

Effective Kung Fu Teaching Strategy and Innovation: Basis for the Proposed Revitalized Training Course

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Abstract: Kung Fu, also known as martial arts, and Chinese traditional martial arts, is another name for "martial arts" in the late Qing Dynasty of China. It is a traditional Chinese national sport based on traditional Chinese culture, with attack and defense movements as the main content, and pays attention to both internal and external training. This study adopts the method of questionnaire survey. The subjects are Kung Fu students and Kung Fu teachers in Shangqiu Normal University, Henan Province, and the investigation contents are various factors that affect the teaching effect. Through the collation and analysis of the survey data, these following problems were founded, both students and teachers of Kung Fu assessed the variables of teaching strategies and innovation in a low to very low rating resulting in a need to provide those strategies in Kung Fu sessions. Kung Fu students should be exposed with the teaching strategies and innovation to enable a more effective learning in Kung Fu. Based on the assessment of both students and teachers of Kung Fu, there is a strong need to undergo a revitalized faculty development program. With the aforementioned findings, it is further recommended that a revitalized training course for Kung Fu should be done having the following aspects: A thorough investigation of how each Kung Fu teacher provides instructions to students in an actual teaching. A constant period to revisit the curriculum, syllabus, and instructional materials for teaching Kung Fu should be done. Retooling training programs are necessary to ensure quality teaching among teachers of Kung Fu. Mentoring programs among Kung Fu teachers and school heads and mentoring among Kung Fu teachers and students is a great assistance for ensuring quality teaching. Expose the Kung Fu learners to the ten teaching strategies and innovation by providing Kung Fu teachers with ample training. Encourage Kung Fu teachers to enroll in the local and international Graduate School programs. Strengthen faculty development programs that encompass close monitoring of school administration.

Keywords: Kung Fu; Teaching Strategy; Training Course.

1. Introduction

In the dynamic realm of education, educators can improve their instructional approach through the implementation of effective teaching practices. They can adapt their teaching strategies to the students and the material by employing these methods, recognizing that students acquire knowledge in unique ways. Additional opportunities sustain students' academic progress and encourage active participation by integrating efficacious pedagogical strategies into the lesson plans. The ability to discern which teaching methods are most effective is contingent upon their comprehension of those methods.

The incorporation of martial arts into Chinese cultural practices and traditions is an essential component. The cultural fabric of this group is profoundly saturated with the observance of self-defense, which functions not only as a method of self-protection but also as a strategy to enhance physical stamina and promote general health. Kung Fu, a martial arts style originating from China, has amassed considerable global recognition and acclaim among enthusiasts.

Li (2019) suggested that Chinese kung fu be treated as a subject of study and incorporated into the physical education curricula at the elementary and secondary levels of education. The purpose of this inclusion is to promote comprehension and admiration for the fundamental philosophy of Kung Fu and clarify any mysterious elements that may be linked to it.

Examining the enduring impacts of training on students could potentially contribute to developing a subsequent

curriculum for conventional martial arts, including kung fu. An essential component of prolonged training in conventional martial arts involves the systematic progression and enhancement of techniques that have been acquired (Viglas & Perlman, 2017). Individuals who participate in martial arts may experience an increase in self-esteem, development of cognitive abilities, and a sense of accomplishment, according to Bridgeport (2019).

Individuals in professional positions with a strong academic background in sports management or other pertinent fields may apply their acquired expertise to the creation and implementation of innovative programs, as well as to the expansion and improvement of ongoing initiatives (Nippon Sport Science University, 2021).

The educational role of martial arts education is comparatively all-encompassing. When compared to alternative educational approaches, this method exhibits unique attributes. Moral education is integrated into martial arts education through the instruction of moral standards and the requirement that practitioners actively exemplify these standards. As a result, martial arts education is demonstrated to be a more practical strategy for the advancement of moral literacy (Ye et al., 2022).

Undoubtedly, martial arts education serves a purpose that surpasses mere physical fortification. The presence of a prejudiced mindset obscures the inherent diversity of martial arts education's qualities. Ye et al. (2022) put forth a proposition regarding the utilization of artificial intelligence technology for the purpose of governing martial arts education.

The global dissemination of Chinese Kung Fu necessitates inventive approaches. The dissemination of Western competitive concepts of competitive Kung-Fu on a global scale has broadened the scope and audience of Chinese Kung-Fu. Chinese Kung-Fu has become a worldwide phenomenon, with Chinese Kung-Fu halls having been established in numerous countries, including the United States, the Philippines, and Singapore (Li, 2022).

Modern students consider the conventional pedagogical approach, which consists of teacher-led instruction and passive student learning, to be insufficient. Recent trends include the incorporation and advancement of virtual reality (VR) technology in physical education. However, research on its application to martial arts is limited, and the studies that do exist are primarily theoretical. The absence of tangible implementation strategies and plans underscores the necessity for additional research and investigation in this field (Zhang & Zhang, 2022).

According to Ye et al. (2022), the pedagogical methodology utilized in martial arts education bears a striking resemblance to that utilized in physical education. Every object or concept possesses a distinct existence within a spatially and temporally defined framework. The established theories and objectives of education, in addition to the roles and dynamics between students and instructors, are all encompassed within the notion of space. Moreover, it concerns the temporal dimension of coordinating the pedagogical endeavors of educators and the educational journeys of pupils. The modernization of sports pertains to the achievement of a specific standard and state using the development and progression of athletic endeavors. Moreover, it embodies the most favorable goal and future course of progress in the realm of sports.

Due to this rationale, the present study has been formulated. This study seeks to address a significant research void in the domain of martial arts education, focusing particularly on Kung Fu. Extensive scholarly investigation into the pedagogical aspects of Kung Fu instruction is conspicuously lacking, leading to a substantial knowledge gap concerning effective instructional methods and their impact on students. The objective of this research is to fill this void through an investigation into the intricate domain of Kung Fu instruction, thereby offering distinctive viewpoints on a Chinese martial art with substantial cultural and traditional importance. Its significance lies in its capacity to preserve and faithfully transmit Kung Fu's vast cultural legacy. Kung Fu transcends its status as a simple martial art by embodying the historical narrative, philosophical underpinnings, and unique values of China. Considering the worldwide importance of Kung Fu that extends beyond the borders of China, this research assumes significance in the context of martial arts communities worldwide. Practitioners and instructors alike are actively seeking instructional methodologies that successfully amalgamate conventional and modern components within these educational communities.

2. Statement of the Problem

The proposed study aims to determine the effective Kung Fu teaching strategy and innovation as the basis for a Revitalized Training Course.

