

Impact of Teaching Styles of Tennis Coaches on Students' Performance

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Abstract: To understand the teaching styles employed in most of the Chinese universities in Henan Province, this research will assess the teaching styles of coaches from three (3) selected universities in the province based on their students' perspectives. It will further evaluate the performance of the students so as to connect or find the link between the teaching styles and the students' performances in tennis classes. The researcher employed a descriptive-comparative-correlational approach. The results indicate that teachers play a crucial role in imparting information, knowledge, and skills, ensuring holistic growth and readiness for complex concepts. The teaching styles of the tennis coaches at the universities promote confidence, trust, and continuous interest in the field, emphasizing clear explanations, structured presentations, and direct instructional methods. Tennis coaches in participating universities in Henan Province provide students with a learning structure, a positive teacher image, and effective teaching strategies. These strategies include creating learning goals, expectations, and rules of contact and emphasizing precise standards and practical approaches. Moreover, the data showed that effectively using limited resources and integrating physical activity into their teaching plays a great role in achieving excellent student performance. The researcher recommends developing an intervention that will focus on increasing the confidence of students to utilize their learning about tennis in a professional setting. It is also advisable to create a study that focuses on teachers' perceptions of the availability of materials and how it improves their teaching styles and performance as educators, affecting their confidence and motivation.

Keywords: Tennis Coach; Teaching Styles; Student's Performance.

1. Introduction

Teaching style is characterized as the way tennis coaches arrange and configure practice, provide information, and provide feedback, as reflected by a variety of terminology such as strategies, styles, approaches, frameworks, and methodologies. Tennis teaching has always been characterized by the coach dictating choices about the "how," "why," and "what" of student learning. In order to remedy players' faults, the coach often explains, illustrates, organizes, and executes the lesson in addition to offering criticism. This educational technique has also been referred to as direct, command, explicit, prescriptive, and teacher centered. However, an alternate instructional technique that encourages increased student decision-making in connection to learning has found a place in tennis coaches' teaching repertoires. The coach is viewed as a facilitator of the learning process in this instructional process, while students are encouraged to problem-solve and discover solutions to various movement issues. Other words used to characterize typical teaching styles connected to this educational process include student-centered, indirect, implicit, and guided discovery.

Several problems with the status of tennis learning in Henan City prompted the researcher to conduct this study. Many college students in Henan reported an interest in and desire to join in tennis, yet 81% of them did not. The current state of tennis development at the universities in Henan Province is insufficient to match both student expectations and demand for tennis. The tennis field at Henan University is severely underutilized, and tennis equipment is sparse. Tennis education is taught by a small number of lecturers at Henan University. The absence of professional teaching resources, as well as the inability to create a good teaching atmosphere, is also one of the causes of the failure to promote

tennis in Henan colleges and universities, harming the advancement of tennis in Henan colleges and universities. At the moment, tennis teachers have a favorable attitude toward the growth of tennis instruction. Tennis, meanwhile, has received little attention from college and university administration in Henan. As a result, the growth of tennis in colleges and universities has been hampered, leaving college students perplexed about the tennis development trend in the province. In Henan, the environment for the growth of college tennis and teaching methodologies is not conducive. First, the number of college tennis public hours is limited, field equipment utilization is poor, and it fails to perform its function properly; certain resources have not been used for a long time and are presently idle; and second, it fails to build a solid communication system. Tennis teaching and learning are still in their early stages at Henan Province's institutions. It failed to develop an interactive exchange system between internal and external schools, and it failed to strengthen exchanges through contests and other forms to raise the technical level as instruction depth increased. Third, no better method has been developed. Each school has not been able to make systematic use of community and other kinds of teaching via various types of tennis teaching, thus indirectly restricting the growth of tennis applications in colleges and universities.

Following these issues, and in order to understand the teaching styles employed in most of the Chinese universities in Henan Province, this research will assess the teaching styles of coaches from three (3) selected universities in the province based on their students' perspectives. It will further evaluate the performance of the students so as to connect or find the link between the teaching styles and the students' performances in tennis classes.

Pedagogies and instructional techniques are identical to

teaching styles. There may be a number of reasons why a tennis coach needs to be able to use a variety of teaching techniques when relevant to task objectives. Coaches must be prepared to meet the diverse learning demands, interests, preferences, and developmental readiness or stage of learning of their players (Hewitt et al., 2019). Tennis also contains a variety of learning goals and objectives. As no one teaching style can cover all learning scenarios, a good coach must be able to modify, mix, and transition between numerous teaching styles throughout sessions, perhaps within a shared strategy in the Chinese setting.

A basic notion in sports coaching is that instructors should base their teaching styles on a variety of factors. These include the player's developmental traits and specific needs, as well as the subject matter's intent. However, other than anecdotal evidence, the issue of Chinese tennis coaches and instructional approaches is virtually unexplored.

It is uncertain what teaching styles (the variety of pedagogies) coaches use during coaching sessions and if these teaching styles are related to the suggested pedagogical principles espoused by sport and coaching researchers, especially in China. It is uncertain if twenty years of coach education have influenced coaching practice since the insights into pedagogical variety and teaching style preferences that support and guide coaches' decisions to adopt specific teaching tactics during coaching sessions are unknown. Considering this, the present research will bridge this gap by conducting a study to determine the teaching styles used by teachers in selected Chinese universities and to determine how these teaching styles influence teachers' adoption of principles, strategies, and behaviors known as teaching styles, or teaching methods, to facilitate students' learning. From an alternative viewpoint, teaching methods are portrayed in the way that instructors deliver themselves to students, impart knowledge, engage with them, oversee assignments, direct work in process, and get learners involved in their classes (Dash et al., 2020). According to the research of Cimermanová (2018), we can determine that one of the key elements influencing how well students learn is the way teachers teach in the classroom, which is reflected in their teaching styles.

