

Determinants in Teaching Delivery of Physical Education Teachers on the Behavior and Achievement of Students

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Abstract— This study determined the determinants in teaching delivery of physical education teachers on the development of students' behavior and achievement. Specifically, it sought to identify the level of teaching delivery of PE teachers in terms of classroom management, instructional skills, values integration, and professional competence, the level of behavior of the students in terms of active participation, task completion, discipline, and determination, the level of engagement of the students in terms of extra-curricular achievement, and academic distinction, the significant relationship between teaching delivery of PE teachers and behavior of the students, and the significant relationship between teaching delivery of PE teachers and achievement of the students. Thus, the result of the study can be the basis for the proposed teaching delivery manual.

This research utilized a descriptive design and uses a quantitative method that uses purposive sampling technique. The respondents were 100 students from a National High School in the Division of Biñan, school year 2025-2026. A self-made survey questionnaire was used in this study.

The following were the significant findings of the investigation:

Findings show that the level of teaching delivery of PE teachers appears to have a verbal interpretation of high. This implies that PE teachers are capable of maintaining organized and well-managed classes, delivering clear and effective instruction, integrating positive values, and demonstrating professional competence in their teaching practices. Moreover, findings also show that the level of behavior of the students appears to have a verbal interpretation of moderately high to very high. This implies that most students are engaged, disciplined, and persistent in their learning, which contributes to a productive and supportive learning environment.

Furthermore, the level of engagement of the students in terms of extra-curricular achievement, and academic distinction appears to have a verbal interpretation of low engagement and high respectively. This implies that students are highly motivated to achieve academically, striving for good grades and recognition, but are less engaged in extra-curricular activities such as sports, clubs, or competitions.

The relationship between teaching delivery of PE teachers and behavior of the students is significant. This implies that effective teaching delivery through strong classroom management, clear instructional skills, values integration, and professional competence can positively shape students' behavior, such as active participation, discipline, task completion, and determination. Lastly, the relationship between teaching delivery of PE teachers and achievement of the students is also significant. This implies that effective teaching delivery—through well-organized lessons, clear explanations, appropriate strategies, values integration, and professional competence can significantly enhance students' achievement.

Keywords— Teaching delivery, Students Behavior, Students Achievement

I. INTRODUCTION

The Philippine Constitution mandates the states to promote the right to quality education for all citizens, underscoring the pivotal role of competent physical education teachers in fostering students' behavioral engagement and cognitive learning outcomes through effective instructional strategies (Arban et al., 2023). Also, the Enhanced Basic Education Act (RA 10533) which establishes a system to produce globally competitive and empowered individuals by ensuring relevant and excellent education. This legal basis ensures that our children can acquire quality education.

Physical education is a critical component of a holistic education, extending beyond physical fitness to influence a student's social, emotional, and cognitive development. It is in this dynamic setting that the quality of instruction, particularly the teaching delivery of physical education teachers, becomes paramount. The way teachers deliver their lessons plays a crucial role in how well students learn. A teacher may have excellent knowledge of the subject, but without effective delivery, students may find it difficult to understand and apply what they have learned. Lesson delivery serves as the bridge between the teacher's knowledge and the students' learning experience (Kim and Cruz, 2024).

Physical education teachers serve as primary determinants in shaping students' engagement in physical activity and influencing their motivational and learning outcomes during classes (Jin, 2015). The delivery of physical education instruction plays a crucial role in influencing students' behavior and achievement through its impact on interpersonal interactions and in-class learning outcomes (Tian and Shen, 2023).

This research posits that a teacher's delivery, encompassing their teaching style, communication skills, and classroom management, significantly shapes the learning environment. A teacher's physical education ability to create a supportive, inclusive, and challenging atmosphere is a powerful predictor of student outcomes. By examining the interplay between a teacher's instructional methods and the resulting student response, this study aims to shed light on how physical education can be transformed from a mere subject into a catalyst for positive personal growth.

This study investigates the key determinants of effective teaching delivery in physical education and their influence on student's behavior, and achievement. While the benefits of physical activity are widely recognized, the specific pedagogical approaches that optimize these outcomes are less understood.