Specifically, this study sought answers to the following questions:

1. What is the profile of the Kung Fu teacher-respondents in terms of:

- 1.1 sex
- 1.2 age
- 1.3 educational background
- 1.4 years in service
2. What is the profile of the Kung Fu student-respondents in terms of:
 - 2.1 sex
 - 2.2 age
 - 2.3 grade/year level
 - 2.4 course/program
3. What is the assessment of the Kung Fu student-respondents on the evidence-based teaching strategies and innovation utilized by the Kung Fu teachers-respondents in terms of:
 - 3.1 Clear Lesson Goals
 - 3.2 Show and Tell
 - 3.3 Questioning to Check Understanding
 - 3.4 Summarize New Learning (Diagram, Graphical, or Concept Map)
 - 3.5 Plenty of Practice
 - 3.6 Provide Students with Feedback
 - 3.7 Be Flexible About How Long It Takes to Learn
 - 3.8 Get Students Working Together (in a Productive Way)
 - 3.9 Teaching Strategies Not Just Content
 - 3.10 Nurture Meta-Cognitive
4. Is there a significant difference in the assessment of the Kung Fu student-respondents on the evidence-based teaching strategies and innovation of their Kung Fu teachers when grouped according to profile?
5. What is the self-assessment of the Kung Fu teacher-respondents on the evidence-based teaching strategies and innovation they utilized in terms of:
 - 5.1 Clear Lesson Goals
 - 5.2 Show and Tell
 - 5.3 Questioning to Check Understanding
 - 5.4 Summarize New Learning (Diagram, Graphical, or Concept Map)
 - 5.5 Plenty of Practice
 - 5.6 Provide Students with Feedback
 - 5.7 Be Flexible About How Long It Takes to Learn
 - 5.8 Get Students Working Together (in a Productive Way)
 - 5.9 Teaching Strategies Not Just Content
 - 5.10 Nurture Meta-Cognitive
6. Based on the results of the study, what proposed revitalized Kung Fu training course can be developed?

3. Hypotheses

H₀₁: There is no significant relationship between the assessment of Kung Fu students and teachers of the evidence-based teaching strategies and innovation utilized in teaching Kung Fu.

4. METHODOLOGY

4.1. Research Design

The selected research design supports the boundaries in defining the participants, the variables, the context, and other relevant issues of the proposed study. To fulfill the purpose of the study and to answer the research questions, the proposed study used a quantitative research design specifically employing the exploratory, descriptive, comparative, and correlational methods. It is believed that these methods helped assess the effective Kung Fu teaching strategies and innovations in selected institutions in China.

An exploratory process is suggested when new extents are required for investigation. The hypotheses developed in the proposed study investigated the relationship of variables. This method helps examine the effects of the utilization of teaching strategies and innovations in the classroom in teaching Kung Fu lessons through the two main respondents' perceptions of support for a revitalized training course in the selected institutions.

The descriptive approach aims to describe an existing phenomenon and its relationship with the other variables in a study. The quantitative descriptive approach observes no interference and manipulation of the responses. The independent variable in the proposed study is the effective Kung Fu teaching strategies and innovations while the dependent variable is the performance of the Kung Fu students and teachers. This approach examined the relationship of these variables to answer research question six (6).

The comparative approach in quantitative research is examining a variable in the study about another variable. It is applied to investigate the patterns of similarities and differences, explaining continuity and change. In the proposed study, the significant difference between the assessments of the Kung Fu students and teachers in the institutions was analyzed and compared with their demographic characteristics.

Besides, the correlational approach involves numerical measurement of variables that correlate with each other in natural phenomena. It can quantify the strength of correlation through statistical observation. This approach was utilized in the proposed study to correlate the Kung Fu students' assessment with Kung Fu teachers in the selected institution.

Finally, these approaches in quantitative research provided reasonable progression or logical procedure for solving the research questions.

4.2. Research Procedure

Presented below are the processes involved in the conduct of this research:

A letter of permission was submitted to the office of the administrators signed by the researcher duly endorsed by the research adviser and noted by the Dean of the Graduate School in Adamson University, Manila, Philippines to seek approval to conduct the study in Physical Education and Sports Department to the Kung Fu students and teachers and to formalize the researcher's intention to administer a survey questionnaire to the target respondents.

Upon the approval of the request letter, the researcher scheduled the administration of the survey questionnaire to the two groups of respondents of this study on the condition that the administration of survey questionnaires did not interfere with the respondents' office work or classes and that the policy on "No disruption of office work or classes was strictly complied with."

Validation of the Survey Questionnaire

The heart of any survey research project is the survey questionnaire itself. Although it is easy to think of interesting questions to ask people, constructing a good survey questionnaire is not easy at all. The problem is that the answers people give can be influenced in unintended ways by the wording of the items, the order of the items, the response options provided, and many other factors. At best, these influences add noise to the data. At worst, they result in systematic biases and misleading results. In this section,

therefore, we consider some principles for constructing survey questionnaires to minimize these unintended effects and thereby maximize the reliability and validity of respondents' answers.

Moreover, to ensure the validity and reliability of the survey questionnaire, the researcher looked for three (3) experts to review the survey questionnaire, cognitive interviewing was applied, and another round of expert review will be utilized. Lastly, the researcher conducted a pilot testing of the survey questionnaire to another set of respondents who were not involved in the study.

4.3. Sampling Technique

The selected institution, Shangqiu Normal University located in Shangqiu City, Henan Province in China is composed of 450 professors and associate professors and 25,000 full-time students while under the Physical Education department, there are 1,900 students in all but only 1,400 Kung Fu students and 12 Kung Fu teachers. Therefore, the researcher intended to use the entire population of Kung Fu students from first and fourth grades and teachers. Despite the limitation of generalization, the use of the entire population can be credible when enough information is known to identify the characteristics that may influence how the phenomenon is manifested.

The criteria ensure the relevance to the participants such as current Kung Fu students and teachers in the selected institutions in China. The use of the entire population will observe strict ethical considerations. The following are the estimated numbers per grade level.

Table 1. Estimated Number of Student

Grade Level	Estimated Number of Student
First Level	350
Second Level	350
Third Level	350
Fourth Level	350
Total	1,400

5. RESULTS AND DISCUSSION

This section displays the data in a table format along with a detailed analysis and interpretation to address the research inquiries. The quantitative data were analyzed using descriptive statistics to determine the participants' demographics. Inferential statistics were used to compare the differences between variables, while correlational analysis was employed to identify relationships between datasets.

1. Profile of the Student-Respondents

Table 2. Percentage Distribution of the Student-Respondents in Terms of Sex

Sex	No. of Students	Percentage	Ranking
Male	213	71.0%	1st
Female	87	29.0%	2nd
Total	300	100%	

Table 2 shows the frequency and percentage distributions of the student-respondents in terms of sex. According to the data analysis, 71% were male and 29% were female, implying that the majority of Kung-Fu students are male. It was very evident that the Kung Fu classes were well-participated by the male students because they gain a sense of self-assurance and self-reliance that can help them face life's challenges with

more confidence. Moreover, Kung Fu can teach young men how to deal with conflicts and defend themselves, which can make them more secure in their surroundings.