Developed by Anthony Grasha and Sheryl Riechmann, the Grasha-Riechmann's Teaching Styles framework emerged in the early 1970s and has been used in a variety of research studies to examine the relationship between teaching styles and student outcomes. as a way to categorize and understand different approaches to teaching (Williams et al., 2023). It suggests that teachers tend to gravitate towards one or a combination of five distinct styles.

Education research and faculty development initiatives widely use the Grasha-Riechmann framework. It raises awareness for instructors to identify their orientations and develop less-used styles. Schools utilize the model to create balanced teaching teams playing complementary roles. The framework also helps students recognize compatible learning styles (Sim & Mohd Matore, 2022).

A key contribution of Grasha-Riechmann's work is emphasizing teaching style over merely assessing teaching technique. It has provided over four decades of reliable insight into teaching approaches in higher education contexts as well as secondary classrooms (Williams et al., 2023).

The expert teaching style is characterized by the teacher's role as the primary source of knowledge and expertise. Teachers with this style emphasize clear explanations,

structured presentations, and direct instruction methods. They believe that their knowledge and experience are valuable assets that can help students learn effectively. The goal of an expert teacher's approach is to challenge students to become more competent while showcasing their extensive expertise. (Strawhacker et al., 2018).

Expert teaching style teachers, according to Grasha, are knowledgeable and skilled in the subjects that their students are interested in learning. By demonstrating precise and thorough knowledge, teachers using the expert teaching style help their pupils see them as experts. In order for pupils to acquire learning competencies, teachers who employ an expert teaching style urge them to take on difficult situations. In addition to being information providers, teachers have a responsibility to ensure that students understand the material and make use of it. In addition to being cautious when imparting knowledge, teachers make sure that their charges are prepared at all times. (Sim & Mohd Matore, 2022).

According to Su Bergil and Erçevik (2019), we can determine that an advantage that can be anticipated is the teachers' skilled instruction methods, as they have precise and extensive expertise, abilities, and understanding of the subject matter they seek to instruct the students in. A possible disadvantage of using expert style excessively is that it could limit pupils who don't know enough or in-depth information about the subject matter they are supposed to learn. Furthermore, they might not always find the manner in which the knowledge or

According to Sim and Mohd Matore (2022), formal authority teaching style requires teachers to have status or position among students. This is so because instructors are seen as members of the faculty or school that aid in the process of teaching and learning by giving students constructive and critical criticism. Within this framework, educators establish tangible learning scenarios for pupils by establishing goals, guidelines, standards, and learning principles. As a result, educators who employ the formal authority teaching style concentrate on giving their pupils the mental framework they need to learn. The proper, socially acceptable, and conventional way of doing things is equally important to teachers. Thus, meaningful, efficient, and high-quality teaching strategies can inspire students (Chetty et al., 2019).

This teaching style's emphasis on precise standards and practical approaches throughout the teaching and learning process is one of its benefits. Conversely, the great effort that this teaching style demands could lead to a standard, rigid, and unyielding procedure for the learners or students during the management of their engagement, which could be viewed as a drawback for this form of instruction (Su Bergil & Erçevik, 2019).

A personal model teaching style gives students real-world examples by using professors or teachers as prototypes for how students should think and behave. Teachers must supervise, manage, and guide students through this process by modeling appropriate behavior in various contexts. By doing this, personal model teachers encourage their students to watch, mimic, or copy the strategies and techniques their teachers use. The benefits of this teaching style are that it requires students to observe and imitate. (Su Bergil & Erçevik, 2019). Teachers with a personal model teaching style share personal experiences and values to connect with students. They may use storytelling, role-playing, and other experiential learning methods. Personal model teachers

believe that it is important for students to see themselves in the learning process and to make personal connections to the material. They also believe that it is important for students to develop their own values and beliefs.

Teachers who use a personal model of teaching encourage their pupils to see and then adopt the proper teaching strategy. But some teachers could think that their method is the best, which leads to some pupils thinking that they are incapable of meeting those norms and demands. The pupils will thus experience a decrease in self-assurance and motivation when learning beyond their current capacity. (Sim & Mohd Matore, 2022).

In the facilitator's teaching style, individual quality takes priority in the teacher-student interactions. The alternatives, queries, and opportunities provided by the teachers' function as a guide and provide direction for the students in their learning scenarios. With this method of instruction, students are supposed to create their own standards for learning (Ahmed et al., 2021). By focusing on the overall classroom aim, teachers may help students develop their particular capacity and responsibility while also providing them with the support and encouragement they may require along the learning process. The adaptability of the teachers in this form of instruction, which focuses on the needs and objectives of the students and enables them to explore suitable alternatives and opportunities for their actions, is among the prior advantages (Su Bergil & Erçevik, 2019).

However, the facilitator's teaching style's main disadvantage is its time-consuming nature. More time may be required by teachers and students, particularly when completing project assignments or practical tasks. Furthermore, when a more direct approach is required, the facilitator's teaching style may also lose effectiveness. In fact, if this mechanism is not applied constructively and in a motivating way, students could become uneasy (Sim & Mohd Matore, 2022).

