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Teaching Approaches as Determinants of Learning Competencies and Performance of Junior High School Students in Physical Education

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***Abstract*—** *The purpose of this study was to ascertain how teaching strategies affect junior high school students' performance in physical education and their learning skills. It specifically aimed to assess students' learning competencies in terms of knowledge acquisition, skill development, and concept understanding, examine the levels of teaching approaches used by PE teachers, evaluate student performance, and ascertain the connection between teaching approaches and student learning outcomes. Using a descriptive-correlational research methodology, the study collected data from junior high school students and their physical education teachers using survey questionnaires and performance evaluation instruments.*

The results showed that PE teachers use a wide range of instructional strategies, with direct instruction, practical applications, collaborative learning, technology integration, and creative exploration being rated as very highly employed. Students showed excellent memory, application, analytical, and evaluative skills, as well as very high competency in knowledge acquisition, skill development, and concept understanding. PE grades were mostly in the top levels, and student performance was thus generally strong. Only creative exploration exhibited a weak but significant link with student performance, indicating that other factors may influence measured outcomes. However, significant positive relationships were found between teaching styles and learning competencies.

According to the study's findings, a variety of effective teaching strategies significantly improve students' learning capacities while fostering their cognitive, psychomotor, and conceptual growth. The minimal direct impact of instructional tactics on performance, however, suggests that other contributing factors must be taken into account. It is advised that PE teachers keep using a variety of teaching techniques with a stronger focus on creative inquiry, incorporate reflective practices, and make use of technology and teamwork techniques in light of these findings. Policymakers and curriculum designers should support comprehensive PE programs, and school administrators should offer resources and professional development. Future studies should examine additional performance-related variables as well as the long-term effects of various teaching strategies on students' involvement and physical literacy.

Keywords- *Physical Education, teaching approaches, learning competencies, student performance, junior high school, creative exploration.*

I. INTRODUCTION

Physical Education (PE) is increasingly recognized as a vital component of junior high school curricula, not only for fostering physical fitness and motor skills but also for developing cognitive, affective, and psychomotor competencies that contribute to lifelong learning and health (Jamon et.al., 2019). Within the Philippine K–12 system, PE seeks to align with the broader goals of holistic education, promoting not just physical performance but critical thinking, teamwork, and positive attitudes toward movement and wellness. Effective teaching strategies are central to achieving these goals: how teachers design, deliver, and engage learners in PE lessons can significantly influence both the acquisition of competencies and the academic performance of students.

Despite the clear importance of teaching strategies, research indicates that many PE classes still rely heavily on traditional, teacher-centered methods, which may not fully engage students or foster deeper learning. For example, a study of Filipino PE teachers found that technology-based instruction, differentiated strategies, and socio-emotional considerations emerged as key themes in the post-pandemic era of instructional delivery (Culajara, 2024). In another Philippine study, the utilization of tech-based teaching strategies in PE was found to be generally agreed upon by teachers, yet the implementation and context-specific effects remained underexplored (Padua et.al., 2025). These findings show that while approaches are evolving, their impact on actual student competencies and performance is not fully understood.

Moreover, much of the existing literature on teaching approaches has focused on core academic subjects rather than on PE, especially in the Philippine junior high context. For instance, an activity-based strategy in Earth Science improved performance among Grade 7 students in the Philippines (Sy et.al., 2022), yet comparable empirical studies in PE remain limited. The gap lies not simply in identifying strategies, but in examining how different strategies determine students' learning competencies (knowledge, skills, attitudes) and how those competencies in turn influence academic performance in PE settings.

Accordingly, there is a need to investigate which teaching approaches are the most significant determinants of learning competency and academic performance in PE among junior high school students. Such inquiry is important because competency development (mastery of the required skills, knowledge, and attitudes) serves as a mediating factor between instructional practices and student outcomes. If certain approaches lead to higher levels of competence, then those strategies may indirectly also lead to better academic performance in PE.

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Therefore, this study aims to analyze the teaching approaches employed by PE teachers in selected junior high schools, assess the learning competencies of students in PE, measure their academic performance in the subject, and determine the relationships among these variables. Specifically, the study explore the extent to which different teaching approaches serve as determinants of student learning competencies and how these competencies relate to academic performance. The findings are expected to support PE teachers, school leaders, and policymakers in enhancing instructional practice, curriculum implementation, and ultimately student outcomes in PE.

