' Behavior					
		Self-discipline	Teamwork	Sportsmanship	Integrity	Resilience	Determination
<i>Interactive Discussion</i>	<i>r-value</i>	.218*	.280*	.243*	.227*	.199*	0.200*
	<i>Sig.(2-tailed)</i>	.000	.000	.000	.000	.000	.000
	<i>N</i>	100	100	100	100	100	100
<i>Demonstration</i>	<i>r-value</i>	.466*	.366*	.420*	.331*	.300*	.293*
	<i>Sig.(2-tailed)</i>	.000	.000	.000	.000	.000	.000
	<i>N</i>	100	100	100	100	100	100
<i>Peer mentoring</i>	<i>r-value</i>	.480*	.417*	.492*	.484*	.355*	.370*
	<i>Sig.(2-tailed)</i>	.000	.000	.000	.000	.000	.000
	<i>N</i>	100	100	100	100	100	100

Findings reveal that the relationship between teaching approaches in terms of interactive discussion, demonstration, and peer mentoring and students' behavior in terms of self-discipline, teamwork, integrity, resilience, and determination is significant, and there is a low to moderate relationship between teaching approaches and students' behavior. That interactive discussion transforms passive observation (in demonstration) into active participation. This improves engagement and knowledge retention.

Findings reveal that the relationship between teaching approaches in terms of demonstration, and peer mentoring and students' behavior in terms of self-discipline, teamwork, integrity, resilience, and determination is significant, and there is a low to moderate relationship between teaching approaches and students' behavior. Teachers can use demonstrations to showcase proper technique, sportsmanship, and work ethic during drills or game situations. Students can visually learn the "how" and "why" of desired behaviors.

Findings reveal that the relationship between teaching approaches in terms of interactive discussion, demonstration, and peer mentoring and students' behavior in terms of self-discipline, teamwork, integrity, resilience, and determination is significant, and there is a low to moderate relationship between teaching approaches and students' behavior. Peer mentors can facilitate discussions about the behavior showcased in demonstrations. This allows students to share experiences, and internalize the lessons learned.

The result of table discussion implies that there is a significant relationship between teaching approaches and students' behavior.

This implies that teaching approaches like interactive discussion, demonstration and peer mentoring influences the student's behavior, Interactive discussion like using technology can make learning more interactive and engaging. Tools like educational software, online resources, and multimedia presentations can capture students' interest and cater to different learning styles. Moreover, group activities in a form of peer mentoring and discussions enhance social skills, cooperation, and empathy. Students learn to work with diverse peers, improving their communication and teamwork abilities.

Table 14

Significant Relationship between Teaching Approaches and Students' Performance in Athletics Event in terms of Practical Test

Teaching Approaches		Students' Performance in Athletics Event Practical Test
Interactive Discussion	r-value	.001
	Sig.(2-tailed)	.726
	N	100
Demonstration	r-value	.000
	Sig.(2-tailed)	.946
	N	100
Peer mentoring	r-value	.004
	Sig.(2-tailed)	.526
	N	100

Table 14 shows no significant relationship between teaching approaches and students' performance in athletics events in terms of practical test.

The p-value indicates that there is no significant relationship between teaching approaches and students' performance in athletics events in terms of practical tests, which is more than the level of significant value of 0.05.

This result is because the effectiveness of a teaching approach depends on the students' experience level, the specific skill being taught, and the format of the practical test, and there likely isn't a "one size fits all" approach, and the best coaches will adapt their methods based on individual athletes and situations.

5. Conclusion

Based on the findings resulting to the following conclusions.

1. There is a significant relationship between teaching approaches and students' behavior. Thus, the null hypothesis is rejected. This infers that teaching approaches and students' behavior underscores the importance of selecting and implementing educational strategies that not only convey content effectively but also promote a healthy, engaging, and inclusive classroom environment. Educators should be mindful of how these methods influence student behavior and adjust their approaches based on the needs and responses of their students.