Table 3. Frequency and Percentage Distributions of Student-Respondents in Terms of Age

Age	No. of Students	Percentage	Ranking
16 -18 years old	90	30.00%	2nd
19 -21 years old	141	47.00%	1st
22 – 24 years old	62	20.70%	3rd
25 years old and above	7	2.30%	4th
Total	300	100%	

Table 3 reveals the frequency and percentage distributions of student-respondents in terms of age. Conferring to the data analysis, the age range with the indicated rank of 1st with 47% or 141 out of 300 was between the ages of 19 and 21 years old, followed by the 2nd rank with an age range from 16 to 18 years old, next age range in rank 3rd with 20,7% or 62 out of 300 were between the ages 22 and 24 years old, and lastly, the age range in rank 4th with 2.3% or 7 out of 300 was 25 years old and above, indicating that the majority of the student-respondents are between the ages of 19 and 21 years old.

Table 4. Frequency and Percentage Distributions of Student-Respondents in Terms of Grade Level

Grade Level	No. of Students	Percentage	Ranking
Grade 1	70	23.3%	4th
Grade 2	81	27.0%	1st
Grade 3	76	25.3%	2nd
Grade 4	73	24.3%	3rd
Total	300	100%	

Table 4 provides the frequency and percentage

Table 6. Assessment of the Student-Respondents of the Kung Fu Teaching Strategies and Innovation According to Clear Lesson Goals

INDICATORS				MEAN	SD	V.I.	RANK
1	Lesson goals are based on content and performance standards,			1.44	.659	Never	9th
2	Lesson goals include international standards.			1.46	.676	Never	1,5th
3	Lesson goals reflect the philosophy, vision mission, and core values.			1.45	.670	Never	5th
4	Lesson goals reflect the three learning domains: Cognitive, Psychomotor, and Affective.			1.45	.660	Never	5th
5	Lesson goals cover the entire learning content/topics.			1.44	.649	Never	9th
6	Lesson goals are supplemented with effective teaching-learner approaches.			1.46	.666	Never	1.5th
7	Current instructional resources support lesson goals,			1.45	.655	Never	5th
8	Lesson goals are measured effectively using appropriate formative and summative assessments			1.45	.655	Never	5th
9	Lesson goals relate to the performance task for Kung Fu activities			1.44	.601	Never	9th
10	Lesson goals are presented and explained to the students in the class before the start of the lesson.			1.45	.624	Never	5th
COMPOSITE MEAN				1.45	.207	Never	
Note: Student-Respondents used 4-point Liker Scale							
Legend: 1,00-1,50 Never, 1,51-2,50 Sometimes, 2,51-3,50 Often, 3,51-4,00 Always							

distributions of the student-respondents in terms of grade level. According to the data analysis, 27% or 81 out of 300 were grade 2 level and ranked 1, 25,3% or 76 out of 300 were grade 3 and ranked 2nd, 24.3% or 73 out of 300 were grade 4 and ranked 3rd, and 23,3% or 70 out of 300 were grade 1 and ranked 4th. These results show that the student-respondents were evenly distributed according to grade levels and the majority of them are grade 2-level.

Table 5. Frequency and Percentage Distributions of Student-Respondents in Terms of Course / Program

Course / Program	No. of Students	Percentage	Ranking
Physical Education	149	49,7%	2nd
Social Sports Guidance and Management	81	27.0%	1st
Traditional Ethnic Sports	70	23.3%	3rd
Total	300	100%	

Table 5 discloses the frequency and percentage distributions of student-respondents in terms of course/program. Discussing the data analysis, 49.7% were under the course/program of Physical Education and ranked first, 27% were the group student-respondents taking Social Sports Guidance and Management and ranked second, and 23.3% were the group student-respondents competing in the course/program under Traditional Ethnic Sports and ranked 3rd, showing that the highest number of student-respondents taking Kung Fu classes are under the course/program of Physical Education. Moreover, learning Kung Fu, as one of the Martial Arts forms can improve so many aspects of life including, mental, physical, and emotional health. As a future educator, trainers, and/or coaches in the field of Martial Arts particularly Kung Fu, student-respondents will learn how to defend themselves, gain confidence, physical strength, more self-control, and self-awareness, among many other helpful skills that are necessary to their future professional career.

Assessment of the Student-Respondents of the Kung Fu Teaching Strategy and Innovation

Table 6 displays the assessment of the student-respondents of the Kung Fu teaching strategies and innovation according to clear lesson goals, with an overall mean score of 1.45 and a standard deviation of 0.207, indicating a verbal interpretation never. This means that student-respondents disagree that clear lesson goals are presented in the teaching strategies and innovation in teaching effectively Kung Fu in the class by the teachers. According to Mrunal Mahajan and Manvinder Kaur Sarjit Singh (2017), in their research about the importance and benefits of teaching goals, there has been a shift, the 21st-century students have become independent learners. They understand what they want. They choose the courses of their choice. The learning goals of a course or program clearly show what the student is going to achieve at the end of the lesson. Therefore, as a Kung Fu teacher, the important learning goals for my students may include developing critical thinking skills, improving communication and collaboration abilities, mastering subject-specific knowledge, fostering creativity and innovation, and promoting ethical and social responsibility. It's also important to focus on cultivating a growth mindset, resilience, and adaptability of my students, as well as helping them become lifelong learners and effective problem solvers. These learning goals included in my lesson plan for teaching Kung Fu lessons can help prepare my students for success in their academic, professional, and personal lives.

Moreover, Robins (2010) emphasized that the quality of learning can be improved by setting specific and measurable learning goals. These learning goals are especially important in preparing and planning lessons for Kung Fu class and there is a pressing need to improve the teaching and learning approaches in the delivery of the Kung Fu teachers. In addition, the utilization of clear lesson goals in teaching Kung Fu lessons helps Kung Fu students reach higher, but they also teach their students to ground themselves in reality, set realistic goals, and deal with adversity and setbacks. In Kung Fu effective teaching strategy and innovation using clear lesson goals in lesson presentation teach students healthy coping skills, so they stay focused on what matters most to them.

According to the assessment of the student-respondents on the Kung Fu Teaching Strategies and Innovation According to Clear Lesson Goals for the numbers 6 indicator "Lesson goals are supplemented with effective teaching-learner approaches." (M = 1.46) and 'Lesson goals include international standards.'" (M = 1.46) both tied in evaluation with the obtained rank of 1.5th out of ten indicators assessed by the student-respondents which agreed that in presenting the learning goals for Kung Fu lessons should utilize effective teaching-learner approaches and include international standards in stating the Kung Fu lesson goals.