II. METHODOLOGY

The study employed a descriptive quantitative correlational design since it provides a process of collecting and analyzing numerical data to describe characteristics of a population or phenomenon. This design is suitable for the above topic as it requires the researcher to collect data based on the behavior and attitudes of the participants when conducting the study. Statistical analysis is therefore applied to interpret the numbers obtained from the data.

This design fits the nature of the study as what Deckert and Wilson (2023), descriptive design uses the description, recording, analyzing and interpreting of conditions that exist at the time of the study. The most popular approach for doing descriptive research is to employ survey instruments. It aims to ascertain the current beliefs or behaviors of a given group of people. Furthermore, Descriptive study is a form of study that focuses on describing current circumstances and relationships, as well as clear outcomes, held beliefs, and emerging trends. It is preoccupied with the present, but it does not ignore the past events and impacts in connection with the present. Descriptive analysis is a type of data analysis that summarizes information about participants by using a variety of data analysis techniques. Descriptive statistics were utilized to answer research questions, test hypothesis, and respond to queries about the present status of the study's subject. The descriptive method's main goals are to explain the nature of events as they are at the time of research and to investigate the origins of specific phenomena.

The focus of quantitative methods focuses on precise measurements, the statistical, mathematical, or numerical analysis of information gained through polls, surveys, and other information-gathering methods, as well as the use of computers to manipulate previously acquired statistical data. Gathering numerical data, extrapolating it to other populations, or offering a rationale for a particular phenomenon are the objectives of quantitative research (Ghanad, 2023).

III. RESULT AND DISCUSSION

Table 1 presents the Level of Teaching Delivery of Teachers in terms of Classroom Management. The overall weighted mean of 4.20 and standard deviation of 0.78 verbally interpreted as high indicating that classroom management practices are consistently observed and effectively implemented.

The findings imply that teachers demonstrate a high level of classroom management by creating structured, supportive, and engaging learning environments that encourage student participation and learning. Their effective organization, clear instruction, and ability to maintain respect contribute to

positive classroom experiences and improved student engagement.

Table 1. Level of Teaching Delivery of Teachers in terms of Classroom Management

Statements The teacher always...	Mean	SD	Remarks
Always kept the classroom organized and conducive to learning.	4.01	0.85	Agree
Maintains a respectful learning environment	4.09	0.78	Agree
Keeps students engaged during lessons	4.07	0.76	Agree
Provides clear instructions for activities	4.38	0.74	Strongly Agree
Motivates students to participate actively	4.47	0.67	Strongly Agree
Weighted Mean	4.20		
SD	0.78		
Verbal Interpretation	High		

This also reflects the teachers' strong application of Pedagogical Content Knowledge, as they deliver lessons in meaningful and responsive ways that address students' learning needs. Supporting this, Jennings and DiPrete (2016) stated that effective classroom management positively influences students' academic, social, and emotional development, while Yuan et al. (2024) emphasized that academic achievement includes not only test performance but also non-cognitive outcomes and overall personal development.

Table II. Level of Teaching Delivery of Teachers in terms of Instructional Skills

Statements The teacher always...	Mean	SD	Remarks
Uses a lesson objective that is simple, measurable, attainable, and time bounded (SMART)	4.04	0.76	Agree
Choose material and create learning resources that are appropriate for the students' skill level.	4.09	0.81	Agree
Choose teaching strategies that are suitable to the learning capacity of the students	3.97	0.86	Agree
Use teaching methods that promote collaborative learning	4.30	0.66	Strongly Agree
Provides motivation and presents the lesson effectively	4.16	0.76	Agree
Weighted Mean	4.11		
SD	0.78		
Verbal Interpretation	High		

Table 2 presents the Level of Teaching Delivery of Teachers in terms of Instructional Skills. The overall The weighted mean of 4.11 and standard deviation of 0.78 verbally interpreted as high indicate that instructional skills reflect a strong level of satisfaction with how instruction is being conducted.

The findings reveal that respondents strongly agree that their teacher uses appropriate teaching methods and strategies that support collaborative learning and match students' skill levels and learning capacities. This indicates that the teacher demonstrates a high level of instructional skills by presenting lessons clearly, effectively, and engagingly, which enhances student understanding, participation, and engagement.

