

Integration of Values Education in Physical Education Classes: An Analysis

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Abstract — Values Integration is a channel of values development through the teaching-learning activities in the different learning areas. The starting point of values integration is the nature of the learning areas and their unique contribution as bodies of knowledge. The study aimed to determine the level of integration of values education in physical education classes in the Municipality of Binalonan. Specifically, the study sought to answer the following questions: What is the level of integration of values education in physical education classes, in terms of: Maka-Diyos; Maka-Tao; Maka-Kalikasan; and Maka-Bansa? What are the challenges encountered by teachers in integrating values education in teaching physical education? And if there is a significant relationship between the level of integration of values education and the challenges encountered? The study utilized the descriptive research design. Using the survey-questionnaire, it was found out that the level of integration of values education in physical education is highly integrated across all the four core values of the Department of Education: Maka-Diyos, Makatao, Makakalikasan, Makabansa; the challenges encountered by teachers is serious in integrating values to the physical education. The study found that the challenges encountered by teachers in the integration of values education in teaching physical educations are generally external in nature; and the two variables of core values have positively correlated with the challenges encountered by teachers, these are: Maka-Diyos and Makabansa. On the other hand, Makatao and Makakalikasan both yield no significant relationship. It is recommended that teachers need to further their skills and capabilities in curriculum integration particularly on values integration in physical education classes to intensify the four core values: Maka-Diyos, Makatao, Makakalikasan, Makabansa. School administrators need to provide technical assistance and capacity building to the stakeholders in order to balance the need to teach physical skills and knowledge with the desire to integrate values education.

Keywords — *Values Integration, Physical Education, Core Values, Maka-Diyos, Makatao, Makakalikasan, Makabansa*

I. Introduction

The study by Marini et al. (2021), entitled "Model of Character Building Applied in Physical Education and Sport Class: A Case in Indonesia," found that enhancing the positive character of learners can be effectively applied in physical education and sports. Character building in physical play and sports is associated with positive results, as are character values integrated into physical education and sports. Moreover, sub-indicators promoting a healthy lifestyle, developing flourishing social skills, and enhancing student teamwork skills are more significantly linked to character-building in play activities. Moreover, same authors concluded that play activities promote a healthy lifestyle, develop flourishing social skills, and enhance student

teamwork skills, thereby building character. Motivating students to be positive, enhancing discipline, and making righteousness significantly impact sports character development.

Vega-Ramirez et al. (2021), in their study titled "Respect and Equality as Priority Values for Teaching in Physical Education: The Perspective of University Students," education concerns itself with adolescents' social and moral development. Physical activity and sports provide a conducive environment for developing personal and social values in adolescents. The study aimed to identify the values developed and strengthened in high school physical education classes and to develop, implement, and evaluate teaching-learning game activities in the initial training of students in physical activity sciences to integrate values in physical education. The study's findings revealed that learners will improve their future professional values of respect, equality, and good manners.

Moreover, there is a significant difference in the chosen values of humility, group work, and empathy. Implementing character education-based physical education learning by incorporating the character qualities of discipline, honesty, hard work, and responsibility into all planning activities, implementation, and assessment (Nurafi et al, 2022). During the COVID-19 pandemic, teachers integrated character values into physical education instruction by presenting examples of exemplary and habitational behaviors. Education is the harmonious development of all man's faculties, the moral, intellectual, and physical powers in man. The man's highest powers are his reason and will. Therefore, the primary objective of education is the moral development of the will (So, 2020). Since teachers are developing young learners' cognitive, motor, and emotional skills in school, educators deem it important to instill in students what is right and mold good moral conduct and behavior. The Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child (UNCRC) guarantee that the Right to Education is a fundamental right. This right guarantees that all individuals—regardless of gender, ethnicity, economic status, or age—receive equal access to education. The UNCRC mandates the Philippines, as a signatory to these International Agreements, to advance human rights by engaging in multi-sector, multi-level partnerships with "a unified strategy for a more inclusive community engagement approach."