Examining these findings indicates potential consequences for the teaching strategies and innovation of Kung Fu, the teachers need to have mastery of the Kung Fu lessons and be well-trained in supplementing different learning-teaching approaches to achieve learning goals set to teach their Kung Fu students effectively.

Furthermore, Chinese martial arts is considered by many to symbolize the strength of the Chinese and their pride in their history and has long been regarded as an important element of Chinese culture and national identity. Similarly, the origins of Kung Fu can be traced back to ancient China, where it developed as a means of self-defense and combat training.

Thus, Kung Fu teachers need to integrate international standards in constructing learning goals for Kung Fu lessons to be updated with the latest trends in Kung Fu intentionally since Chinese students are sports enthusiasts and popular in competing and winning in international sports competitions. Also, China dominates sports because children are pushed to pursue their passion for playing a variety of sports, there are a lot of sports schools in China, and parents give their full support to take up a full-time profession and not worry about the academic performance in schools.

Indicators 3, 4, 7, 8, and 10 exhibited the second highest mean score of 1.45 with the verbal interpretation of never and shared in rank 5th. "Lesson goals reflect the philosophy, vision mission, and core values.", "Lesson goals reflect the three learning domains: Cognitive, Psychomotor, and Affective.", "Current instructional resources support lesson goals.", "Lesson goals are measured effectively using appropriate formative and summative assessments.", and "Lesson goals are presented and explained to the students in the class before the start of the lesson." respectively. All of these indicate that student-respondents are familiar with what they need to learn their Kung Fu lessons particularly the reflected learning goals in lesson plans by the Kung Fu teachers. The lesson goals ideally describe a direction for the student to acquire new knowledge, skills, and attitudes. Accordingly, lesson goals should reflect the three learning domains, cognitive, psychomotor, and affective. Kung Fu teachers should attempt to construct more holistic lessons by using all domains of learning in constructing educational tasks. This diversity helps create more well-rounded learning experiences and meets several learning styles and learning modalities. According to Hoque (2017), he stated in his research that "Learning is everywhere. We can learn mental skills, develop our attitudes, and acquire new physical skills as we perform the activities of our daily living. Learning is not an event. It is a process. It is the continual growth and changes in the brain's architecture that results from the many ways we take in information, process it, connect it, catalog it, and use it," Thus, Kung Fu teachers need to value the importance of the three domains in teaching and learning process because Kung Fu students need to improve student engagement, develop new skills, and neural networks to facilitate growth and the Kung Fu program's focuses on the development of core skills in Kung Fu lessons.

Moreover, indicator 10, "Lesson goals are presented and explained to the students in the class before the start of the lesson. This means that aside from reflecting the three domains of learning in the learning goals, it should be presented before the start of the lesson proper, and it should be explained thoroughly on how they learn and master the Kung Fu lessons. When Kung Fu teachers communicate the learning goals, Kung Fu students must spend time discussing what they mean. Once the Kung Fu students know what is expected, they are better able to monitor their learning, know how they are progressing, and take action to move forward when they need to.

Additionally, indicator 8, "Lesson goals are measured effectively using appropriate formative and summative assessments." This means that the learning goals based on the learning process used in Kung Fu class should be assessed because it helps the Kung Fu student-respondents demonstrate their learning provide feedback on the errors they have been making and provide opportunities to improve their

performance in Kung Fu activities with each assessment. Therefore, the summative assessments seek to determine whether the Kung Fu program should be continued, and replicated, whereas formative assessments are intended to help Kung Fu program designers, managers, and implementers to address challenges to the program's effectiveness. Oyinloye and Imenda (2019), mentioned in their research that the assessment is one of the main educational tools available to use for different purposes, among which is to maximize learning as well as to motivate students, to improve their performance so that they can meet pre-specified goals and standards.

Furthermore, indicator 3, "Lesson goals reflect the philosophy, vision mission, and core values." This means that the vision and mission of a school are strong statements or declarations of its values, purpose, and future. They are the core values, objectives, and aims through which a school walks on the trajectory of success. Thus, in preparation for the learning goals of Kung Fu teachers should integration the school's philosophy, vision, mission, and core values. According to Vanderelst (2017) cited in his study the philosophy, mission, vision, and goals of a school must be developed and clarified through a process of shared reflection on the values, beliefs, and aspirations of the school

community. They will reflect the school's efforts to reconcile conflicting values within the school community. Thus, in constructing learning goals for Kung Fu lessons, Kung Fu teachers should always integrate the school's philosophy, mission, vision, and goals in the preparation of learning goals and as the guide that makes Kung Fu students know their direction and path to reach their dreams in the future.

Lastly, indicators 1 and 5 displayed the less computed mean score of 1.44 with the verbal interpretation of never and tied in rank 9th. "Lesson goals are based on content and performance standards." and "Lesson goals relate to the performance task for Kung Fu activities. "This means that the Kung Fu teachers must align the learning goals of the Kung Fu lessons on the content and performance standards to spell out what Kung Fu students should know and be able to do in core Kung Fu lessons. They indicate, for example, the topics and skills that should be taught at various grade levels or grade spans. Also, performance standards isolate and identify skills needed for problem-solving, reasoning, communicating, and making connections with other information. They provide all constituents with evidence that Kung Fu students have met the content standards, helping teachers define what level of work is satisfactory.

Table 7. Assessment of the Student-Respondents of the Kung Fu Teaching Strategies and Innovation According to Show and Tell

B. Show and Tell		Mean	SD	Verbal Interpretation	Rank
1	The teacher informed students of his/her expectations in the course.	1.45	.629	Never	10th
2	The teacher asked his/her students' expectations in the course.	1.46	.640	Never	7.5th
3	The teacher explained what is required to perform the activity.	1.46	.645	Never	7.5th
4	The teacher modelled and shared what to do in the given activities,	1.46	.635	Never	7.5th
5	Teachers provided clear guidelines for the tasks given to the students	1.46	.635	Never	7.5th
6	The teacher properly demonstrated the task given students	1.48	.662	Never	2.5th
7	The teacher conducted several practices and reviews of the given task to the students.	1.47	.656	Never	4.5th
8	The teacher provided several individual and group drills.	1.48	.657	Never	2.5th
9	The teacher closely monitored and checked students' performance	1.47	.641	Never	4.5th
10	The teacher gave feedback on the demonstrated task to the students.	1.51	.682	Sometimes	1st
COMPOSITE MEAN		1.47	.214	Never	

Note: Student-Respondents used 4-point Liker Scale
Legend: 1.00-1.50 Never, 1.51-2.50 Sometimes, 2.51-3.50 Often, 3.51-4.00 Always