The delegator teaching style is an approach to education that prioritizes student-centered learning, accountability, and self-governance. Teachers who employ the Delegator teaching style facilitate learning, giving students the confidence to actively participate in their own education (Beyhan, 2018). This method not only develops self-motivation, critical thinking, and problem-solving abilities, but it also gives students a sense of ownership over their education.

Student task and responsibility delegation is one of the main tenets of the delegator teaching approach. Students are encouraged to collaborate with their peers, take part in decision-making processes, and even design their own learning experiences, rather than just receiving information passively. This hands-on approach to learning fosters a more profound comprehension of the material and improves.

A particularly important study in this field (Nozilla Abdul et al., 2020) looks into the preferences of students in a polytechnic setting and the most common teaching philosophies used by English language lecturers. Expert, personal model, and delegator are the three most frequently identified teaching philosophies. Expert and personal models are teacher-centered, whereas students indicate a preference for the student-centered facilitator style. This implies that the intended student-centered methodology and the lecturers' existing methods are not aligned.

The study shows that students have a preference for the formal authority, personal model, facilitator, and delegator

styles over their opinions of the ways in which their lecturers are currently doing their jobs. This suggests that there is a mismatch between what students expect from their lecturers and how they actually learn. The essay emphasizes the necessity for instructors to modify their methods of instruction, highlighting Grasha's warning that doing so calls for obtaining the required knowledge and establishing a rapport with students.

Lecturer focus can now shift to other factors related to students' preferred teaching styles, as gender differences in students' perceptions and preferences regarding teaching styles were found to be statistically insignificant. In order to improve English courses, the essay proposes that the Ministry of Higher Education survey students about their preferred methods of instruction and offer ESP courses to lecturers. This will help to develop more competent teachers who are confident in their capacity to teach.

The study suggests a comparison of lecturers' and students' perceptions in order to further investigate teaching styles. For the sake of generalizability, it suggests expanding the study to incorporate samples from every MOHE polytechnic in Malaysia. The study also supports research comparing lecturers who have received ESP training and those who have not in order to give a thorough grasp of the teaching style scenario in polytechnics.

The study concludes by highlighting how crucial it is to take teaching methods into account as a factor that affects students' learning. To improve the efficiency of the teaching and learning process, lecturers should be aware of both their own teaching styles and the preferred styles of their students.

Students' academic performance, which reflects their skills, efforts, and general engagement with the learning process, is a complex and important part of their educational journey. Teachers, parents, and legislators must all have a thorough understanding of the numerous elements that either support or undermine academic achievement. This essay explores the different facets of students' academic performance and highlights the major factors influencing their learning outcomes.

A student's performance is greatly influenced by their academic environment. The learning process is greatly impacted by elements like the infrastructure of educational institutions as a whole, the caliber of instruction, and the accessibility of resources. An environment that is supportive and conducive to learning encourages students' enthusiasm for learning, and a dearth of it can hinder their progress. (Labrague et al., 2019)

According to Abd Samad et al. (2019), in a classroom led by a delegator, teachers take on the role of guides, offering assistance and materials while letting students make their own discoveries and explorations. This method is consistent with the constructivist theory of learning, which holds that people build their knowledge of the world through their interactions and experiences. Teachers can create a flexible and inclusive learning environment by acknowledging the varied learning styles and preferences of their students and assigning responsibilities and authority accordingly.

Additionally, the delegator teaching approach fosters critical life skills like teamwork, decision-making, and time management. Pupils gain autonomy in overcoming obstacles and a sense of responsibility for their academic performance. This instills a lifelong love of learning in them and prepares them for both higher education and the workforce.

Student self-confidence is essential to both personal growth

and academic achievement. It acts as the pillar around which students construct their academic paths and negotiate the difficulties associated with learning. Students with self-confidence are more willing to participate in their studies, take calculated chances, and persevere in the face of adversity.

Fundamentally, self-confidence in students is based on their positive evaluation of their chances of success and their faith in their own skills. This way of thinking affects a student's willingness to participate in class, share ideas, and take on difficult assignments, which makes it essential to the learning process. Students are more likely to approach learning with zeal, curiosity, and a resilient attitude when they have a healthy level of self-confidence.

The results of the studies by Oliveira Silva et al. (2022) showed that the majority of students had high levels of confidence in themselves, while only a small percentage had low levels. Additionally, students' self-confidence affected their learning in areas such as their engagement in class, goal setting, growth in interest in the material, reduction of anxiety, comfort level with teachers and peers, and sharing of ideas regarding the material. Which was also backed up by Lavani et. al. (2018), in which the study was about the method teachers use to try and instill confidence in their students. The findings showed that there were four strategies identified based on the results of the four educators who led the speaking exercise in class. Those strategies consist of storytelling, role-playing, small-group discussions, and music. These techniques were very beneficial for boosting students' self-confidence. confidence when speaking, as each tactic provides an opportunity for pupils to practice speaking. In addition, the benefits that pupils learned from those assist them in expanding their vocabulary.

Further proving that a vital component of the educational process, student self-confidence affects academic achievement, social interactions, and personal development. It takes a team effort from teachers, parents, and students to help students develop self-confidence. Through the establishment of a constructive and encouraging learning atmosphere, the recognition of accomplishments, and the promotion of perseverance in the face of difficulties, we can enable students to fully realize their potential and approach their education with confidence and excitement. By doing this, we help them succeed academically as well as become resilient, lifelong learners who are equipped to handle the challenges of the future.