The results also imply that the teacher applies strong Pedagogical Content Knowledge by combining content

expertise with suitable instructional approaches tailored to students' needs. These findings are supported by studies of (Francisco and Celon 2020) and (Williams et al., 2018) which emphasized that effective instructional management improves student engagement, concentration, understanding, and academic performance.

Table III. Level of Teaching Delivery of Teachers in terms of Values Integration

Statements The teacher always...	Mean	SD	Remarks
Encourages students to contribute positively to society	4.28	0.74	Strongly Agree
Helps in shaping students' moral and ethical outlook	4.08	0.75	Agree
Promotes holistic education that balances academic with personal development	4.09	0.71	Agree
Set as an example, it demonstrates values like fairness and compassion.	4.24	0.70	Strongly Agree
Always demonstrate respect	4.25	0.70	Strongly Agree
Weighted Mean	4.19		
SD	0.72		
Verbal Interpretation	High		

Table 3 presents the level of teaching delivery of PE teachers in terms of values integration. The findings show that the respondents strongly agree that their teacher encourages them to contribute to society. Thus, it also promotes holistic education that balances academic with personal development. Furthermore, the respondents also agree that their teacher helps them in shaping their moral and ethical outlook.

The weighted mean of 4.19 and standard deviation of 0.72 verbally interpreted as high indicate that values integration reflects a strong level of satisfaction with how instruction is being conducted.

Students seem to comprehend the lesson material and acquire good attitudes and behaviors as a result of values integration in teaching, according to the data. Through reinforcement, practice, and consistent consequences, values are translated into observable behaviors that help students form good habits and appropriate conduct.

This is supported by (Balong et al., 2024) who emphasized that integrating values in teaching enhances student success by fostering supportive relationships, empathy, respect, and responsibility. Likewise, (Frey et al., 2019). agreed that values integration helps students connect values with real-life situations and academic learning.

Table IV. Level of Teaching Delivery of Teachers in terms of Professional Competence

Statements The teacher always...	Mean	SD	Remarks
Demonstrates mastery of the subject matter.	4.26	0.69	Strongly Agree
Explain concepts clearly and accurately.	4.36	0.67	Strongly Agree
Connecting lessons to real-life applications.	4.32	0.63	Strongly Agree
Updates content based on recent developments.	4.17	0.71	Agree
Answers students' questions confidently and correctly.	4.22	0.70	Strongly Agree
Weighted Mean	4.27		
SD	0.68		
Verbal Interpretation	Very High		

Table 4 presents the level level of teaching delivery of PE teachers in terms of professional competence. The weighted mean of 4.27 and standard deviation of 0.68 verbally interpreted as very high indicate that professional competence reflects a strong level of satisfaction with how instruction is being conducted.

The findings show that the respondents strongly agree that their teacher always explains the concept of the lesson clearly and accurately fosters a precise understanding of the subject. In connection to this, because of their teacher's professional competence, they always answer their questions confidently and correctly.

Furthermore, the respondents also agree that their teacher shows professional competence because they always update the lesson contents based on the recent developments.

The findings imply that the teacher demonstrates a high level of professionalism and mastery of the subject matter, enabling them to deliver organized and effective instruction that enhances student learning. This is connected to Pedagogical Content Knowledge, as teachers use their expertise to apply appropriate teaching strategies that improve learning outcomes.

The studies of Hermoso and Brobo (2024) and Sumodevilla (2021) support this idea by emphasizing that teachers' competencies, knowledge, skills, attitudes, and values contribute significantly to quality education and student success. Furthermore, the study also examines the level of students' behavior in terms of active participation, task completion, discipline, and determination, using mean and standard deviation as measures.

Table V. Level of Behavior of the Students in terms of Active Participation

Statements As a student I always...	Mean	SD	Remarks
Participate in classroom discussions	3.15	1.12	Moderately Agree
Volunteer to answer questions during lessons	2.63	1.22	Moderately Agree
Complete assigned tasks on time	2.98	1.14	Moderately Agree
Contribute during group activities	2.83	1.15	Moderately Agree
Pay attention during lectures and activities.	3.12	1.17	Moderately Agree
Weighted Mean	2.94		
SD	1.17		
Verbal Interpretation	Moderately High		

Table 5 shows presents the level of behavior of the students in terms of active participation.