2. There is a significant relationship between teaching approaches and students' performance. Thus, the null hypothesis is rejected. This infers that teaching methods can significantly affect how well students understand the material, retain information, and apply their knowledge in assessments and real-world scenarios. Effective teaching approaches not only cater to the diverse learning styles present within a classroom but also actively engage students in the learning process, enhancing their performance across different subjects and skills

6. Recommendations

Based on the drawn conclusions resulted in the following recommendations:

1. The teachers may have a standardized rubric in measuring student performance in athletics events like running, jumping, and throwing event
2. The teacher's approach may have a structured based on the level of learning and abilities of the students.
3. Teachers should use methods and instruments that better compliment students interest like instructional videos.
4. Teachers may create activities that will allow students to apply the newly acquired skills and assess their performance that will help them discover their talents and abilities in athletics events.
5. Collaboration among teachers, Parents, Coaches and other stakeholders to support the physical development of the students

Acknowledgements

This research paper will not be possible without the encouragement, help, support and guidance of the following whom the researcher would like to give her grateful recognition and appreciation.

ALMIGHTY GOD, JESUS CHRIST, for everlasting love, guidance, blessings, wisdom, knowledge, and divine understanding which he has given to the researcher. Without Him this research will not be possible to accomplish;

Hon. Pres. LTC MARIO R. BRIONES, EdD., University President, and also the chairman of the defense panel. For his management and leadership in producing well-trained and equipped educators, for his insightful and significant comments and additional information given to make the study more comprehensive;

ENGR. MANUEL LUIS R. ALVAREZ, Campus Director LSPU Santa Cruz Campus.

Prof. ROSARIO G. CATAPANG, PhD. Associate Dean, College of Teacher Education and Graduate Studies, for her positive outlook in producing competent, more equipped graduate students, also his technical editor, for patiently polishing the settings and format of the manuscript;

DR. FREDDIE S. JAVIÑA, her research adviser, for sharing his expertise and guidance throughout all stages of the work.

PROF. JOHN MICHAEL D. AQUINO, her research subject specialist, for his support, motivation, and ideas to make this research possible.

DR. MARIE ANN S. GONZALES, her internal statistician, for guiding the researcher in gathering data and giving accurate treatment for the study.

DR. EVELYN A. Sunico, her external statistician, for helping the researcher in computing the gathered data and sharing relevant information regarding the study.

DR. AILEEN M. DARAN, her language critic, for her patience in reviewing the paper and revising the language in accordance with academic writing norms.

DR. BENNY B. JUACALLA, her external panel, for sharing his knowledge and expertise in the field of Physical Education.

SR. GERTRUDES U. DAYAG, SM for the approval in conducting the study; and

FAMILY AND FRIENDS for the love, encouragement, moral support, and financial support that inspired the researcher to make this research study possible.

References

- Almaki (2016), quantitative research <https://eric.ed.gov/?id=EJ1110464>
- Bada (2015), Constructivism Learning Theory: A Paradigm for Teaching and Learning. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 5, Issue 6 Ver. I c. 2015), PP 66-70 www.iosrjournals.org
- Bailey et al. (2013). Action perception predicts action performance.
<https://www.sciencedirect.com/science/article/abs/pii/S002839321300211X>
- Barrett, M., Jones, G., Bunds, K., Casper, J. and Edwards, M. (2021). Teamwork makes the net-work: participant-governed networks and athletics sustainability collaboration. Retrieved from <https://www.emerald.com/insight/content/doi/10.1108/IJSHE-05-2021-0188/full/html>
- Brackenridge (2016), education professionals International Olympic Committee consensus statement: harassment and abuse (non-accidental violence) in sport.
<https://bjsm.bmj.com/content/50/17/1019.short>
- Barnes (2018). Clearing Up Some Misunderstandings: A Reply to L. Philip Barnes.
<https://onlinelibrary.wiley.com/doi/10.1111/jore.12246>
- Bolter et. al. (2019), sportsmanship Coaching Behaviors and Adolescent Athletes' Sportpersonship Outcomes: Further Validation of the Sportsmanship Coaching Behaviors Scale (SCBS)
- Beem (2019). Extracurricular activities. Retrieve from www.public.lastate.edu
- Better up (2019). The 13 essential leadership values for anyone leading a team.
<https://www.betterup.com/blog/10-core-values-of-a-great-leader>
- Bo Hanson (2019). Sport Coaching Styles: The Four DISC Styles.
<https://www.athleteassessments.com/four-sport-coaching>
- Brian G. Phelps (2020), Sportsmanship The Importance of Sportsmanship and What it Should Look Like.
<https://www.fwcd.org/news/2018-09-28/the-importance-of-sportsmanship-and-what-it-should-look-like>
- Breitbach, A., Reeves, S. and Fletcher, S. (2017). Health Care as a Team Sport?—Studying Athletics to Improve Interprofessional Collaboration. Retrieved from <https://www.mdpi.com/2075-4663/5/3/62>
- Business Courses (2019) https://www.linkedin.com/posts/tramaine-campbell-2b33641a2_thank-you-activity-6777699545406078977-4o30?trk=public_profile_like_view
- CALE Learning Enhancement (2018), peer mentoring
<https://onlinelibrary.wiley.com/doi/abs/10.1111/jonm.12590>