Motivation is the process that initiates, guides, and sustains goal-oriented actions, decisions, and behaviors. It is the inner force that propels human behavior and explains why an individual acts in a particular way. Motivation pushes individuals to do actions that move them towards their objectives. The biological, emotional, social, and cognitive elements that shape human behavior are together referred to as motivation.

One of the most crucial elements of a student's education is motivation. According to Brown (1998), an academically oriented student who lets motivation drive them is a student who wants to learn, likes learning, and believes learning is important. According to Brophy (1998), learning motivation, often known as academic motivation in students, is described as "a student's propensity to seek out worthwhile and beneficial academic activities and to attempt to obtain academic benefits from them." Motivation plays an essential part in ensuring that students become actively involved in academic activities. The state of being motivated can lead to

many behaviors and decisions, which is why it is important to recognize the significance of motivation in educational settings.

Student motivation is influenced by a wide range of variables, such as a lecturer's enthusiasm for teaching, incentives, praises and compliments, parental involvement, pride and self-esteem, peers, personal goals, interests, achievements, and experiences, the environment, and self-purpose and worth. According to Bayraktar (2015), one of the things that can have a good impact on a student's motivation is the teacher's style of instruction. Some of the most efficient ways to motivate students to push themselves to perform better are the teacher's effective use of methods, tools, techniques, and materials in the relevant teaching field; the teacher's relatability; the efficient classroom environment; and surrounding oneself with peers who share the same goals and purpose.

On the contrary, research suggests that there is a strong correlation between parental involvement and students' academic motivation and educational development; consequently, a lack of parental involvement in their children's education could negatively affect their sense of completeness and the presence of value for the books they read (Gottfried, Fleming, and Gottfried, 1994). In addition to this, not having the right environment and setting, not setting short-term and long-term goals, not getting enough praise for appropriate behavior while also not receiving constructive criticism to improve, and not having the right friends and family can all demotivate someone and make them less likely to have the drive to work toward their ambitions, intentions, and purpose in life. These internal and external factors and variables can undoubtedly have a significant impact on how one uses motivation to propel them toward achieving their objectives. For most students, these objectives are to graduate, eventually join the workforce, become independent, and begin to earn their own money.

To sum up, motivation is the internal fuel that drives, pushes, encourages, and inspires a person to achieve their goals and discover their life's purpose and value. People respond in certain ways and make decisions based on how motivated they are. A student who is filled with motivation is driven to succeed academically because they have a clear goal in mind-to graduate from higher education and start the next chapter in their lives. Since their internal motivation to see their goals through ensures they don't let any factors distract or impede them from accomplishing their goals, highly driven students most likely have high concentration levels.

One of the most important determining factors in a student's quality of learning is their level and ability to concentrate. Concentration refers to the capacity to focus and devote one's attention or mental effort to a particular object, subject, or activity. It is the mental condition in which a person is fully aware of and focused on a particular subject (Le, 2021). When one maintains enough concentration on a certain subject, all the knowledge and information presented to them are well-received and can be utilized not only to address the issues at hand but also to implement them in the future. The aforementioned are also retained longer in their minds and are better perceived and understood.

The higher the student's concentration level is, the higher the chances of gaining and retaining knowledge and information. According to Le (2021), there are a lot of factors-even the smallest ones-that can influence one's concentration; both internal and external variables are primary contributors.

Internal factors are those that are within oneself and can easily be controlled. However, external factors are quite different, as these are those that are harder to control as they are beyond one's control and autonomy.

Many internal and external factors severely impact a student's capacity to concentrate and their ability to learn in the present year. Technology is the primary factor (Attia et al., 2017). To be fair, there are a number of factors that influence concentration outside of technology. Covert behaviors are more subdued, which include students showing signs of boredom and disengagement, napping during class, arriving late or departing early, chatting among themselves, using their phones while in class, eating or drinking loudly, vivid and striking colors in print or artwork, loud and entertaining music, and discussion of messages and text that don't pertain to or contribute meaningfully to the main topic. According to Attia et al. (2017), a scientist asked 243 recent graduates in 2005 what prevented them from learning, and they retorted that having rambunctious students in the classroom impeded them from learning. He discovered that disruptive student conduct in the classroom has an effect on both student retention and learning.

Even though there are countless factors that can negatively affect a student's capability to concentrate, there are also numerous factors that can help retain concentration better. Such as developing a healthy study habit, fostering an environment in which students are receptive to learning by avoiding overburdening them with information at once, keeping students engaged and increasing their interest to ensure that they will less likely get bored, giving enthusiastic and concise instructions, being able to provide compliments and constructive feedback when needed, and many more.

In conclusion, the more focused a student is, the more likely it is that they will succeed in gaining knowledge and retaining information. For students to attain a high degree of concentration, they must actively and consciously avoid factors that could impair their ability to stay focused while actively implementing strategies that will help them stay engaged and fixate on the subject matter in order to get the most out of the information that is being presented to them.