The weighted mean of 2.94 and standard deviation of 1.17 verbally interpreted as moderately high indicate that students' behavior in terms of active participation reflects that student are not consistently active during activities, some may participate actively, while others show low involvement or reluctance.

The findings imply that student participation is active but still uneven, as some learners are highly engaged while others show low motivation or inconsistent involvement. This variation in participation is connected to Self-Regulated

Learning Theory, which explains that students differ in their ability to manage motivation, monitor learning, and apply effective strategies. Studies by Lynch and Pappas (2017) and Paff (2016) further emphasize that active participation is encouraged through clear teacher communication and motivational strategies such as grading and recognition.

Table VI. Level of Social-Emotional Skills in terms of Social Awareness

Statements As a student I always...	Mean	SD	Remarks
Complete the task given to me	3.28	0.99	Moderately Agree
Finish group activities and contribute equally to the team	3.51	1.01	Agree
Checking work for accuracy before submission	4.17	0.70	Agree
Try to finish the work given to me before the deadline	4.17	0.71	Agree
Stay on task until the work is done	4.05	0.77	Agree
Weighted Mean	3.84		
SD	0.92		
Verbal Interpretation	High		

Table 6 presents the level of behavior of the students in terms of task completion. The findings show that the respondents agree that they check their work for accuracy before they submit their classwork, and they also try to finish it before the set deadline. Furthermore, the respondents also moderately agree that they finish group activity and contribute equally to the team.

The weighted mean of 3.84 and standard deviation of 0.92 verbally interpreted as high indicate that students' behavior in terms of task completion reflects that most students are able to complete tasks on time and follow instructions effectively. They demonstrate a good level of commitment, focus, and accountability in their work.

This implies that most students responsibly complete assigned tasks within the expected time frame, reflecting good discipline, focus, and understanding of instructions. Consistent with behavioral theory, these positive academic habits are developed through reinforcement, clear expectations, and repeated practice. Effective instructional strategies, motivation, reinforcement, and social praise also contribute to improved task completion and student performance (Valerio et al., 2023; Rattanakesos et al., 2022).

Table VII. Level of Behavior of the students in terms of Goal Setting

Statements As a student I always...	Mean	SD	Remarks
Set specific goals that are achievable and realistic.	3.94	0.83	Agree
Do necessary things that are helpful to achieve goals.	4.18	0.74	Agree
Plan to create possible solutions to any obstacle.	4.44	0.73	Strongly Agree
Remains accountable and continuously assess own progress.	4.29	0.69	Strongly Agree
Take responsibility for my action	4.64	0.56	Strongly Agree
Weighted Mean	4.30		
SD	0.75		
Verbal Interpretation	Very High		

Table 7 presents the level of behavior of the students in terms of goal setting. The findings show that the respondents strongly agree that they take full responsibility on their actions, this means that they are accountable on their own actions and they are continuously assessing their progress. Furthermore, the respondents also agree that they set specific goals that are achievable and realistic.

The weighted mean of 4.30 and standard deviation of 0.75 verbally interpreted as very high indicate that students' behavior in terms of goal setting reflects those students are highly capable of identifying clear objectives and staying focused on achieving desired outcomes. They demonstrate strong motivation and a sense of responsibility for their own learning.

This implies that students can set clear goals and working toward achieving them, reflecting strong motivation and responsibility for their own learning. This implies that students can set clear goals and work toward achieving them, reflecting strong motivation and responsibility, because, consistent with behavioral theory, these behaviors have been learned and reinforced through structured expectations, rewards, and repeated practice, leading to the development.