The study seeks to contribute to the under-researched domain of pedagogical effectiveness in PE within the Philippine context. In so doing, it occupies a distinct niche: examining strategy-competency-performance linkages in PE, a field often overshadowed by core academic subjects. The results may thus provide empirical evidence to inform teacher training, instructional design, and resource allocation in PE programs across similar settings.

II. Methodology

This study utilized a quantitative-correlational research design to determine the extent to which teaching approaches serve as determinants of students' learning competency and performance in Physical Education. A correlational design is deemed appropriate because the study does not involve manipulation of variables but rather focuses on identifying the degree of relationship and predictive value between independent and dependent variables. Specifically, the independent variable includes teaching approaches such as theoretical instructions, practical applications, creation exploration, technology integration, direct instruction, and collaborative learning. The dependent variables are students' learning competency, measured in terms of knowledge acquisition, skills development, and concept understanding, and performance in Physical Education. This design is aligned with the purpose of the study, which is to establish whether variations in teaching approaches contribute to differences in students' learning outcomes. Creswell (2018) explain, correlational research is suitable for educational studies seeking to explore connections among variables in natural settings.

III. Result and Discussion

The weighted mean of 4.35 with a standard deviation of 0.52 is verbally interpreted as Very Highly Employed. This signifies that theoretical instruction is consistently and extensively integrated into PE classes. The relatively low standard deviation indicates that students' responses were closely clustered, reflecting a shared perception regarding the strong presence of theoretical components in instruction.

The results imply that PE teachers effectively incorporate cognitive and conceptual elements into their teaching practices. By emphasizing understanding, analysis, and reflection alongside physical performance, teachers foster a more comprehensive learning experience that supports both intellectual and physical development in Physical Education.

TABLE I. Level of Teaching approaches employed by Physical Education (PE) teachers in terms of theoretical instructions

Statements ***As a student, I can . . .***	***Mean***	***SD***	***Remarks***
. . . understands the concepts and rules of each activity as explained by the PE teacher.	4.42	0.50	Strongly Agree
. . .remembers important terms and definitions used in Physical Education.	4.37	0.51	Strongly Agree
. . . PE teacher provides examples that help the student understand the value of physical fitness and health.	4.55	0.50	Strongly Agree
. . . analyzes the reasons behind the steps and techniques taught in class.	4.28	0.48	Strongly Agree
. . . evaluates and reflects on the meaning of PE lessons beyond physical skills.	4.15	0.52	Agree
Weighted Mean	**4.35**		
SD	**0.52**		
Verbal Interpretation	**Very Highly Employed**		

TABLE II. Level of Teaching approaches employed by Physical Education (PE) teachers in terms of practical applications

Statements ***As a student, I can***	***Mean***	***SD***	***Remarks***
. . . applies learned skills during games and physical activities.	4.58	0.49	Strongly Agree
. . . performs exercises or movements correctly after teacher demonstration.	4.43	0.50	Strongly Agree
. . . applies what was learned in Physical Education to real-life health and fitness routines.	4.45	0.52	Strongly Agree
. . . teacher assists the student in analyzing performance to improve techniques.	4.38	0.54	Strongly Agree
. . .reflects on how regular practice improves his/her performance.	4.51	0.57	Strongly Agree
Weighted Mean	**4.47**		
SD	**0.53**		
Verbal Interpretation	**Very Highly Employed**		

Table II presents the level of teaching approaches employed by Physical Education (PE) teachers in terms of practical applications.

The results indicate that students strongly agreed that their teachers enabled students to use newly acquired skills through games, exercises, demonstrations, and reflective practices, PE teachers successfully support experiential learning.

The weighted mean of 4.47 with a standard deviation of 0.53 is verbally interpreted as Very Highly Employed. The results imply that a key element of physical education instruction is practical involvement, which allows students to apply theoretical knowledge to real-world physical performance and health-related behaviors.

The findings imply that PE teachers place a strong emphasis on experiential and practical learning strategies, which allow students to actively apply skills, evaluate their performance, and relate what they learn in the classroom to real-world health practices. These methods help students become physically literate so they can maintain active and healthy lifestyles.

Table III presents the level of teaching approaches employed by Physical Education (PE) teachers in terms of creative explorations.

The results indicate that PE teachers use creative and exploratory learning possibilities in a moderate way, giving students the chance to express themselves, create motions, and

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experiment with various tactics while engaging in physical activities.