The Millennium Development Goals (MDGs) and Education for All (EFA) are among the unified strategies at an international level. The 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) reflect the Philippine government's commitment to high-quality education. The SDGs include 17 goals, one of which is SDG 4 on Quality Education ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"), which the Philippines approved with 192 other UN member nations. Education alone is not enough to achieve sustainable development. It must be quality education. Quality education is characterized as learners who are healthy, well-nourished, and eager to engage and learn, as well as those whose families support their learning. and communities; healthy, safe, protective, and gender-sensitive environments that provide enough resources and facilities. The primary focus,

then, is on learning that strengthens children's capacities to act progressively on their behalf by acquiring relevant knowledge, useful skills, and appropriate attitudes, as well as creating and supporting children in building places of safety, security, and healthy interaction for themselves and others. Quality education can only occur when children are physically, psychologically, and emotionally safe and secure.

Thus, in the context of the preceding discussion, school safety is an essential and indispensable component of the quality teaching and learning process. Indeed, no real teaching and learning will happen in an unsafe and insecure setting for students and teachers. Argyris (2021) suggested that when people experience interpersonal threats, they utilize "defensive routines" that thwart their own and their organization's learning. Similarly, Schein (2020) proposes that the "learning anxiety" created by the fear of confronting disconfirming data increases "in direct proportion to the amount of disconfirmation, leading to the maintenance of the stability by defensive avoidance of the denying information." Individuals must feel more anxious about not learning rather than what they feel concerning the possibility of appearing incompetent. It is, therefore, important that educational stakeholders foster a safe and secure school environment (Zablon, Areba, Mong're, Rael, & Robert, 2022).

Thus, safe and secure schools are fundamental to students' success and achievements. However, violence committed against children likewise continues to exist in many places. According to a study conducted by UNICEF (2020), violence against children occurs in all social groups, and the most severe acts of violence are often perpetrated by individuals whom children know or should be able to trust. Violence against children is common in the home, school, and community. For many children, schools have become sites of violence rather than spaces where adults and peers challenge violence and promote inclusion and social justice (Parkes, 2020). According to UNICEF (2023), there is a close association between children's health and learning results. Online bullying remains prevalent in the Philippines. It affects about half of Filipino children aged 13 to 17 (UNICEF, 2023). Males have a 44% frequency of cyberviolence, which is nearly identical to females (43%).

The study by Palma and Caballes (2022), entitled "Students' Misbehavior and Behavioral Classroom Management Practice as Perceived by Students and Teachers: Basis for Intervention Program," assessed grade seven students and teachers' perception of classroom misbehaviors and on the management of classroom misbehaviors practices as coping strategies to prevent, reduce and react towards misbehaviors. The study revealed that the frequently observed behavior problems are a failure to submit assignments/projects on time, verbal aggression, speaking foul language, inattentiveness, physical aggression, and bullying other students. Low-profile intervention and aggressive I-message were the least commonly used of these behavioral classroom management approaches. The researchers highly recommended utilizing and properly evaluating the proposed behavioral intervention program in managing students' misbehavior.

The majority of reported behavioral problems and misbehavior in the classroom are associated with bullying. People intentionally direct bullying—a harmful and aggressive behavior—toward someone they perceive as weaker or vulnerable. It can take many forms, including physical, verbal, and social bullying, and can cause long-lasting harm to the victim's mental and emotional well-being. To prevent bullying, people should create a culture of kindness, empathy, and respect in our homes, schools, and communities. The school community can achieve this through education and awareness programs that teach people about the negative impact of bullying and the importance of treating others with kindness and compassion. Parents, teachers, and other caregivers can play a crucial role in preventing bullying by monitoring children's behavior and intervening early in their lives if they notice any signs of bullying. Encouraging open communication, fostering a safe and supportive environment, and teaching conflict resolution skills can also help prevent bullying. To prevent bullying, students must take action and speak up when they experience it. Actions can include reporting the behavior to a trusted adult, teacher, or counselor, standing up for the victim, and educating others about the harm caused by bullying. Remembering that the community is responsible for creating a safe and inclusive environment for everyone is essential. Every action we take to prevent and stop bullying can make a difference. In conclusion, bullying is a serious issue that affects individuals, families, and communities. By working together to prevent bullying and promote kindness and empathy, we can create a safer and more inclusive world for everyone.