Table VIII. Level of Behavior of the Students in terms of Discipline

Statements As a student I always...	Mean	SD	Remarks
Listen attentively when teachers or classmates are speaking	3.51	0.93	Agree
Complete my assignments and projects on or before deadlines.	4.32	0.63	Strongly Agree
Respect teachers, classmates, and school property	4.64	0.52	Strongly Agree
Following classroom rules even without being told repeatedly	3.98	0.67	Agree
Set clear expectations for behavior and academic performance	4.77	4.11	Strongly Agree
Weighted Mean	4.24		
SD	1.99		
Verbal Interpretation	Very High		

Table 8 presents the level of behavior of the students in terms of discipline

The findings show that the respondents strongly agree that they set clear expectations for behavior and academic performance, completing their assignments and projects on or before the deadlines. Furthermore, the respondents also agree that they listen attentively when their teacher and classmates are talking.

The weighted mean of 4.24 and standard deviation of 1.99 verbally interpreted as very high indicate that students' behavior in terms of discipline reflects that many students demonstrate good discipline, such as following instructions, respecting rules, and behaving appropriately during activities. However, this also indicates that students' behaviors are highly inconsistent while some are very disciplined; others may show significantly lower levels of discipline.

This implies that while many students demonstrate good discipline and maintain proper behavior, this also indicates that some students may still exhibit behavioral issues or struggle with self-control. This implies that while many students demonstrate good discipline and maintain proper

behavior, this is consistent with behavioral theory, which posits that such behaviors are developed and sustained through reinforcement, consequences, and consistent classroom expectations that shape students' actions over time.

This implication is supported by Dyer et al. (2019), who stated that participation in sports fosters discipline, although the relationship between athletics and academic performance may also be influenced by unobservable factors. Moreover, student discipline reflects self-discipline, which involves aligning thoughts, feelings, and actions with long-term academic goals despite immediate temptations (Duckworth et al., 2019).

Table IX. Level of Behavior of the students in terms of Determination

Statements As a student I always...	Mean	SD	Remarks
Review lessons repeatedly until concepts are understood	3.87	0.86	Agree
Work on difficult assignments without quitting	3.75	0.91	Agree
Setting long-term academic goals and steadily working toward them	4.32	0.69	Strongly Agree
Work hard to achieve my goals	4.37	0.73	Agree
Strive to be better every day	4.61	0.49	Strongly Agree
Weighted Mean	4.18		
SD	0.82		
Verbal Interpretation	High		

Table 9 present the Level of Behavior of the Students in terms of Determination. The weighted mean of 4.18 and standard deviation of 0.82 verbally interpreted as high indicate that students' behavior in terms of determination reflects that most students show persistence and willingness to overcome challenges in their learning activities. They are likely to stay focused, try their best, and continue working even when tasks become difficult.

This implies that most students demonstrate persistence and commitment in completing tasks and overcoming challenges. Such determination contributes to improved learning outcomes, active participation, and resilience in both academic and physical activities. This implies that most students demonstrate persistence and commitment in completing tasks and overcoming challenges because, consistent with Social Learning Theory, such behaviors are developed through observing role models, experiencing vicarious reinforcement, and gaining confidence from the success of others within their learning environment.

Table X. Level of Engagement of the Students in terms of Extra-Curricular Achievement

Statements As a student I always...	Mean	SD	Remarks
Take leadership roles in student government or organizations	2.50	0.94	Disagree
Win medals or awards in sports competitions	2.77	0.83	Moderately Agree
Participate in drama, and other performances	1.88	0.86	Disagree
Participates in outreach and community program	1.98	0.96	Disagree
Involved in school organization	2.52	1.01	Disagree
Weighted Mean	2.33		
SD	0.98		
Verbal Interpretation	Low Engagement		

This implies a need for schools and teachers to strengthen programs and strategies that encourage student involvement in extracurricular activities. Efforts may include providing more accessible opportunities, recognizing student achievements, offering incentives, and creating a supportive environment that fosters interest and participation.

This implies a need for schools and teachers to strengthen programs and strategies that encourage student involvement in extracurricular activities because, consistent with Pedagogical Content Knowledge, effective teachers integrate content and pedagogy to design meaningful, engaging, and contextual learning experiences that extend beyond the classroom and enhance student participation and development.

This implication is supported by Marlissa et al. (2022), who described extracurricular achievement as students' participation and performance in optional physical activities that promote motor skills and psychological well-being under teacher supervision. Similarly, Zarazaga-Peláez et al. (2024) emphasized that these activities include structured physical education, general physical activity, and extracurricular activities conducted outside school hours to support curricular learning.