TABLE III. Level of Teaching approaches employed by Physical Education (PE) teachers in terms of creative explorations

Statements *As a student, I can . . .*	*Mean*	*SD*	*Remarks*
. . . given opportunities to create his/her own movement routines or strategies.	4.12	0.32	Agree
. . . encouraged to express creativity during performance tasks.	4.17	0.61	Agree
. . . appreciates different ways of performing an activity as long as the goals are achieved.	4.07	0.45	Agree
. . . evaluates his/her creative output using given criteria.	4.13	0.56	Agree
. . . designs new activities or movements based on learned PE concepts.	4.02	0.60	Agree
Weighted Mean **SD** **Verbal Interpretation**	**4.10** **0.52** **Highly Employed**		

The weighted mean of 4.10 with a standard deviation of 0.52 is verbally interpreted as Highly Employed. The findings imply that although creativity is promoted in physical education programs, it might be applied to a somewhat smaller degree than theoretical instruction and real-world applications.

Overall, the results show that creative exploration is widely used in physical education classes, showing that teachers provide students with the chance to experiment creatively with movement, assess their results, and create new activities based on topics they have learned. The results indicate that PE teachers understand the value of creativity in encouraging student involvement, originality, and a better comprehension of movement principles, even though the degree of implementation is somewhat lower than that of other teaching approaches. These methods help students become physically literate, capable of critical thought, creative expression, and active engagement in a variety of physical activities.

The study by Renshaw et al. (2019), which emphasized the value of creativity and inquiry in physical education through student-centered and exploratory learning techniques, supports the findings. According to their research, kids get a deeper comprehension of movement ideas and become more involved in physical activities when they are given the chance to experiment with movement, create strategies, and investigate various ways of completing tasks. Additionally, the researchers highlighted how creative inquiry in physical education fosters the growth of physically literate students who are capable of critical thinking, movement adaptation, and confident participation in a range of physical activities.

Table IV presents the level of teaching approaches employed by Physical Education (PE) teachers in terms of technology integration.

This finding suggests that PE teachers can successfully improve teaching and learning processes by utilizing digital tools including videos, multimedia materials, and internet resources.

The weighted mean of 4.27 with a standard deviation of 0.46 is verbally interpreted as Very Highly Employed. The findings suggest that technology has become an important instructional support in PE classes, helping students visualize movements, analyze performance, and better understand physical activity concepts.

TABLE IV. Level of Teaching approaches employed by Physical Education (PE) teachers in terms of technology integration

Statements *As a student, I can . . .*	*Mean*	*SD*	*Remarks*
. . .the PE teacher uses videos or multimedia tools to demonstrate physical skills.	4.35	0.48	Strongly Agree
. . .recalls lessons more easily with the help of visual or technology-based materials.	4.23	0.43	Strongly Agree
. . .applies lessons from online or digital PE resources to actual performance.	4.24	0.43	Strongly Agree
. . . analyzes performance using photos or videos shown in class.	4.32	0.50	Strongly Agree
. . . utilizes digital materials to enhance learning in Physical Education.	4.23	0.42	Strongly Agree
Weighted Mean **SD** **Verbal Interpretation**	4.27 0.46 **Very Highly Employed**		

Overall, the results show that technology integration is widely used in physical education instruction. PE teachers successfully support the demonstration, analysis, and application of physical skills through the use of multimedia, digital resources, and visual aids. These methods encourage introspective and independent learning while improving students' performance, comprehension, and engagement. Technology integration in physical education helps students become digitally and physically literate, enabling them to use contemporary resources to enhance their movement, fitness, and overall health.

The study by Casey et al. (2017) demonstrated how the use of digital technologies in physical education improves students' learning by offering interactive tools, performance analysis, and visual demonstrations, supports the findings. According to their research, using digital feedback, online resources, and multimedia tools enhances students' comprehension of movement principles and increases their participation in physical activities. The study also highlighted how technology-supported instruction fosters digital and physical literacy, allowing students to use technology on their own to enhance their performance and level of fitness.