- Career Guide (2019), These are the teamwork skills you need to fast-track your career.
<https://www.linkedin.com/pulse/teamwork-skills-you-need-fast-track-your-career-sarah-goff-dupont>
- Ceniceros (2020), encouraging positive sportsmanship The Importance of Good Sportsmanship:
Nurturing Positive Behavior in Sports
<https://everydayspeech.com/sel-implementation/the-importance-of-good-sportsmanship-nurturing-positive-behavior-in-sports/>
- Cheprasov (2021). Teaching Children Good Sportsmanship
<https://www.stanfordchildrens.org/en/topic/default?id=teaching-sportsmanship-1-4524>
- Coleman (2016). The relationship between perceived coaching behaviors and developmental benefits of high school sports participation. Retrieved from https://pseve.org/wp-content/uploads/2018/03/Volume07_Issue3_Gould.pdf
- Collins (2023). <https://www.collinsdictionary.com/woty>
- Davis (2021), descriptive research. https://www.researchgate.net/publication/333220662_Descriptive_Research_Designs
- Deci and Ryan (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. <https://psycnet.apa.org/record/2020-25644-001>
- Dodge and Robertson (2016), What Role Does Ethics Play in Sports? <https://www.scu.edu/ethics/focus-areas/more-focus-areas/resources/what-role-does-ethics-play-in-sports/>
- Driskell (2018), Teamwork. Foundations of teamwork and collaboration.
<https://psycnet.apa.org/record/2018-23205-004>
- Duckworth and Seligman 2016, Self-discipline outdoes IQ in predicting academic performance of adolescents. <https://psycnet.apa.org/record/2005-15678-005>
- Elizabeth Perry (2022), What will make or break your next role? Find out why teamwork matters.
<https://www.betterup.com/blog/what-is-teamwork>
- Fetzer institute (2017), Landscape Education for Democracy: Metodi e Metodologia. <https://in-bo.unibo.it/article/view/9850>
- Fuchs and Martinez (2012). Effects of Peer Tutoring Strategy on Academic Achievement of Senior Secondary School Students in Technical Drawing in Nigeria.
<http://eprint.subtopublish.com/id/eprint/2229/>
- Gibb, 2020. Impact of Visual Skills Training on Sports Performance: Current and Future Perspectives. Retrieved from <http://www.lynnhellerstein.com/wp-content/uploads/2013/01/sports.pdf>