Table 7 reveals the assessment of the student-respondents of the Kung Fu teaching strategies and innovation according to clear show and tell, with an overall mean score of 1.47 with a standard deviation of 0.214, indicating a verbal interpretation of never. This implies that they disagree that show and tell is presented in the teaching strategies and innovation in teaching effectively Kung Fu in the class by the teachers. Consequently, they agree with indicator 10 that the teacher gave feedback on the demonstrated task to the students with a mean result of 1.51 indicating the verbal interpretation of sometimes and ranked 1st from 10 indicators;

following and tied in the ranking position of 2.5th, "The teacher properly demonstrated the task given students," and "Teacher provided several individual and group drills." showing the computed mean value of 1.48 representing the verbal interpretation of never; subsequent the indicators 7 and 9 tied in 4.5th ranking position showing the mean computed value of 1.47; next with indicators 2, 3, and 5 tripled in a ranking position of 7.5th, "The teacher asked his/her student's expectations in the course.", "The teacher explained what is required to perform the activity.", and "Teachers provided clear guidelines for the tasks given to the

students.”; lastly indicator 10, “The teacher informed students of his/her expectations in the course.” shows a mean value of 1.45 with a verbal interpretation of never. Examining the results for show and tell is a method in the teaching and learning process by sharing time activities for students. Barletta (2008), as cited in Mortlock (2014) Show and Tell method denotes a practice whereby Kung Fu students are allowed to share an oral narrative about an object or experience in their Kung Fu activities. The object or experience is usually from their Kung Fu classes, and home life and told orally with their peers and with the Kung Fu teacher’s support. The method denotes a practice whereby Kung Fu students are allowed to share an oral narrative about an object or experience. Show and Tell (Walter, 2008) is a school activity for young children in which a child brings an object into the class and talks. Likewise, show and tell is a technique of learning in which Kung Fu students talk about an object or process that has been or ever experienced in their Kung Fu classes. It is conducted in the classroom for speaking skills achieved in Kung Fu activities and training. In the process, a Kung Fu student will bring something from home and explain to their friends why they chose the object, from

which they got it, and other important information. One of the best aspects of Show and Tell is the method that can be applied to students in all age groups.

Furthermore, one strategy to engage Kung Fu students in practicing effective communication skills is to structure a targeted experience in Kung Fu. Teaching Kung Fu students how to engage in dialogue through questioning and making connections, and providing Kung Fu students with specific, but open-ended topic suggestions can turn a traditional Show and Tell experience into a language-rich opportunity for English language practice in participating and competing in Kung Fu competitions can be applied. The purpose of this activity is to train Kung Fu students to speak in front of the classroom or even in places where they are experiencing Kung Fu activities or events and get Kung Fu students sensitive to the simple things every day. It can be concluded that the purpose of the show-and-tell method is to train Kung Fu students to speak in front of the classroom and get children sensitive the simple things every day. They can improve their ability to speak by telling other friends about something that they have. So, it will make it easy to tell because something is very familiar to them.

Table 8. Assessment of the Student-Respondents of the Kung Fu Teaching Strategies and Innovation According to Questioning to Check Understanding

C. Questioning to Check Understanding		Mean	SD	Verbal Interpretation	Rank
1	The teacher provided questions that had a clear purpose and objective.	1.52	.687	Sometimes	1st
2	The teacher designed higher cognitive questions,	1.50	.662	Sometimes	2nd
3	The teacher asked questions in a clear matter, concise, easy to understand, and short enough for easy retention of the students.	1.48	.651	Never	6th
4	The teacher develops a sequence of questions (simple to difficult questions)	1.45	.619	Never	14th
5	The teacher considered the major components of questioning, (Speed, voice, pause, and style)	1.46	.619	Never	10th
6	The teacher asked questions that were relevant to the topic at hand	1.49	.657	Never	4th
7	The teacher asked questions that were focused on the specific information or issue being addressed,	1.47	.651	Never	7th
8	The teacher utilized essential questioning techniques such as closed questions, open questions, leading questions, process questions, etc.	1.49	.662	Never	4th
9	Teachers presumed that students could demonstrate their understanding in different ways,	1.45	.629	Never	14th
10	The teacher projected a relaxed and non-threatening appearance when questioning.	1.49	.662	Never	4th
11	The teacher considered waiting time for the students to give his/her answer.	1.46	.619	Never	10th
12	The teacher motivated students not to give up if they encountered difficult questions.	1.46	.630	Never	10th
13	The teacher listened and responded to student’s answers.	1.45	.629	Never	14th
14	The teacher gave immediate correction for student’s error in his/her given answer.	1.46	.635	Never	10th
15	The teacher properly distributed questions to all students in the class,	1.46	.624	Never	10th
COMPOSITE MEAN		1.47	.178	Never	

Note: Student-Respondents used 4-point Liker Scale
Legend: 1.00-1.50 Never, 1.51-2.50 Sometimes, 2.51-3.50 Often, 3.51-4.00 Always

Table 8 demonstrates the assessment of the student-respondents of the Kung Fu teaching strategies and innovation in terms of questioning to check to understand, with an overall mean score of 1.47 with a standard deviation of 0.178, indicating a verbal interpretation of never. This suggests that they disagree with questioning to check the understanding presented in the teaching strategies and innovation in teaching effectively Kung Fu in the class by the teachers. This indicates that they have a low assessment and

disagree with indicator 1, “The teacher provided questions that had a clear purpose and objective.” with the computed mean value of 1.52 and with verbal interpretation of sometimes also ranked 1st among 15 indicators; subsequent the indicator 1,” The teacher designed higher cognitive questions, this statement positioned 2nd in the raking and with the average score of 1.50 reached the verbal interpretation of sometimes; succeeding indicators 6, 8, and 10 tripled tied in 4th position in ranking, “The teacher asked questions that