Su Bergin & Erçevik (2019), explained that the relationship between a student's learning style and academic achievement is highlighted as it covers teaching and learning styles in general. It implies that a teacher's method can affect a student's motivation to learn and general knowledge, which show up in both written and spoken work. The essay discusses the complexity of teaching methods and emphasizes the importance of traits like intelligence, empathy, and hard work in effective instruction. It also makes a passing reference to outside variables that could influence a teacher's style. The necessity for teachers to have status or standing among students is emphasized in Sim & Mohd Matore (2022), which explores the formal authority teaching style. It describes the standards, goals, guidelines, and learning scenarios that are expected within this style. The essay acknowledges the advantages of this teaching approach in giving students a conceptual framework and in supporting effective, meaningful, and superior teaching techniques. It also recognizes some possible disadvantages, like the possibility of taking an inflexible and uncompromising stance. The delegator teaching style is the subject of the third essay, which describes it as an approach that places a premium on student-centered learning, accountability, and self-governance. It emphasizes that giving students assignments and

responsibilities is a crucial component of this teaching approach. The hands-on approach, in which students actively participate in decision-making and create their own learning experiences, is emphasized in the essay. It emphasizes how important it is for students to develop their critical thinking, problem-solving, and self-motivation skills, as well as a sense of ownership over their education.

In conclusion, these journals emphasize how crucial teaching methods are in determining how well students learn. They emphasize the necessity of striking a balance between the authority of the teacher and the autonomy of the students, acknowledging that a good teaching approach can have a big impact on students' viewpoints, motivation, and academic achievement.

2. Methodology

This chapter outlines the research design, setting, participants in the study, sampling technique, research instrument, data collection technique, and statistical data analysis that will be employed.

2.1. Research Design

The researcher employed a descriptive-comparative-correlational approach. The comparative approach was specifically utilized in the testing of differences between the assessments of the student respondents based on their profile variables. The investigation approach used a standardized assessment tool, which is a self-made survey questionnaire. A descriptive correlational study is one in which the researcher is more concerned with defining relationships between variables than with attempting to demonstrate a causal relationship.

The researcher used the descriptive method to access the level of the teachers' teaching styles and student performance as assessed by the tennis students; it also used the comparative method to describe the differences when profiles were taken as test factors; and it used the correlational method to explore the significant correlation between the two variables.

2.2. Sample and Sampling Technique

This research was conducted among Physical Education students who were learning tennis at three different schools. The study was conducted in three selected schools, namely, Henan Normal University, Luoyang Normal University, and Xinyang Normal University. In the schools, there were over 700 students in tennis classes across all three institutions, which were specified in the table below. Stratified random sampling was employed to select the number of participants in the study.

Table 1. Frequency Distribution of the Study Sample (n-255)

Schools	Population	Sample
Henan Normal University	264	96
Luoyang Normal University	287	105
Xinyang Normal University	149	54
TOTAL	700	255

Based on Table 1 above, out of 700 tennis students across all three universities, 150 were selected to participate in the study, and 50 were selected from each of the participating institutions. To compute the sample size, the researcher used the Rao soft calculator at a 7.1% margin of error, a 95% confidence level, and a 50% response distribution rate.

The criteria for selecting the student respondents were that they must be students in at least one of the three (3) aforementioned universities, students of physical education specializing in tennis learning, must be of legal age to participate in the study, and must duly consent to their participation in the study after being briefed of the study objectives and risks involved.

3. Results and Discussion

The results of the research study provide information obtained from 255 respondents after the completion of the data collection process utilizing a self-administered questionnaire.

Demographic Profile of the Respondents (n=255).

Table 2. Frequency and percentage of respondents by school

Category		Frequency	Percentage
School	School A	96	37.6
	School B	105	41.2
	School C	54	21.2
	Total	255	100

The questionnaire was distributed to three distinct educational institutions located in Henan Province: Henan Normal University (School A), Luoyang Normal University (School B), and Xinyang Normal University (School C), with a total of 255 participants taking part in the survey. According to Table 2, the schools do not have an equal number of participants per school due to variations in the population of each school. Luoyang Normal University (School A) had the highest number of participants, with a computed frequency of 105, which accounted for 41.2% of the entire population. In addition, Henan Normal University (School B) accounted for 37.6% of the total participants, which amounted to 96 individuals. Xinyang Normal University (School C), on the other hand, represented 21.2% of the population, with a calculated frequency of 54 participants. Lindquist et al. (2020) conducted a study that replicated Weisburd's paradox and found that when there is considerable variation in the impact of a factor across different groups, having unequal sample sizes can actually improve efficiency, which is evident when one group exhibits a significantly higher or more variable impact compared to others.

Table 3. Respondents from Henan Normal University, Luoyang Normal University, and Xinyang Normal University (n=255)

Category		School A		School B		School C	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Sex	Female	43	44.8	65	61.9	24	44.4
	Male	53	55.2	40	38.1	30	55.6
Age	18-19 years	33	34.4	33	31.4	21	38.9
	20-21 years old	30	31.3	25	23.8	13	24.1
	22-23 years old	20	20.8	22	21	10	18.5
	24 years and above	13	13.5	25	23.8	10	18.5
Year Level	Freshmen	36	37.5	30	28.6	14	25.9
	Sophomore	31	32.3	23	31.4	19	35.2
	Junior	18	18.8	33	21.9	11	20.4
	Senior	11	11.5	19	18.1	10	18.5
Years of Involvement in Tennis	1-3 years	32	33.3	37	35.2	11	20.4
	4-6 years	19	19.8	41	39	21	38.9
	7-9 years	19	19.8	13	12.4	13	24.1
	10 years and above	26	27.1	14	13.3	9	16.7

School A=Henan Normal University, School B= Luoyang Normal University, and School C=Xinyang Normal University.