- Greaves, Martin (2013), Using the theory of planned behavior to explore intentions in the workplace environmental behavioral
<https://www.sciencedirect.com/science/article/abs/pii/S027249441300009>
- Glencoe McGraw (2020), success in the workplace.
https://glencoe.mheducation.com/sites/007861581x/student_view0/chapter12
- Hartman (2020), peer mentoring PEERS: Evaluation of an Undergraduate- Led Near-Peer Community Health Mentorship Program.
<https://www.jsr.org/index.php/path/article/view/2096>
- Harridge (2017). Extracurricular activity: How does participation encourage Positive Youth Development. The Physical Educator, 60(2), 13-19
- Haywood & Getchell, 2014. Intrinsic motivation in children.
- Hernández and Monroy (2015), A preliminary study of teachers' perception of core competencies for undergraduate students.
https://www.researchgate.net/publication/272793843_A_preliminary_study_of_teachers_perception_n_of_core_competencies_for_undergraduate_students
- Herrman (2016), resilience. <https://journals.sagepub.com/doi/abs/10.1177/070674371105600504>
- Huberts (2018). Integrity: What it is and Why it is Important.
https://www.researchgate.net/publication/326480356_Integrity_What_it_is_and_Why_it_is_Important
- Indeed (2021). What Is Determination? (With Definition, Examples and Tips)
<https://www.indeed.com/career-advice/career-development/determination>
- Jones et al (2016). Activity theory, complexity and sports coaching: an epistemology for a discipline. <https://www.tandfonline.com/doi/abs>
- Jorge and Ramon (2015), Positive discipline in the inclusive, learning-friendly classroom: a guide for teachers and teacher educators.
<https://unesdoc.unesco.org/ark:/48223/pf0000149284>
- Jukic et al., (2020). Strength and conditioning in top-level team sports: an individual discipline.
<https://www.researchgate.net/profile/TEAM-SPORTS-AN-INDIVIDUAL-DISCIPLINE/pdf>
- June Core (2022). Value discipline. <https://michigansportsacademies.com/blog/june-core-value-discipline/#:~:text=Discipline%20is%20one%20of%20the,in%20other%20areas%20of%20life.>
- Katz (2013). THE ART OF EFFECTIVE DEMONSTRATIONS.
<https://www.ualberta.ca/centre-for-teaching-and-learning/media-library/catalysts/design-multidomain-demonstrations/effective-demonstrations.pdf>

- Khawama (2019), teamwork. <https://core.ac.uk/download/pdf/249335744.pdf>
- Keegan (2018). Motivational climate research.
- Kendra (2023), Community Resilience: Toward a Framework for an Integrated, Interdisciplinary Model of Disaster.
<https://ascelibrary.org/doi/abs/10.1061/%28ASCE%29NH.1527-6996.0000495>
- Kristijansson (2019). School sports participation and motivation.
- Lockwood, P. and Perlman, D., 2008. Enhancing the Youth Sport Experience: A Re-examination of Methods, Coaching Style, and Motivational Climate. *Journal of Youth Sports*, 4(1).
- Marcone, Mike, 2017. The Impact of Coaching Styles on the Motivation and Performance of Athletes.
- Marrier et al., (2018). Strength and conditioning in top-level team sports: an individual discipline. <https://www.researchgate.net/profile/TEAM-SPORTS-AN-INDIVIDUAL-DISCIPLINE/pdf>
- Marsh & Kleitman (2012). Sportpersonship coaching behaviours, relatedness need satisfaction, and early adolescent athletes' prosocial and antisocial behaviour. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/1612197X.2016.1142461>
- Master Class (2021), How to Show Good Sportsmanship: 5 Qualities of a Good Sport. <https://www.masterclass.com/articles/how-to-show-good-sportsmanship>
- Mind Tools (2019), Self-discipline <https://www.mindtools.com/adjf7nz/self-discipline>
- Mind Valley (2016), <https://blog.brookespublishing.com/5-mnemonic-strategies-to-help-students-succeed-in-school/>
- Minson (2013). Extracurricular activities and Adolescent development. *Journal of Social Issues* 59(4), 865-889.
- Mock (2010). School vs. Afterschool: A study of Equity in supporting children's Development. *Journal of Research in Childhood Education*. 22(4) 404.
- Morin (2015). Positive behavior strategies: A guide for teachers. <https://www.understood.org/en/articles/what-are-positive-behavior-strategies>
- Muxtorova, X. A., et al. "The Role of Coaches in the Preparation of Young Athletes." *European Scholar Journal*, vol. 2, no. 5, 2021, pp. 73-76
- Palestinos (2018). Co-production of knowledge for climate-resilient design and planning in Naples, Italy. <https://www.sciencedirect.com/science/article/abs/pii/S0197397523000085>