TABLE V. Level of Teaching approaches employed by Physical Education (PE) teachers in terms of direct instructions

Statements *As a student, I can*	*Mean*	*SD*	*Remarks*
. . .the PE teacher clearly demonstrates each skill or movement before student performance.	4.54	0.52	Strongly Agree
. . . remembers the correct sequence of movements after teacher demonstration.	4.54	0.51	Strongly Agree
. . . participates in guided practice before performing independently.	4.38	0.49	Strongly Agree
. . . evaluates performance based on feedback provided by the teacher.	4.48	0.50	Strongly Agree
. . . performs tasks confidently after step-by-step instruction.	4.59	0.51	Strongly Agree
Weighted Mean ***SD*** ***Verbal Interpretation***	4.50 0.51 **Very Highly Employed**		

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Table V presents the level of teaching approaches employed by Physical Education (PE) teachers in terms of direct instructions.

This indicates that in order to help students learn physical abilities, PE teachers regularly employ structured and teacher-led instructional tactics like guided practice, demonstrations, and step-by-step explanations.

The weighted mean of 4.50 with a standard deviation of 0.51 is verbally interpreted as Very Highly Employed. The results indicate that direct instruction remains an effective and widely pedagogical strategy in physical education, especially when it comes to assisting students in comprehending proper movement patterns and enhancing their performance.

Overall, the results show that direct instruction is used extensively in physical education programs. In order to promote successful learning, teachers prioritize structured demonstrations, guided practice, and feedback. These instructional strategies assist students in comprehending how to conduct physical motions correctly, gaining self-assurance in their ability to complete activities, and progressively gaining independence in their ability to perform skills. These teaching strategies help students become proficient and physically literate so they can use their newly acquired skills in a variety of physical activities.

Rink (2018) highlighted the importance of structured teaching techniques including guided practice, demonstrations, and instant feedback in physical education for successful skill development, supports the findings. Students who receive direct teaching are better able to comprehend movement patterns and execute physical activities with assurance and accuracy. Additionally, the development of physically literate learners who can apply acquired abilities in a variety of physical activities and real-life scenarios is supported by the use of systematic instruction and feedback.

TABLE VI. Level of Teaching approaches employed by Physical Education (PE) teachers in terms of collaborative learning

Statements ***As a student, I can. . .***	***Mean***	***SD***	***Remarks***
. . .the PE teacher encourages students to work in groups during class activities.	4.17	0.39	Agree
. . . learns better when classmates share their ideas and strategies.	4.42	0.51	Strongly Agree
. . . and group members help one another perform tasks correctly.	4.44	0.51	Strongly Agree
. . .the group discusses and analyzes their performance after each activity.	4.30	0.46	Strongly Agree
. . .the group creates strategies and makes decisions together during PE games.	4.57	0.51	Strongly Agree
Weighted Mean	4.38		
SD	0.50		
Verbal Interpretation	**Very Highly Employed**		

Table VI presents the level of teaching approaches employed by Physical Education (PE) teachers in terms of collaborative learning.

This indicates that PE teachers regularly include group-based exercises that motivate students to communicate, collaborate, and work together while performing physical tasks.

The weighted mean of 4.38 with a standard deviation of 0.50 is verbally interpreted as Very Highly Employed. The findings imply that students' involvement and educational experiences in physical education are much improved by collaborative learning. Casey et al. (2018) discovered that collaborative learning strategies in physical education greatly improve students' engagement, involvement, and overall learning experiences, supports the findings. Students become more engaged in the learning process and gain a better comprehension of physical activities when they collaborate to solve problems, exchange ideas, and complete assignments. Additionally, the study highlighted how cooperative learning settings enhance students' motivation and engagement in physical education classrooms while fostering positive social interaction.

Overall, the results show that teachers value group interaction and shared learning experiences, as evidenced by the significant use of collaborative learning in physical education classes. Students improve their social and problem-solving skills in addition to their athletic ability through collaboration, peer support, and group reflection. These instructional strategies help students become socially and physically capable individuals who can collaborate, communicate, and engage in a variety of physical activities.

Renshaw et al. (2019) emphasized that cooperative and collaborative learning approaches in physical education improve both social and cognitive development, supports the findings. Students who participate in group activities develop their communication, cooperation, and problem-solving skills in addition to honing their athletic talents. The study highlighted how collaborative learning fosters the development of socially and physically competent students who can use their talents in a variety of physical activities by offering chances for peer assistance and shared reflection.