Misbehaving in the classroom is a typical occurrence for students. Misbehavior among students is related to a lack of social skills, which leads to behavioral issues such as poor academic performance. The study of Barela et al. (2020) entitled "Conceptions of Students at Risk on Behavior Modification Program Create: A Story of One Public School in the Philippines" is relevant and critical in addressing the demand for a program that reinforces effective classroom discipline. The Edukasyon sa Pagpapakatao (EsP) of Benjamin B. Esguerra Memorial National High School (BBEMNHS) maintains that the intervention program to "Change, Reinvent, and Elevate Attitude Towards Excellence (CREATE) of students who are at risk is essential to lessen, if not eradicate, misbehavior in the classroom." They utilized quantitative and qualitative approaches, particularly pre-test and post-test quasi-experimental design and phenomenological analysis. The research of Barela et al. (2022) aligned with "the inculcation approach of set absolute values processed according to social skills processing of change: seeing, thinking, and doing." The respondents identified standard classroom misbehaviors such as failing to submit projects/homework, skipping classes, absenteeism, and breaching school regulations.

In addition, the results of the study by Cahyadi et al. (2021) entitled "Workplace and Classroom Incivility and Learning Engagement: The Moderating Role of Locus of Control" showed that both workplace and classroom incivility have a negative and significant effect on learning engagement. In addition, the locus of control moderates the direct impact of workplace incivility on learning engagement. The adverse effects of workplace incivility on learning engagement are more potent for students with a low internal locus of control than for students with

a high internal locus of control. This study improves our understanding of the internal mechanisms needed for reducing the adverse effects of workplace and classroom incivility among student employees.

Sta. Maria National High School of Binalonan I District has documented several learners' behavioral contacts through their guidance office for the School Year 2022-2023. During the 1st quarter, there were several concerning incidents, including one record of engaging in malicious acts/sexual harassment, two instances of fighting resulting in harm to others, and three cases of students using cell phones or gadgets inside the classroom. In the 2nd quarter, there was a repeated occurrence of malicious acts/sexual harassment, one instance of fighting causing harm to others, and two cases of gross misconduct and discourtesy towards fellow learners. During the 3rd quarter, there were three incidents of gross misconduct and disrespect towards fellow learners and one case of vandalism involving the writing on school books. In the 4th quarter, the data showed one instance of gross misconduct and disrespect towards fellow learners, two cases of absenteeism and tardiness, and one incident of smoking inside the school campus. The guidance office will continue to address these issues and provide appropriate support to ensure a safe and conducive learning environment for all students.

Literature Review

Curriculum integration is consistent with constructivism because it recognizes that learning is not compartmentalized into separate subjects but occurs through integrating and synthesizing multiple perspectives and experiences. Social constructivism emphasizes the relevance of social interaction and collaboration in learning. Curriculum integration can support social constructivism by providing opportunities for students to work together across subject areas and develop shared understandings and perspectives. The constructivist theory emphasizes learners' active engagement in developing their knowledge. Rather than simply receiving information, students actively reflect on their experiences, form mental models, and integrate new knowledge into their existing frameworks (Fitriany & Husda, 2024). This theory encourages more profound understanding and learning. Constructivism is an educational approach that claims that students actively create or make their knowledge and that the learners' experiences influence reality.

Constructivism believes in the student's achievement of meaning through experience, which is influenced by the interaction between prior knowledge and recent events (McLeod, 2023). Values education requires particular consideration in the current educational environment. Values education is subject to multiple changes in design, implementation, and assessment, much like all other areas of education. Constructivist-based pedagogical techniques are the foundation of the current educational system. Moreover, values education cannot avoid the impact of pedagogical changes. In light of the far-reaching shifts in the definition of objectives of value education for contemporary society, specific changes must be made that are necessary in the planning and practice of the same (Paleeri, 2020).

Curriculum Integration (CI) has become a common, accepted, and valued approach to curriculum classification in education. Integrated curriculum is not a recent development in education. John Dewey was among the first to advocate for an integrated curriculum in his 1938 book *Experience and Education*. In this, he described school topics as "water-tight compartments" (p. 48) that are apart from each other. There are several names for integrated curriculum approaches, which can be classified into three main categories: transdisciplinary, interdisciplinary, and multidisciplinary (Tambyah, 2022). These are briefly discussed, highlighting how each is based on a distinct approach to curriculum design and demonstrating that integration may occur in various ways. Curriculum developers can choose whether to divide subjects by school discipline or to integrate them. The distinction between schooling and achievement disciplines is usually made somewhere, depending on criteria developed by someone or a group of decision-makers.