were relevant to the topic at hand.”, “The teacher utilized essential questioning techniques such as closed questions, open questions, leading questions, process questions, etc.” and “The teacher projected a relaxed and non-threatening appearance when questioning” got a calculated mean of 1.49 with a verbal interpretation of never; then indicator 3, “The teacher asked questions in a clear matter, concise, easy to understand, and short enough for easy retention of the students.” obtained an average score of 1.48 and ranked 6th with verbal interpretation of never; following and in 7th position in the presented rank the indicator 7. “The teacher asked questions that were focused on the specific information or issue being addressed,” showing a calculated average of 1.47 and with the verbal interpretation of never; succeeding indicators 5, 11, 12, 14, and 15 shared in 10th in the ranking, “The teacher considered the major components of questioning, (Speed, voice, pause, and style)”, “The teacher considered waiting time for the students to give his/her answer.”, “Teacher motivated students not to give up if they encountered difficult questions.”, “Teacher gave immediate correction for student’s error in his/her given answer.”, and “Teacher properly distributed questions to all students in the class.”; finally the last 4 indicators and positioned 14th in the ranking. “The teacher develops a sequence of questions (simple to difficult questions)”, “The teacher considered the major components of questioning, (Speed, voice, pause, and style)”, and “Teachers presumed that students could demonstrate their understanding in different ways,” and “Teacher listened and responded to student’s answers.” Examining the results of the assessment with the questioning to check understanding concerning the effective teaching strategies and innovation in handling Kung Fu classes, the educational process requires teachers to use a variety of strategies to support students in the process of learning and one of the most widely used strategies is questioning. Studies carried out by different researchers have demonstrated the positive effects of proper questioning in the learning process; on the other hand, it is worth mentioning that most teachers customarily use questioning in their classes, even though not all of them use it correctly. Also, it requires the Kung Fu teachers to consider the Kung Fu student as the center of the

instructional process. This student-centered approach encompasses shifting the focus of instruction from the Kung Fu teacher to the Kung Fu student. That means moving from a traditional perspective of teaching to one in which Kung Fu students are able to construct knowledge by themselves, with their Kung Fu teacher’s support in their Kung Fu classes. In this construction of knowledge, Kung Fu students should be the ones that interact, talk, and discuss in the classroom most of the time; however, it does not happen in real life. Kung Fu teachers are the ones who are always talking during the instructional process (Wangru, 2016; Tamas & Wang, 2017), and one of the features of teachers’ talk is to ask questions.

Moreover, education tries to ensure that students are the center of the educational process and imagines them to construct knowledge by themselves in a contented classroom environment with their teacher’s support. The attainment of this goal is powerfully related to questioning. Consciousness of its importance and the benefits this tool provides students when properly used will help achieve it.

Wide research has demonstrated the usefulness of questioning when properly used. It influences positively the learning process and assumes that students talk, ask questions, and interact most of the time. This detail does not happen in reality. Paul and Elder (2007) affirm that students need direct instruction on how to concepts and ask deep questions. We would dare to say that teachers also need to know more about this tool, its importance, and how to apply it competently in the classroom. Teachers do not have to use questioning as a daily routine without reflecting on its significance. They must use it properly as an effective tool that promotes classroom interaction, improves students’ communicative competence, and makes the learning process more efficient. In assumption, we must be aware of the significance of proper questioning in the classroom and of the strong connection it has with the increase of interaction, the improvement of students’ communicative competence, and the improvement of their cognitive, social, and thinking skills. By doing this, the instructional process will certainly be better and more effective even in the Kung Fu classes and expose the Kung Fu students to this method to efficiently deliver the Kung Fu lessons.

Table 9. Assessment of the Student-Respondents of the Kung Fu Teaching Strategies and Innovation According to Summarize New Learning in a Graphical Way

D, Summarize New Learning in a Graphical Way		Mean	SD	Verbal Interpretation	Rank
1	Teacher utilized graphic organizers such as concept maps, diagrams, charts, graphs, grids, timelines, etc. help students organize ideas, represent relationships, and retain information.	1.47	.641	Never	2.5th
2	Teacher helped students organize ideas, represent relationships, and retain information.	1.47	.646	Never	2.5th
3	Teacher trained the students to make graphic organizers such as concept maps, diagrams, charts, graphs, grids, timelines, etc.	1.48	.657	Never	1st
4	Teacher guided students to make greater meaning of the information they encounter through text and classroom interaction.	1.45	.629	Never	4th
5	Teacher monitored and observed student thinking and gather evidence such as presentations, videos, collaborative, portfolios, presentation of skills, etc.	1.44	.623	Never	5th
COMPOSITE MEAN		1.46	.313	Never	
Note: Student-Respondents used 4-point Likert Scale Legend: 1.00-1.50 Never, 1.51-2.50 Sometimes, 2.51-3.50 Often, 3.51-4.00 Always					

Table 9 proves the evaluation of the student-respondents of the Kung Fu teaching strategies and innovation in terms of summarizing new learning graphically, with an overall mean score of 1.46 with a standard deviation of 0.313, indicating a

verbal interpretation of never. This proposes that they disagree with summarizing new learning in a graphical way method offered in the teaching strategies and innovation in teaching effectively Kung Fu in the class by the Kung Fu

teachers. This designates that students-respondents have a low opinion of indicator 3 and they disagree that the Kung Fu teachers trained the Kung Fu students to make graphic organizers such as concept maps, diagrams, charts, graphs, grids, timelines, etc. in teaching Kung Fu lessons. This Indicator 3 obtained an average score of 1.48 with a verbal interpretation of never and ranked 1st from the stated 5 indicators. Following closely and tied in 2.5th position in the ranking the indicators 1 and 2 with the computed mean score of 1.47 and with verbal interpretation of never. This specifies that Kung Fu students disagree that their Kung Fu teachers usually rarely utilize graphic organizers such as concept maps, diagrams, charts, graphs, grids, timelines, etc. to help Kung Fu students organize ideas, represent relationships, and retain information, besides Kung Fu teachers are not often helping Kung Fu students organize ideas, represent relationships, and retain information in conducting lessons and activities in Kung Fu classes.

Additionally, in rank 4th, indicator 4 received an evaluation of an average of 1.45 with a verbal interpretation of never. They infer that Kung Fu students have low opinions, and they disagree that their Kung Fu teachers guide them to make greater meaning of the information they encounter through text and classroom interaction. Last of all, indicator 5 gained a calculated mean score of 1.44 and with a verbal interpretation of never. This concludes that the Kung Ku students disagree and gave a low evaluation that their Kung Fu teachers occasionally monitor and observe Kung Fu students' thinking and gather evidence such as presentations, videos, collaborative, portfolios, presentation of skills, etc. when they are having classes in Kung Fu.

When examining the aspects that influence Kung Fu students' desire to continue their Kung Fu classes and training as well as to receive quality instruction and innovation, their Kung Fu teachers need to reflect to maximize the integration of summarizing new learning in a graphical way method. The graphic organizers have gained attention from experts in the field of reading comprehension and content-based instruction. This method can be integrated in handling Kung Fu classes to effectively conduct the teaching-learning process of Kung Fu lessons and increase the attainments of the Kung Fu students. Similarly, students who construct graphic organizers can

comprehend the main ideas and particulars of a text, the connection between them, and the features that are not clear. These tools are significant because they improve learners' participation in processing a text and support students to comprehend, summarize, and create multifaceted ideas. The authors Idris, Baba, and Abdullah (2007), and Singhal (2006) point to the use of summaries as a tool to show true comprehension skills.