Table XI. Level of Engagement of the students in terms of Academic distinction

Statements As a student I always...	Mean	SD	Remarks
Achieving academic awards	3.99	0.95	Agree
Maintain a high grade	4.11	0.72	Agree
Win an outside the school academic contest	2.58	1.25	Disagree
Got a academic recognition	3.37	0.87	Moderately Agree
Receive special academic awards	3.46	0.87	Agree
Weighted Mean	3.50		
SD	1.09		
Verbal Interpretation	High Engagement		

Table 11 presents the level of engagement of students in terms of academic distinction. The findings show that the respondents agree that they always maintain a high grade. Furthermore, the respondents disagree that they win an outside the school academic contest.

The weighted mean of 3.50 and standard deviation of 1.09 verbally interpreted as high engagement of student's behavior in terms of academic distinction which reflects that many students are motivated to perform well academically, strive for recognition, and aim to achieve honors or high academic standing. They likely value academic success and are willing to put in effort to attain it.

This implies that many students are motivated to achieve academic excellence and strive for recognition, which positively contributes to their performance and overall learning outcomes. This implies that many students are motivated to achieve academic excellence and strive for recognition because, consistent with Self-Regulated Learning Theory, they actively set academic goals, monitor their progress, apply learning strategies, and sustain motivation, enabling them to take responsibility for their own academic success.

This implication is supported by Mašková et al. (2024), who defined academic distinction as a broad form of academic excellence that includes superior performance and personal development beyond high grades. Likewise, Dings & Spinath (2021) stated that academic distinction differs from academic achievement because it combines accomplishments with personal qualities, proactive engagement, and deeper intellectual attributes.

Table XII. Significant Relationship between Teaching Delivery of PE teachers and Behavior of the Students

Teaching delivery		Behavior				
		Active participation	Task completion	Goal Setting	Discipline	Determination
Classroom management	Pearson Correlation	.315**	0.151	0.082	0.024	0.157
	Sig. (2-tailed)	0.001	0.134	0.419	0.816	0.118
	N	100	100	100	100	100
Instructional skills	Pearson Correlation	.482***	.409***	0.081	0.151	0.125
	Sig. (2-tailed)	<0.001	<0.001	0.425	0.133	0.216
	N	100	100	100	100	100
Values integration	Pearson Correlation	.337**	0.032	0.073	0.108	0.196
	Sig. (2-tailed)	0.001	0.753	0.473	0.285	0.051
	N	100	100	100	100	100
Professional competence	Pearson Correlation	.361***	0.177	0.1	0.168	0.171
	Sig. (2-tailed)	<0.001	0.078	0.321	0.096	0.090
	N	100	100	100	100	100

Note: *p<.05, **p<.01, ***p<.001

Table 12 show the significant relationship between teaching delivery of PE teachers and behavior of the students. Using Pearson Product–Moment Correlation with 100 respondents, the analysis determined whether teaching delivery are significantly associated with students’ behavior.

The findings reveal that several dimensions of teaching delivery have significant positive relationships with students’ behavior, particularly in terms of active participation. Instructional skills demonstrate the strongest significant relationship, showing moderate positive correlations with both active participation and task completion p< 0.05 This indicates that when teachers provide clear instructions, effective demonstrations, and well-structured activities, students are more likely to engage actively and complete assigned tasks. Classroom management, values integration, and professional competence also show significant positive relationships with active participation, although the strength of these relationships is generally weak to moderate.

These results imply that well-managed classes, integration of positive values, and teachers’ professional expertise contribute to increasing students’ involvement during Physical Education classes.

This implication is strongly connected to Pedagogical Content Knowledge (PCK) because it reflects how teachers combine content knowledge, pedagogy, classroom management, and understanding of learners to enhance student engagement in Physical Education.

On the other hand, most dimensions of teaching delivery do not show significant relationships with goal setting, discipline, and determination. Classroom management, values integration, and professional competence are not significantly associated with task completion except for instructional skills. These findings imply that while effective teaching delivery enhances students’ classroom engagement, behavioral attributes such as self-discipline, perseverance, and personal goal setting may be influenced by other internal or external factors beyond teaching practices alone.