- Personality Psychology (2023), How Personality Matters for Education Research.
https://www.researchgate.net/publication/373945873_How_Personality_Matters_for_Education_Research
- Quist (2021), Cooperative Fish and Wildlife Research Units Program: Idaho.
<https://www1.usgs.gov/coopunits/staff/480283>
- Quora (2021), an interactive discussion. https://www.quora.com/Which-is-better-in-person-learning-or-online-learning?no_redirect=1
- Rozin (2019), Descriptor of self-determination based on cognitive models.
https://www.shs-conferences.org/articles/shsconf/abs/2019/13/shsconf_appsconf2019_04005/shsconf_appsconf2019_04005.html
- RUN, JUMP, THROW: The Official IAAF Guide to Teaching Athletics (pp. 5, 97, 153)
- Sanchez et. al. (2020). Approaches to History Teaching According to a Structural Equation Model.
<https://www.frontiersin.org/articles/10.3389/feduc.2022.842977/full>
- Santos, Danny (2018). Leadership. https://www.linkedin.com/posts/dannysantos323_transitioningmilitary-leadership-activity-6977318992201887744-jQon?trk=public_profile_like_view
- Schunk, D. (2016). Self-efficacy and human motivation.
https://www.researchgate.net/publication/346894235_Self-efficacy_and_human_motivation
- Schultz (2015). Season sports participation among school children.
- Science Direct (2020), Integrating discussion and digital media to increase classroom interaction.
<https://www.sciencedirect.com/science/article/abs/pii/S1477388020300013>
- Singh (2011). Coaching techniques in skills development.
- Skidmore (2017). Self-discipline in the life of Colleges students.
<https://dergipark.org.tr/en/download/article-file/1343382>
- Springer Link (2017), interactive discussion. https://link.springer.com/chapter/10.1007/978-3-540-72715-6_12
- Sybing (2015), Interactive discussion The Use of the Discussion Method at University: Enhancement of Teaching and Learning. <https://files.eric.ed.gov/fulltext/EJ1200403.pdf>
- Teach Mint (2016), peer mentoring. <https://journalissues.org/ijepr/abstract/utilization-of-teacher-supervision-tool-in-improving-teachers-effectiveness-in-secondary-schools-in-the-rukungiri-district-uganda/>
- The awards group (2020). <https://theawardgroup.com/recognition-industry/sports/>

- Thompson, PJL (2017). Introduction to Coaching theory, p.39
- Thompson (2012). The Relationship between out-of-school activities and Positive youth development: an investigation of the influences of Communities and family. *Adolescence*, 40, 67,85.
- Trudeau Troutman and Dufur (2017). Sports activities vs. Academic Achievement for Rural High School Students. *National Forum of applied Education Research Journal*, 19, 1-11.
- & Shepard (2019). The Effect of Strength Training on Performance in Endurance Athletes. Retrieved from <https://link.springer.com/article/10.1007/s40279-014-0157-y>
- Topping (2020). The Role of Peer Mentors in Promoting Knowledge and Skills Development in Graduate Education. <https://www.hindawi.com/journals/edri/2020/8822289/>
- Tumakova (2019), Descriptor of self-determination based on cognitive models. https://www.shs-conferences.org/articles/shsconf/abs/2019/13/shsconf_appsconf2019_04005/shsconf_appsconf2019_04005.html
- Warner, Matthew Robert, "Coaching Styles and Team Cohesion in High School Male Student-Athletes" (2017). Masters Theses. 2881.
Retrieved: <https://uk.indeerd.com/career-advice/career-development/sports-coach-roles-and-skills>
- Wallace (2014), Preliminary results from Hlanganani (Coming Together): A structured support group for HIV-infected adolescents piloted in Cape Town, South Africa. <https://www.sciencedirect.com/science/article/abs/pii/S0190740914001339>
- Wolock, 2020. Strength Training for Athletes: Does It Really Help Sports Performance? Retrieved from <https://journals.humankinetics.com/view/journals/ijssp/7/1/article-p2.xml>
- Wu (2018), No AccessExperimental study on damage-controllable rocking walls with resilient corners. <https://www.icevirtuallibrary.com/doi/abs/10.1680/jmacr.18.00503>
- Yoder and Hochevar (2015), Encouraging Active Learning Can Improve Students' Performance on Examinations. https://www.researchgate.net/publication/228341197_Encouraging_Active_Learning_Can_Improve_Students'_Performance_on_Examinations
- Yousafzai (2023). Demonstration Method the Best in All Types of Teaching Methods. <https://zonofeducation.com/demonstration-method-of-teaching/>