Likewise, according to Robinson et al. (2006) led four experiments focused on the advantages of using graphic organizers in a classroom setting the practicality of these tools to help students to have a better performance on tests, and the impact of the performance of some graphic organizer tasks on the students, specifically to take graphic organizer notes on their own. So, students have to intensely analyze the material in the graphic organizer to appreciate how the ideas are interconnected; this may enable students to grasp the main ideas of texts when applied in class as with Kung Fu exercises. Thus, graphic organizers in summering new learning can support Kung Fu students in focusing their judgments for planning, decision making, training, performance tasks, and writing. They help students see connections, patterns, and relationships. They can also assist students show an understanding of the "big picture" from a lesson or book. Similarly, Kung Fu teachers can be extremely helpful in the utilization of this method in the teaching-learning process by using graphic organizers. It simplifies the teaching and the learning process while making it more enjoyable and interactive for Lung Fu students. Graphic organizers have dual functions. They are effective as both a teaching and learning tool.

Above and beyond, in Physical Education, the method of using graphic organizers helps Kung Fu students understand difficult concepts in a written visual manner which Kung Fu teachers can also deliver a hard copy for Kung Fu students to refer to in the future. It allows students to think about the material in a new way, focusing on the connection of ideas and seeing the better picture. The Kung Fu students can be able to fit huge amounts of facts on one page to provide the main idea and brilliant tools for discussion and Kung Fu student engagement in Kung Fu training activities and performance tasks.

Table 10. Assessment of the Student-Respondents of the Kung Fu Teaching Strategies and Innovation According to Plenty of Practice

E. Plenty of Practice		Mean	SD	Verbal Interpretation	Rank
1	The teacher provided students with multiple and spaced opportunities to practice engaging in the course materials.	1.44	.623	Never	8th
2	The teacher asked students to regularly practice should be purposeful given the stated expectations and the current stage of instruction.	1.45	.629	Never	7th
3	The teacher provided an appropriate kind of practice depending on the goals of the course.	1.47	.641	Never	3rd
4	The teacher provided an appropriate kind of practice depending on the discipline of the student.	1.47	.635	Never	3rd
5	The teacher encouraged student input and participation during practice of skills.	1.46	.635	Never	6th
6	Teachers allowed the development of student skills and expertise in chosen fields through constant practice.	1.47	.641	Never	3rd
7	The teacher monitored the regular practices of the students,	1.47	.641	Never	3rd
8	The teacher evaluated /assessed the practice of the students' using rubrics.	1.47	.630	Never	3rd
COMPOSITE MEAN		1.46	.344	Never	

Note: Student-Respondents used 4-point Likert Scale
Legend: 1.00-1.50 Never, 1.51-2.50 Sometimes, 2.51-3.50 Often, 3.51-4.00 Always

Table 10 highlights the assessment of the student-respondents of the Kung Fu teaching strategies and innovation in terms of plenty of practice in the Kung Fu performance task in their Kung Fu classes. The descriptive

data revealed a composite mean score of 1.46 with a standard deviation of 0.344, indicating a verbal interpretation of never. This suggests that they disagree with indicators 3, 4, 5, 7, and 8 that plenty of practice methods used in the teaching

strategies and innovation in teaching effectively Kung Fu in the class by the Kung Fu teachers with a composite average of 1.47 with a verbal interpretation of never and showing 3rd in the ranking. With this method, Kung Fu students exposed in their assessment that their Kung Fu teachers infrequently implement an appropriate kind of practice depending on the goals of the course, provide an appropriate kind of practice depending on the discipline of the Kung Fu students, monitor the regular practices, allow the development of student skills and expertise in chosen fields through constant practice and evaluate/assess the practice of the students' using rubrics. Succeeding indicator 6 obtained an average mean of 1.47 and reflected 6th in the ranking position with a verbal interpretation of never. This revealed that the Kung Fu teacher failed to encourage students to input and participate during the practice of skills in Jung Fu. The next indicator 2 received an assessment of calculated mean score of 1.45 with a verbal interpretation of never and got 7th position in the ranking. This suggests that Kung Fu teachers occasionally ask students to regularly practice should be given the stated expectations and the current stage of instruction. Finally, indicator 1 occupied the last position in ranking which is 8th place with a computed mean value of 1.44 indicating a verbal

interpretation of never. This was communicated to the Kung Fu students that their Kung Fu teacher was unsuccessful to provide with them multiple and spaced opportunities to practice engaging in the Kung Fu course materials.

These findings underscore the need to nurture favorable and heartening interactions between teachers and students to supplement students' training experience and dedication to Kung Ku. I believe that providing plenty of practice sharpens the skills of the students. Even if your workers are experts in their fields, practice helps you refine your existing skills and even acquire some new ones along the way.

In the teaching of Physical Education, it requires one to have a collection of appropriate and effective teaching strategies to license the mastery of concepts, skills, and capabilities among its students. Teaching strategies advance the learning and performance of each student in Physical Education classes. Therefore, as a Physical Education teacher, it is likely that a variety of teaching strategies must be employed and developed to withstand the needs and demands of the students as the major recipients of education. This also suggests that teachers should be versatile in adapting and providing for their learners' fundamental and essential needs.

Table 11. Assessment of the Student-Respondents of the Kung Fu Teaching Strategies and Innovation According to Provide Students with Feedback

F. Provide Students with Feedback		Mean	SD	Verbal Interpretation	Rank
1	The teacher gave feedback to assist all students in understanding the subject matter,	1.46	.625	Never	7th
2	The teacher provided clear guidance on how to improve their learning procedure.	1.45	.623	Never	10th
3	Teacher redirected or refocused feedback to the student's actions to achieve a goal, by aligning effort and activity with an outcome,	1.46	.635	Never	7th
4	The teacher used feedback to help students gain confidence, self-awareness, and enthusiasm for what they are learning.	1.47	.665	Never	7th
5	The teacher utilized feedback to improve the situation or the student's performance.	1.46	.630	Never	7th
6	The teacher gave feedback regularly to monitor student's performance in the class.	1.47	.651	Never	3rd
7	The teacher used anecdotal records for the academic performance and discipline of the student.	1.46	.624	Never	7th
8	The teacher is involved and seeks assistance from the school administrators, discipline officers, guidance counselors, and other school officials.	1.48	.667	Never	1st
9	The teacher scheduled parent/guardian meetings to communicate to them his / her performance of the student.,	1.47	.651	Never	3rd
10	The teacher conducted an intervention program for his/her student's evaluation.	1.47	.651	Never	3rd
COMPOSITE MEAN		1.47	.220	Never	
Note: Student-Respondents used 4-point Liker Scale Legend: 1.00-1.50 Never, 1.51-2.50 Sometimes, 2.51-3.50 Often, 3.51-4.00 Always					