Statement of the Problem

The study aimed to determine the level of integration of values education in physical education classes in the Municipality of Binalonan.

Specifically, the study sought to answer the following questions:

1. What is the level of integration of values education in physical education classes, in terms of:
 - a. Maka-Diyos;
 - b. Maka-Tao;
 - c. Maka-Kalikasan;
 - d. Maka-Bansa
2. What are the challenges encountered by teachers in integrating values education in teaching physical education?
3. Is there a significant relationship between the level of integration of values education and the challenges encountered?
4. What action plan can be proposed to enhance the integration of values education in physical education classes?

II. Methodology

Research Design and Strategy

This study used the descriptive-survey research design to determine the level of integration of values education in physical education in the Municipality of Binalonan. The descriptive design is used in gathering, analyzing, and classifying data about a sample population's prevailing conditions, practices, or beliefs. A descriptive study thoroughly describes a scenario, a community, a group of individuals, a social setting, or another occurrence. This research strives to paint a complete, accurate world picture (Salkind, 2020). Thus, the descriptive research method is the most applicable research design used in this study to determine the level of integration of values education in physical education classes.

Population and Locale of the Study

The population of this study was the 48 Junior High School Physical Education teachers of the Municipality of Binalonan. They are hired with permanent status in a state-owned Public Secondary School in Binalonan. The public school teachers are enumerated since they are in charge of delivering instructions and primary sources of information regarding the integration of values education in physical education. The researcher used the total enumeration sampling method to identify the 48 total Grade 7-10 teacher-respondents.

Table 1:
Population of the Study

School	Grade Level				
	Grade 7	Grade 8	Grade 9	Grade 10	Total
Batasan National High School	1	1	1	1	4
Bugayong Integrated School	1	1	1	1	4
Juan G. Macaraeg National High School	6	6	6	6	24
San Felipe National High School	1	1	1	1	4
Sta. Catalina Integrated School	1	1	1	1	4
Sta. Maria National High School	1	1	1	1	4
Sumabnit National High School	1	1	1	1	4
Total	12	12	12	12	48

Data Gathering Tool

The main instrument used to collect the data was the survey questionnaire. The researcher created the survey questionnaire since it is the most applicable tool in conducting descriptive research, and it was pilot-tested at Sta. Catalina National High School. The reliability test results using Cronbach's alpha are .99, which is excellent regarding the tool's internal consistency. An instrument's reliability can be evaluated using Cronbach's alpha, which compares the amount of shared variation, or covariance, among its components to the overall variance (Collins, 2020).

The questionnaire consists of Part I -The Level of Integration of Values Education in Physical Education—and Part II -Problems Encountered in Integrating Values Education in Physical Education. The researcher's principal, head teacher, and master teacher validated the research instrument.

Data Gathering Procedure

The researcher sought approval for the research permit from the Schools Division Superintendent of SDO II Pangasinan. After receiving the endorsement, the researcher personally appeared before the school heads of the Public Secondary Schools of Binalonan to submit the request letter with the attached approved endorsement letter from the Superintendent for data gathering. The respondents received their questionnaires directly from the researcher. The survey questionnaire was administered during the teacher's vacant period. Since the researcher stayed with the respondents for the duration of the data collection, he was able to answer some of the clarificatory questions. After completing all the required responses, the retrieved data were tabulated, analyzed, and interpreted using a review of related literature.

III. Results and Discussion

This part presents the level of integration of values education in physical education classes along with the Department of Education's four core values: Maka-Diyos, Makatao, Makakalikasan, and Makabansa.

Level of Integration of Values Education in Physical Education Classes along with MAKADIYOS

Table 2 presents the level of integration of values education in physical education classes along with Maka-Diyos. The table shows that Maka-Diyos is highly integrated in physical education, with an average weighted mean of 3.57. This suggests that values education is effectively woven into physical activities, promoting not only physical skills but also moral and ethical development. Such integration enhances student engagement and character development, serving as a model for incorporating values across the curriculum. Overall, this strong connection underscores the importance of holistic education in shaping well-rounded individuals.