Table 3 shows a thorough analysis of the participants affiliated with Henan Normal University, Luoyang Normal University, and Xinyang Normal University. The data from Henan Normal University showed evidence that a significant proportion of the respondents were male, constituting 55.2% of the whole sample. On the contrary, 44.8% of the population were classified as female. Regarding age distribution, a notable percentage of the participants, amounting to 34.4% of the overall population, fell between the 18 and 19-year-old age bracket. Additionally, students in their 20s–21st years constituted 31.3% of the demographic. Furthermore, the residuals 20.8% and 13.5% encompass students aged 22–23 and those aged 24 and beyond, respectively.

Regarding year level, the bulk of the participants, accounting for 37.5% of the sample, were students who are currently in their freshmen years. Subsequently, 32.3% of the population is represented by students in their sophomore years, followed by students in their junior years, which comprise 18.8% of the population. And conversely, the remaining 13.5% of the population comprises students who are currently in their senior years.

Consequently, the extensive experience of playing tennis has been taken into account in this research. Upon analysis of the table, it is evident that a significant portion, accounting for 33.3% of the total population, had experience playing tennis for a duration of 1-3 years, followed by those participants who were involved in tennis for 10 years and above. Meanwhile, students who have played tennis for 4-6 and 7-9 years have an equal computed percentage of 19.8%.

Upon analyzing the data collected at Luoyang Normal University, it is clear that the bulk of the participants were female, comprising 61.9% of the overall population, while males accounted for 38.1%. Subsequently, age was one of the categories examined in this study. The majority of respondents from the institution, at 31.4%, were individuals under 18–19 years old. Students aged 20–21 years old and those who are 24 years and older have similarly garnered a significant percentage of 23.8%, while those students aged 22–23 years old accounted for 21% of the total.

In terms of year level, the largest proportion-31.4% of the sample-consists of students in their sophomore years. Students in their freshmen years accounted for 28.6% of the

population, while students in their junior years accounted for 21.9%. Meanwhile, the population consists of only 18.1% of students who are now in their final year of study.

In order to ascertain the extent to which the participants were engaged in tennis, the researcher incorporated the number of years that the participants had been involved into their demographic information. Based on the data, a considerable proportion of the participants, comprising 39% of the entire population, possess a cumulative experience of 4-6 years in the sport of tennis. Additionally, 35.2% of the participants who had engaged in practicing tennis for a duration of 1-3 years closely adhered to this trend. Consecutively, 13.3% of the population consists of persons who have been playing the sport for an astounding 10 years or more, while 12.4% have been involved in tennis for a period of 7-9 years.

The data gathered at Xinyang Normal University clearly indicates that a large proportion of the participants were male, making up 55.6% of the total population, while females constituted 44.4%. Age was subsequently one of the categories investigated in this study. 38.9% of the responses from the institution were from individuals aged 18-19 years

old, making them the largest age group. Next, there is a group of students who are between the ages of 20 and 21, making up a substantial proportion of 24.1%. In the interim, students between the ages of 22 and 23, as well as those who are 24 years old and older, together make up 18.5% of the total. Regarding year level, the most substantial segment-35.2% of the sample-was comprised of sophomore-year students. 29.9% of the population was comprised of freshmen, compared to 20.4% of the population being juniors. In contrast, the demographic comprises a mere 18.5% of enrolled students who have reached their final year of study.

An assessment of the enhanced comprehension within the realm of years of involvement in tennis has been a focal point in this study. The data reveals that a significant portion of the respondents, totaling 38.9% of the population, have accumulated 4-6 years of experience in playing tennis. This is closely followed by 24.1% of respondents who have been involved in tennis for 1-3 years. Successively, 16.7% of the population has accumulated a 10-year or more of experience in playing the aforementioned sport.

Analysis of Mean Score for Teaching Style Across Universities.

Table 4. Mean result for expertise.

Item	N	School A			School B			School C		
		\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation
Expertise Q1	255	3.81	0.39	Very High Level	3.66	0.55	Very High Level	3.63	0.56	Very High Level
Expertise Q2	255	3.76	0.43	Very High Level	3.93	0.25	Very High Level	3.78	0.42	Very High Level
Expertise Q3	255	3.68	0.47	Very High Level	3.54	0.50	Very High Level	3.74	0.44	Very High Level
Expertise Q4	255	3.71	0.46	Very High Level	3.66	0.48	Very High Level	3.8	0.41	Very High Level
Expertise Q5	255	3.81	0.39	Very High Level	3.86	0.35	Very High Level	3.83	0.38	Very High Level
Expertise Q6	255	3.78	0.44	Very High Level	3.43	0.53	Very High Level	3.78	0.42	Very High Level

School A=Henan Normal University, School B= Luoyang Normal University, and School C=Xinyang Normal University.

While the mean varies across different universities, it is undeniably showing a very high level of mean scores in all items under expertise. Within the construct of Henan Normal University, questions 1 and 5 got the highest mean scores of 3.81, which pertains to the information, knowledge, and skills that have been combinedly served by teachers to their students. This entails that teachers have a crucial role in imparting a combination of information, knowledge, and skills to ensure the holistic growth and readiness of students when faced with complex concepts and real-life interactions with learned ideas. This claim is evident in Xinyang Normal University since question 5 is also their highest favored item with a 3.83 computed mean score, while a similar question ranked 2nd with the highest mean (3.86) in Luoyang Normal University.