Hence, Physical Education needs frequent strategies in teaching due to the many diverse competencies mandatory in the school curricula. Subsequently, the skills, competencies, thoughtful knowledge, and experiences of a teacher in developing the learning from the students are huge and it is therefore believed that various methods and approaches should be employed to attain this goal. Thus, in Physical Education one of the effective strategies to utilize is providing plenty of practice in classes. Regular practice activity is exposed to improve cognitive performance among students. This is because physical activity is proven to enhance

cognitive functions /connected to memory and attention. And so, when students participate in physical education, they can improve their academic performance across the board. Ellemberg and St-Louis-Deschênes (2010) mentioned that students respond faster and with greater accuracy to a variety of cognitive tasks after participating in a session of physical activity Likewise, Pontifex, et al.(2012) stated that a single bout of moderate-intensity physical activity has been found to increase neural and behavioral concomitants associated with the allocation of attention to a specific cognitive task In addition to, shared by Ellemberg and St-Louis-Deschênes

(2010) when students who participated in 30 minutes of physical activity were compared with a student who watched television for the same amount of time, the former student cognitively outperformed the latter. As a result, providing and exposing the Kung Fu students to varied practice improves their performance in the course. This is supported by Bartholomew and Jowers (2011) in their research mentioned that when practicing physical activity is used as a break from academic learning time, post-engagement effects include better attention, increased on-task behaviors Mahar et al., (2006), and improved academic performance (Donnelly and Lambourne, 2011). Thus, the time spent engaged in plenty of practice in physical activities is related not only to a healthier body but also to enriched cognitive development and lifelong brain health of the Kung Fu students.

Table 11 displays the students' assessments of the variable in providing students with feedback approach in Kung Fu teaching strategies and innovative Kung Fu classes. It returned a composite mean score of 1.47 with a standard deviation of 0.22, indicating a verbal interpretation of never. This implies that they disagree among Kung Fu students their Kung Fu teachers rarely provide feedback regarding their performance in Kung Fu classes the main purpose of feedback in the valuation and learning process is to advance a student's performance - not put a discouragement on it. The process of providing feedback must be a positive or at least neutral, learning experience for the student.

Together with this, discussing the results in the given indicators under feedback, 1st in the ranking is indicator 8, Kung Fu students' degree that their Kung Fu teachers seldom involve and seek assistance from the school administrators, discipline officers, guidance counselors, and other school officials about their performance in Kung Fu class. This indicator obtained an average score of 1.48 with a verbal interpretation of never. Following indicators 6, 9, and 10 with the computed mean score of 1.47 with a verbal interpretation of never the three indicators tripled tie in rank 3rd position. This clarifies that the Kung Fu students disagree with their Kung Fu teachers infrequently regularly monitor students' performance in class, even trying to schedule parent/guardian meetings to communicate to them the students' performance and recommend conducting an intervention program for his/her student's evaluation. Afterward, indicators 1, 3, 4, 5, and 7 shared in 7th position in ranking with a calculated mean score of 1.46 and indicating a verbal interpretation of never. This obviously carries that the Kung Fu students disagree in this 5 indicators that their Kung Fu teachers often gave feedback to assist all students in understanding the subject matter, redirect or refocus feedback to the student's actions to achieve a goal, by aligning effort and activity with an outcome, use feedback to help students gain confidence, self-awareness, and enthusiasm for what they are learning, utilize feedback to improve the situation or the student's performance, and use anecdotal records for the academic performance and discipline of the student. Lastly, in 10th place in the ranking got an average score of 1.45 with a verbal interpretation of never. This clearly explains that Kung Fu students disagree that their Kung Fu teachers failed to provide clear guidance on how to improve their learning procedure in their Kung Fu classes.

The findings point to the Kung Fu students the importance of receiving feedback from their Kung Fu teachers because feedback attains great results particularly when students demonstrate a lack of understanding, allowing deeper

learning and positive growth. Students need to know how they're performing, but feedback can achieve this goal in many ways.

I firmly believe in the countless importance of feedback in refining the learning experience for the students. This has also an important effect in professionalizing teaching at the higher education level. Nevertheless, feedback is considered a problematic issue in this school. Most of the professors are continuing with the traditional form of feedback. It is high time for the teachers to re-think the feedback-providing process. They should avoid the traditional way of showing feedback to the students. On top of that, feedback is considered a difficult issue in school. Considering feedback and its value and effectiveness in student learning, a considerable and rising body of research in education settings can be found. Ferguson (2011) mentioned that feedback is considered a vital method to enable students' expansion as independent learners in order to monitor, evaluate, and regulate their learning. Supported by Eraut (2006) the impact of feedback on future practice and the development of students' learning.

While there is a large suggestion supporting the practicality of feedback to promote student learning however, different student surveys across the world have also highlighted that students are disgruntled with the feedback they receive on their course works (David Nicol, 2010). Students claim a lack of adequate, opportune feedback and their teachers claim that students fail to apply the advice given (Janice Orrella, 2006). It is high time for the teachers to re-think the feedback-providing process. They should avoid the traditional way of providing feedback to the students. Keeping this above-mentioned problem in mind, some suggestions have been made to make feedback more effective and valuable in terms of student learning.

Finally, giving feedback is a significant skill for teachers in education and has a major inspiration on the quality of the students' learning process (Hattie & Timperley, 2007). With some recommendations provided, it has been tried to contribute to an overall acceptance of different feedback practices as important learning tools in education. This is high time teachers should re-think the feedback process to improve the students' learning.

6. Conclusion

The following statements are deduced from the findings of this study:

1. Both students and teachers of Kung Fu assessed the variables of teaching strategies and innovation in a low to very low rating resulting in a need to provide those strategies in Kung Fu sessions.

2. Kung Fu students should be exposed with the teaching strategies and innovation to enable a more effective learning in Kung Fu.

3. Based on the assessment of both students and teachers of Kung Fu, there is a strong need to undergo a revitalized faculty development program.

7. Recommendations

With the aforementioned findings, it is further recommended that a revitalized training course for Kung Fu should be done having the following aspects:

1. A thorough investigation of how each Kung Fu teacher provides instructions to students in an actual teaching

2. A constant period to revisit the curriculum, syllabus, and instructional materials for teaching Kung Fu should be done.

3. Retooling training programs are necessary to ensure quality teaching among teachers of Kung Fu.

4. Mentoring programs among Kung Fu teachers and school heads and mentoring among Kung Fu teachers and students is a great assistance for ensuring quality teaching.

5. Expose the Kung Fu learners to the ten teaching strategies and innovation by providing Kung Fu teachers with ample training.

6. Encourage Kung Fu teachers to enroll in the local and international Graduate School programs.

7. Strengthen faculty development programs that encompass close monitoring of school administration.

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