Overall, the findings signify that effective teaching delivery, particularly strong instructional skills, enhances students’ active engagement in Physical Education classes. However, deeper behavioral traits such as self-discipline, perseverance, and goal setting may require support beyond instructional practices alone.

This implication is supported by Korpershoek et al. (2016), who stated that effective classroom management improves students’ academic achievement and reduces behavioral problems. Furthermore, Wilson and Lipsey (2017) agreed that good classroom management helps lessen aggressive behavior while promoting students’ cognitive and problem-solving skills.

Table XIII. Significant Relationship between Teaching Delivery of PE Teachers and Achievement of the Students

Teaching delivery		Engagement	
		Extra-curricular achievement	Academic distinction
Classroom management	Pearson Correlation	.390***	0.136
	Sig. (2-tailed)	<0.001	0.178
	N	100	100
Instructional skills	Pearson Correlation	.480***	.423***
	Sig. (2-tailed)	<0.001	<0.001
	N	100	100
Values Integration	Pearson Correlation	.301**	.289**
	Sig. (2-tailed)	0.002	0.004
	N	100	100
Professional Competence	Pearson Correlation	.321**	.346***
	Sig. (2-tailed)	0.001	<0.001
	N	100	100

Note: *p<.05, **p<.01, ***p<.001

Table 13 presents the significant relationship between teaching delivery of PE teachers and achievements of the students. Using Pearson Product–Moment Correlation with 100 respondents, the analysis determined whether teaching delivery is significantly associated with students’ achievement.

The findings reveal that most dimensions of teaching delivery are significantly and positively related to students’ achievement p<0.05. Instructional skills show the strongest and most consistent relationships, demonstrating moderate positive correlations with both extra-curricular achievement and academic distinction. This indicates that clear instructions, effective demonstrations, and well-structured lessons contribute substantially to students’ academic excellence and success in school-related activities.

Classroom management is significantly related to extra-curricular achievement, suggesting that organized and well-managed classes help students develop the discipline and

structure necessary for participation and success beyond the classroom. Similarly, values integration and professional competence both show significant positive relationships with extra-curricular achievement and academic distinction, although with weak to moderate strength.

These findings imply that integrating positive values and demonstrating professional expertise support students' overall academic and co-curricular performance. This implication connects to behavioral theory because it explains students' academic and co-curricular performance as the result of learned behaviors shaped by reinforcement, modeling, and consistent environmental influence, rather than abstract internal traits alone.

On the other hand, classroom management does not show a significant relationship with academic distinction. This signifies that while effective management may enhance participation and involvement in extra-curricular activities, academic excellence may rely more heavily on instructional quality, value formation, and professional competence rather than classroom control alone.

This implication is supported by Francisco and Celon (2020), who stated that teachers' instructional skills contribute to improved student engagement, learning outcomes, and academic performance. Furthermore, Williams et al. (2018) agreed that effective instructional management practices help students stay focused, understand lessons better, and retain information more effectively.

IV. CONCLUSION

Based on the findings of the study, the following conclusions were drawn: There is a significant relationship between teaching delivery of PE teachers and behavior of the students. Thus, the null hypothesis is rejected. This implies When teachers use appropriate and student-centered strategies, students are more likely to be motivated, attentive, and well-behaved.

There is a significant relationship between teaching delivery of PE teachers and achievement of the students. Thus, the null hypothesis is also rejected. This implies that when teachers employ student-centered strategies and maintain high-quality instructional practices, students are more likely to perform better academically and demonstrate higher proficiency in physical education skills

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations (1) PE teachers may continuously enhance their teaching practices, as improving instructional delivery can lead to more positive student behavior, a better learning environment, and more successful teaching outcomes. (2) Schools may provide professional development opportunities for PE teachers to enhance teaching delivery, and classroom management. (3) Students may develop a positive attitude toward PE and recognize its contribution to overall health, well-being, and personal development. (4) Future researchers may Use mixed-method approaches combine quantitative and qualitative methods to gain deeper insights into how teaching

delivery affects student learning outcomes, including perceptions and experiences of both teachers and students.

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