Meanwhile, when looking at the means scores computed for expertise at Luoyang Normal University, though all items have been interpreted as having a having a very high level, question 2 got the highest mean of 3.93, which pertains to the idea of displaying detailed knowledge of the subject. This teaching style has been helpful in ensuring students' confidence in applying the provided knowledge to real-life scenarios when encountered and encourages learners to trust their teachers' provided information, which eventually promotes continuous interest in the field. According to Jones and Heck (2022), if an educator has a deeper comprehension of his field, he can employ a diverse range of educational approaches, educators can provide significant advantages for

students who encounter difficulties with conventional teaching methods. Moreover, the importance of in-depth and detailed knowledge allows educators to navigate through various techniques, providing learners with individualized educational support that is beneficial to students' successful acquisition of knowledge (Darling-Hammond et al., 2021).

Adamantly, questions 3, 4, and 6 got a very high level of interpretation, which means that, though their mean scores across universities did not rank highest, they were still positively experienced by the students. This shows that challenging students to be at their best, requiring learners to apply their understanding when needed, and emphasizing clear explanations, structured presentations, and direct instructional methods are employed as teaching styles in all universities in Henan Province.

When examining the concept of formal authority as one of the teaching styles, it is evident that all items under all participating universities in Henan Province got a very high level of interpretation, which means that all indicated styles in each item of formal authority have been practiced by the tennis coaches in the universities.

To vividly analyze the most practiced strategies in the universities, Henan Normal University had question 2 as the highest mean score (3.85), which means that tennis coaches provide constructive feedback to students for the betterment of students' learning. On the other hand, question 4 (mean = 3.89) got the highest computed score in Luoyang Normal University that pertains to providing students with the

learning structure and mental framework needed for learning the subject. Subsequently, Xinxang Normal University has primarily practiced question 1 (mean = 3.87), which denotes

the positive image of teachers due to their positive roles in the faculty of sports, which resulted in an influence on students.

Table 5. Mean result for formal authority.

Item	N	School A			School B			School C		
		\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation
Formal Authority Q1	255	3.77	0.45	Very High Level	3.71	0.45	Very High Level	3.87	0.34	Very High Level
Formal Authority Q2	255	3.85	0.36	Very High Level	3.81	0.39	Very High Level	3.81	0.39	Very High Level
Formal Authority Q3	255	3.65	0.50	Very High Level	3.85	0.36	Very High Level	3.76	0.47	Very High Level
Formal Authority Q4	255	3.78	0.44	Very High Level	3.89	0.35	Very High Level	3.72	0.49	Very High Level
Formal Authority Q5	255	3.76	0.43	Very High Level	3.59	0.53	Very High Level	3.56	0.54	Very High Level
Formal Authority Q6	255	3.72	0.5	Very High Level	3.58	0.58	Very High Level	3.69	0.54	Very High Level

School A=Henan Normal University, School B= Luoyang Normal University, and School C=Xinyang Normal University.

On the other hand, questions 3, 5, and 6 got a very high level of interpretation, which means that despite their average scores being subpar throughout the university, students had a positive overall experience with them. Universities in Henan Province employ teaching strategies that involve creating

learning goals, expectations, and rules of contact. They emphasize precise standards and practical approaches, as well as create real learning scenarios that are suitable for effective learning.

Table 6. Mean result for personal model.

Item	N	School A			School B			School C		
		\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation
Personal Model Q1	255	3.89	0.38	Very High Level	3.52	0.50	Very High Level	3.80	0.41	Very High Level
Personal Model Q2	255	3.77	0.47	Very High Level	3.83	0.38	Very High Level	3.50	0.50	Very High Level
Personal Model Q3	255	3.61	0.49	Very High Level	3.66	0.50	Very High Level	3.74	0.44	Very High Level
Personal Model Q4	255	3.83	0.37	Very High Level	3.70	0.5	Very High Level	3.31	0.47	Very High Level
Personal Model Q5	255	3.31	0.47	Very High Level	3.76	0.43	Very High Level	3.57	0.5	Very High Level
Personal Model Q6	255	3.68	0.47	Very High Level	3.79	0.45	Very High Level	3.87	0.34	Very High Level

School A=Henan Normal University, School B= Luoyang Normal University, and School C=Xinyang Normal University.

As represented in Table 6, the results for the personal model at Henan Normal University, Luoyang Normal University, and Xinyang Normal University were deemed to reflect very high mean scores with respect to the score range table interpretation presented in the data analysis. This means that all items under the personal model that are considered strategies to promote the teaching style have been practiced in the participating universities by their instructors.

As indicated, question 1 got the highest mean of 3.89 for Henan Normal University and Xinyang Normal University, which pertains to giving real-world examples of how students learn. In Luoyang Normal University, question 2 (3.83) got the highest mean score, meaning teachers in the university

establish a prototype for our thinking and behaviors.

As indicated in Table 6, though questions 3, 4, 5, and 6 did not rank as having the highest mean scores among the universities, the interpretation still showed that all of the described strategies were experienced by the students. Teachers in the participating universities in Henan Province employ effective instructional strategies such as demonstrating practical applications of lessons, fostering observational learning and emulation, sharing personal anecdotes and ideals to establish rapport with pupils, and utilizing narrative techniques, role-playing, and other experiential learning methods to engage learners.

Table 7. Mean result for facilitator.