TABLE VII. Level of students' learning competency in terms of knowledge acquisition

Statements ***As a student, I can . . .***	***Mean***	***SD***	***Remarks***
. . . recalls the concepts and principles discussed in PE lessons.	4.39	0.50	Strongly Agree
. . . understands the importance of physical fitness and health.	4.27	0.44	Strongly Agree
. . . explains the rules and safety measures of various physical activities.	4.21	0.44	Strongly Agree
. . . analyzes the relationship between exercise, health, and well-being.	4.42	0.51	Strongly Agree
. . . evaluates how his/her PE knowledge applies to daily life.	4.30	0.46	Strongly Agree
Weighted Mean	**4**.32		
SD	0.48		
Verbal Interpretation	**Very Highly Competent**		

Table VII shows the level of students' learning competency in terms of acquisition.

The weighted mean of 4.32 with a standard deviation of 0.48 is verbally interpreted as Very Highly Competent. The findings indicate that students in Physical Education (PE) classes have a solid grasp and memory of the ideas, precepts, and regulations pertaining to physical activity, fitness, and health. According to Zhao et al. (2024), improving students'

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comprehension of physical education concepts and principles greatly enhances their cognitive learning results. The study showed that students are better equipped to apply their knowledge in real-world scenarios, improving both comprehension and performance, when they have a firm grasp of regulations, health principles, and exercise concepts. This lends credence to the notion that PE training that incorporates conceptual learning promotes meaningful application and good information retention.

Overall, the results show that students are quite proficient in learning new information, exhibiting good cognitive abilities in remembering, comprehending, evaluating, and using PE concepts. This illustrates how good physical education teaching methods foster critical thinking, intellectual engagement, and well-informed health and fitness-related decision-making in addition to improving physical performance.

Casey et al. (2017) highlighted how good physical education teaching strategies foster both cognitive and physical growth, supports the findings. Students who get structured, concept-based, and reflective physical education teaching are better able to remember, comprehend, analyze, and apply concepts related to movement and health. Combining practical learning with information acquisition improves critical thinking, informed decision-making, and general physical activity involvement.

TABLE VIII. Level of students' learning competency in terms of skills development

Statements ***As a student, I can. . .***	***Mean***	***SD***	***Remarks***
. . . performs physical skills taught in PE with confidence.	4.62	0.50	Strongly Agree
. . . applies proper techniques during games and exercises.	4.49	0.51	Strongly Agree
. . . improves performance through regular practice.	4.38	0.49	Strongly Agree
. . . .compares and evaluates current performance with previous results.	4.43	0.50	Strongly Agree
. . . creates a personal fitness routine based on learned skills.	4.37	0.48	Strongly Agree
Weighted Mean	4.46		
SD	0.50		
Verbal Interpretation	**Very Highly Competent**		

Table VIII shows the level of students' learning competency in terms of skills development.

This shows that students in Physical Education (PE) classes are very proficient in using appropriate approaches, performing physical tasks, and enhancing performance through practice.

The weighted mean of 4.46 with a standard deviation of 0.50 is verbally interpreted as Very Highly Competent. The results indicate that physical education training is an effective means of fostering the growth of motor skills, self-assurance in physical activities, and the capacity to apply acquired.

Overall, the results indicate that students are quite proficient in developing their skills, indicating that good physical education instruction fosters confidence, motor skill mastery, reflective practice, and real-world application. These instructional techniques help develop physically literate students who can precisely execute tasks, track their development, and use their skills to maintain their own health and fitness.

TABLE IX. Level of students' learning competency in terms of concept understanding

Statements ***As a student, I can . . .***	***Mean***	***SD***	***Remarks***
. . . .explains why certain techniques or movements are important.	4.39	0.56	Strongly Agree
. . . . understands the concepts behind warm-up, endurance, and flexibility.	4.35	0.48	Strongly Agree
. . . analyzes how his/her body responds to different physical activities.	4.17	0.39	Agree
. . . evaluates his/her performance based on learned PE concepts.	4.45	0.50	Strongly Agree
. . . . creates strategies for improving performance using PE concepts.	4.40	0.49	Strongly Agree
Weighted Mean	4.35		
SD	0.50		
Verbal Interpretation	**Very Highly Competent**		

Table IX shows the level of students' learning competency in terms of concept understanding.

This suggests that students in Physical Education (PE) classes have good cognitive abilities when it comes to comprehending the fundamental ideas, methods, and principles of physical activities.

The weighted mean of 4.35 with a standard deviation of 0.50 is verbally interpreted as Very Highly Competent. The results imply that PE training successfully enhances students' capacity to assess, analyze, and apply theoretical information in order to enhance their performance and general physical literacy. Casey et al. (2018) highlighted that concept-based instruction in physical education allows students to apply taught ideas to improve skill execution while critically analyzing and evaluating their performance, supports the findings. Students' physical literacy, strategic thinking, and capacity to make well-informed decisions regarding their performance and fitness all improve when physical education classes combine academic knowledge with real-world application. According to the study's findings, these teaching methods help students develop both cognitively and physically.

TABLE X. Level of students' performance in Physical Education in terms of 3RD Quarter Grade

Performance Task	***Frequency***	***Percentage***	***Remarks***
90 – 100	75	44.64%	Outstanding
85 – 89	93	55.36%	Very Satisfactory
80 – 84	0	0.00%	Satisfactory
75 – 79	0	0.00%	Fairly Satisfactory
Below 75	0	0.00%	Did Not Meet Expectations
Total	168	100%	
Weighted Mean		**89.96**	
SD		**2.92**	
Verbal Interpretation		**High**	

Table X presents the level of students' performance in Physical Education during the third quarter, as reflected in their grades.

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The results show that more than half of the students obtained grades within the 85–89 range, classified as Very Satisfactory, while a substantial proportion achieved grades within the 90–100 range, categorized as Outstanding. Notably, no student received grades below 85, indicating that all respondents performed at a very satisfactory level or higher. This distribution signifies consistently strong academic performance in Physical Education during the third quarter.

The computed weighted mean of 89.96, with a standard deviation of 2.92, is verbally interpreted as High. The mean score, which is close to the Outstanding bracket, indicates that students generally performed at a very satisfactory to outstanding level. The relatively low standard deviation further implies that students' grades were closely clustered around the mean, reflecting consistency in their performance.

In summary, the findings indicate that students demonstrated a high level of achievement in their third-quarter Physical Education grade. The absence of low-performing scores and the concentration of grades within the upper ranges emphasize effective instructional delivery and active student engagement, contributing to strong academic outcomes in the subject.

TABLE XI. Significant relationship between the teaching approaches and students' learning competencies

Teaching Approaches		Students' learning competency		
		Knowledge acquisition	Skills development	Concept understanding
Theoretical Instructions	Pearson Correlation	.850***	.862***	.851***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	168	168	168
Practical applications	Pearson Correlation	.711***	.882***	.737***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	168	168	168
Creative explorations	Pearson Correlation	.867***	.641***	.828***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	168	168	168
Technology integration	Pearson Correlation	.911***	.677***	.869***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	168	168	168
Direct instructions	Pearson Correlation	.755***	.848***	.777***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	168	168	168
Collaborative learning	Pearson Correlation	.831***	.902***	.903***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	168	168	168

Table XI shows the significant relationship between teaching approaches and students' learning competencies in terms of knowledge acquisition, skills development, and concept understanding. The Pearson Product-Moment Correlation Coefficient was utilized to determine the strength and significance of the relationships between each instructional approach and the three dimensions of learning competency.

The findings reveal that all teaching approaches indicators demonstrated statistically significant positive relationships with students' learning competencies $p < 0.001$. This indicates that increased implementation of these teaching approaches is associated with higher levels of knowledge acquisition, improved skills development, and deeper conceptual understanding among students.

The results signify that diverse and well-implemented teaching approaches substantially contribute to the development of students' learning competencies. The consistently strong and positive correlations imply that integrating multiple instructional strategies may enhance students' mastery of knowledge, refinement of skills, and depth of conceptual understanding, thereby supporting holistic academic development. Casey et al. (2017) study highlighted how integrating a variety of teaching strategies in physical education such as direct instruction, collaborative learning, and technology-assisted methods, improves students' learning outcomes across cognitive, psychomotor, and affective domains, supports the findings. According to their research, using a variety of teaching techniques helps students improve their knowledge acquisition, hone their abilities, and get a deeper conceptual understanding, which results in more comprehensive and successful learning experiences. The study came to the conclusion that promoting holistic student development in physical education requires a diverse educational approach.

TABLE XII. Significant relationship between the teaching approaches and students' performance

Teaching Approaches		Performance
Theoretical Instructions	Pearson Correlation	-0.142
	Sig. (2-tailed)	0.066
	N	168
Practical applications	Pearson Correlation	-0.12
	Sig. (2-tailed)	0.121
	N	168
Creative explorations	Pearson Correlation	-.185*
	Sig. (2-tailed)	0.016
	N	168
Technology integration	Pearson Correlation	-0.143
	Sig. (2-tailed)	0.065
	N	168
Direct instructions	Pearson Correlation	-0.052
	Sig. (2-tailed)	0.504
	N	168
Collaborative learning	Pearson Correlation	-0.094
	Sig. (2-tailed)	0.224
	N	168

Table XII presents the significant relationship between the different teaching approaches and students' performance in physical education subject. The analysis was conducted using the Pearson Product-Moment Correlation Coefficient to determine whether a statistically significant association exists between each teaching approach and students' performance.