Item	N	School A			School B			School C		
		\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation
Facilitator Q1	255	3.64	0.51	Very High Level	3.94	0.23	Very High Level	3.65	0.48	Very High Level
Facilitator Q2	255	3.58	0.50	Very High Level	3.77	0.47	Very High Level	3.65	0.55	Very High Level
Facilitator Q3	255	3.60	0.53	Very High Level	3.73	0.44	Very High Level	3.56	0.50	Very High Level
Facilitator Q4	255	3.42	0.5	Very High Level	3.83	0.38	Very High Level	3.93	0.26	Very High Level
Facilitator Q5	255	3.72	0.45	Very High Level	3.33	0.49	Very High Level	3.72	0.45	Very High Level
Facilitator Q6	255	3.89	0.32	Very High Level	3.64	0.48	Very High Level	3.33	0.48	Very High Level

School A=Henan Normal University, School B= Luoyang Normal University, and School C=Xinyang Normal University.

The viewpoint of the participants in all 3 universities in the context of teachers as facilitators showed a very high level of mean interpretation, which pertains to the availability of the strategies specified in each item in the discussion of lessons regarding tennis.

In the realm of Henan Normal University, question 6 got the highest mean score of 3.89, which pertains to students having the ability to establish their own criteria for learning as a result of the instructional methods employed by their teachers. In the interim, Luoyang Normal University, question 1, got the highest mean score of 3.94, which relates to the ability of teaching personnel to guide and direct students by asking questions, exploring options, and suggesting alternatives. Moreover, Xinyang Normal University has favored question 4 (3.93) as their highest mean score, linking

to the teachers' focus on the needs and objectives of the students by enabling them to explore suitable alternatives and opportunities for every action.

Despite being nonsequential in the participating universities, questions 2, 3, and 5's description per item still prevails at a very high level, which is very relevant to the analysis of this study. This entails that the students from all participating universities have agreed that their tennis coaches are able to encourage them to develop criteria for making informed choices and concentrate on the overall classroom goal of developing capacity for independent action, initiative, and responsibility in the midst of providing students with unwavering support and encouragement, as well as providing inquiries and opportunities to students that promote guidance and direction in various learning scenarios to ensure success.

Table 8. Mean result for delegator.

Item	N	School A			School B			School C		
		\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation	\bar{x}	sd	Interpretation
Delegator Q1	255	3.34	0.52	Very High Level	3.49	0.50	Very High Level	3.56	0.48	Very High Level
Delegator Q2	255	3.75	0.44	Very High Level	3.63	0.52	Very High Level	3.69	0.54	Very High Level
Delegator Q3	255	3.83	0.37	Very High Level	3.86	0.43	Very High Level	3.74	0.52	Very High Level
Delegator Q4	255	3.88	0.33	Very High Level	3.42	0.5	Very High Level	3.69	0.47	Very High Level
Delegator Q5	255	3.96	0.2	Very High Level	3.80	0.4	Very High Level	3.72	0.49	Very High Level
Delegator Q6	255	3.68	0.51	Very High Level	3.54	0.5	Very High Level	3.63	0.56	Very High Level

School A=Henan Normal University, School B= Luoyang Normal University, and School C=Xinyang Normal University.

In table 8, it is evident that all of the mean scores are interpreted as very high, which indicates an understanding that all strategies mentioned across all teaching styles are highly manifested at Henan Normal University, Luoyang Normal University, and Xinyang Normal University. Varying at their highest respective mean scores, Henan Normal University favored question 5 among other items with a mean score of 3.96. This means that the teaching styles of the tennis coaches have been able to boost the confidence of the students to participate in learning and practice sessions. Subsequently, Luoyang Normal University and Xinyang Normal University had question 3 as their highest, with mean scores of 3.86 and 3.74, respectively. This relates to the ability of teachers to encourage learners to collaborate with each other and take part in every decision-making process.

Conversely, questions 1, 2, 4, and 6 are all practiced in universities, with mean scores interpreted as very high. This indicates that though the aforementioned questions did not rank the highest, they still hugely contribute to the outstanding result of this research. By doing so, students from the participating universities in Henan Province were able to have teachers that helped in developing their capacity to function autonomously, encouraged them to work on projects independently and design their own learning experiences, felt a sense of ownership, and built camaraderie.

4. Conclusion

1) Though teaching and learning tennis have faced difficulties due to scarcity of equipment, tools, and teachers, the results based on students' perceptions and experiences undeniably showed a high level to a very high level of mean scores across the areas of teaching styles and students' performance.

2) The teaching styles of the tennis coaches in the

universities promote confidence, trust, and continuous interest in the field, emphasizing clear explanations, structured presentations, and direct instructional methods.

3) Tennis coaches in participating universities in Henan Province provide students with a learning structure, a positive teacher image, and effective teaching strategies. These strategies include creating learning goals, expectations, and rules of contact and emphasizing precise standards and practical approaches.

4) The universities in Henan Province were able to provide lecturers who assisted in enhancing their ability to work independently, motivated them to undertake projects autonomously, facilitated the design of their own learning experiences, and fostered a sense of ownership and camaraderie. support and encouragement.

5) Henan students are certain that they can learn tennis despite the challenges, which makes them strong enough to compete in real-life matches. They also believe they can be the best, helping boost their confidence and sense of competitiveness. Moreover, students learned sportsmanship, were inspired to keep moving by teammates and teachers, and were ready to learn new tennis techniques.

5. Recommendations

1) Devise a study that focuses on the effect of proper tools and equipment on the mastery and performance of students in tennis.

2) Develop an intervention that will focus on increasing the confidence of students to utilize their learning about tennis in a professional setting.

3) Create a study that focuses on teachers' perceptions of the availability of materials and how it improves their teaching styles and performance as educators, affecting their confidence and motivation.

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