The results reveal that most teaching approaches such theoretical instructions, practical applications, technology integration, direct instructions, and collaborative learning did not show a statistically significant relationship with students'

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performance. Although these approaches exhibited negative correlation coefficients, the relationships were weak and not statistically significant, indicating that variations in the use of these strategies were not meaningfully associated with changes in students' performance. However, creative explorations demonstrated a statistically significant but weak negative relationship with students' performance ($r = -0.185$) with a p-value of 0.016, which is less than the 0.05 level of significance. This indicates that as the use of creative exploration strategies increases, students' performance tends to slightly decrease, although the strength of the relationship is minimal. The other approaches yielded p-values greater than 0.05, signifying that their relationships with performance were not statistically significant.

In summary, the findings indicate that among the various teaching approaches examined, only creative explorations showed a statistically significant relationship with students' performance, albeit weak and inverse. The remaining approaches did not demonstrate significant associations. This implies that while teaching strategies are essential components of instruction, their direct relationship with measurable performance in this study appears limited, highlighting the need to consider other contributing factors that may influence students' performance in physical education subject.

IV. Conclusion

The findings of the study lead to several important conclusions regarding the relationship between teaching strategies, students' competencies, and academic performance in Physical Education (PE). Guided by the study's hypothesis, which posited that there is no significant relationship between teaching strategies and students' learning competencies and performance, the results provide both confirmation and partial rejection of this assumption.

The study revealed that teachers of Physical Education employ a diverse range of instructional strategies, including direct instruction, practical application, theoretical approaches, integration of technology, collaborative learning, and creative inquiry. These varied approaches indicate that teachers intentionally design structured, engaging, and student-centered learning environments to effectively support the development of learners.

In terms of learning competencies, junior high school students demonstrated exceptionally high levels of proficiency in concept understanding, skill development, and knowledge acquisition. They were able to recall and apply fundamental PE principles, perform physical activities with confidence, assess their own performance, and formulate strategies to improve their health and fitness. This suggests that the teaching strategies utilized by teachers significantly enhance both the cognitive and psychomotor domains of learning.

Moreover, students' academic performance in Physical Education was generally high, with most grades falling within the upper range. This indicates that PE instruction not only promotes active participation and skill mastery but also enables students to effectively apply their knowledge, resulting in favorable academic outcomes.

Statistical analysis further revealed a significant positive relationship between teaching strategies and students' learning competencies. This finding leads to the rejection of the null hypothesis in terms of learning competencies, as it confirms that the use of varied and effective instructional strategies contributes meaningfully to the enhancement of students' knowledge, skills, and conceptual understanding.

However, when teaching strategies were correlated with students' academic performance, only creative exploration showed a weak but significant relationship, while the other strategies did not demonstrate significant correlations. This result supports the null hypothesis in terms of academic performance, suggesting that while teaching strategies are crucial in developing competencies, student performance is also influenced by other factors such as motivation, prior experiences, and the learning environment.

In conclusion, the study affirms that the use of diverse and effective teaching strategies significantly improves students' learning competencies, producing learners who are both cognitively and physically capable. However, the limited direct relationship between teaching strategies and measurable academic performance highlights the need to consider multiple influencing factors in promoting holistic development in Physical Education.

V. Recommendation

Based on the drawn conclusions resulted to the following recommendations were given: (1) Physical education teachers should continue using varied teaching strategies and give more focus to creative exploration to enhance student engagement, creativity, and higher-order thinking. They should also encourage reflection and self-assessment to support holistic learning. (2) School administrators should support PE teachers by providing training on innovative teaching strategies and ensuring access to adequate facilities, equipment, and digital resources. (3) Future researchers should explore other factors affecting student performance, such as motivation and learning environment, and study the long-term impact of teaching strategies on students' physical activity and health habits. (4) Policymakers and curriculum designers should promote the use of diverse teaching methods and support a well-rounded PE curriculum that develops both physical and cognitive skills.

VI. References

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