Table 1
Level of Integration of Values Education in Physical Education
Classes along with Maka-Diyos
N=48

Maka-Diyos	Mean	DE
1. As a PE teacher, when conducting classes, I integrate lessons and activities that include references to religious teachings, values, or principles. For example, a lesson on sportsmanship may include references to religious values such as humility, respect for others, and fair play	3.46	Highly Integrated
2. As a PE teacher, when conducting classes, I encourage moral reasoning to let the students engage in moral reasoning and reflection by asking questions such as "How can we apply religious teachings to our actions on the playing field?"	3.48	Highly Integrated
3. As a PE teacher, when conducting classes, I include prayer in physical education classes at the beginning or end of class or during breaks. This can help to reinforce the connection between physical activity and spiritual well-being.	3.54	Highly Integrated
4. As a PE teacher, when conducting classes, I serve as a role model teacher and coaches in physical education by showing compassion, forgiveness, and service to others in their interactions with students and in their coaching styles.	3.65	Highly Integrated
5. As a PE teacher, when conducting classes, I focus on character development, emphasizing the development of qualities such as honesty, integrity, and self-discipline that are consistent with religious teachings.	3.71	Highly Integrated
Average Weighted Mean	3.57	Highly Integrated

Legend	Mean scale	Descriptive Equivalent
4	3.26-4.00	Highly Integrated (HI)
3	2.51-3.25	Integrated (I)
2	1.76-2.50	Lowly Integrated (LI)
1	1.00-1.75	Not Integrated (NI)

Specific findings show that Physical Education teachers focus on character development, emphasizing the development of qualities such as honesty, integrity, and self-discipline consistent with religious teachings, with a mean of 3.71, which is interpreted as highly integrated. The high mean score of 3.71 indicates that individuals possess strong qualities of honesty, integrity, and self-discipline as influenced by religious teachings, suggesting a positive alignment between personal values and ethical behavior.

Table 2
Level of Integration of Values Education in Physical Education Classes along with Makabansa
N=48

Makabansa	Mean	DE
1. As a PE teacher, when conducting classes, I create a positive and supportive environment that encourages students to support one another.	3.81	Highly Integrated
2. As a PE teacher, when conducting classes, I encourage positive reinforcement and praise for students who exhibit good moral character in their physical activity.	3.75	Highly Integrated
3. As a PE teacher, when conducting classes, I incorporate community service or volunteer work into physical education classes, encourage students to give back to their community and demonstrate good moral character.	3.50	Highly Integrated
4. As a PE teacher, when conducting classes, I monitor students' behavior during physical activity, providing feedback and guidance on how to exhibit good moral character in different situations.	3.67	Highly Integrated
5. As a PE teacher, when conducting classes, I provide opportunities for students to take on leadership roles within the group, allowing them to develop their leadership skills and take ownership of the group's success.	3.79	Highly Integrated
Average Weighted Mean	3.70	Highly Integrated

Legend	Mean scale	Descriptive Equivalent
4	3.26-4.00	Highly Integrated (HI)
3	2.51-3.25	Integrated (I)
2	1.76-2.50	Lowly Integrated (LI)
1	1.00-1.75	Not Integrated (NI)

Specific findings show that PE teachers create a positive and supportive environment that encourages students to support one another, with a mean of 3.81, which is interpreted as highly integrated. A positive educational atmosphere is one of the most crucial components in a skills-based health education classroom. When teachers encourage student participation in the teaching and learning process, and there is mutual trust and support, they may establish a positive learning environment. The results indicate that physical education effectively promotes sportsmanship, inclusivity, and essential interpersonal skills, fostering a supportive learning environment that contributes to students' moral and social development. The first step in building trust that results in meaningful involvement and engagement in the learning process is to create a learning atmosphere where all learners feel appreciated, secure, and supported (Benes & Alperin, 2020).

Significant Relationship Between the Level of Integration of Values Education in Physical Education Classes and the Challenges Encountered by Teachers

Table 3 presents the significant relationship between the level of integration of values education in physical education classes and the challenges teachers encounter. It can be gleaned from the table that two variables of core values have positively correlated with the challenges encountered by teachers; these are: Maka-Diyos -pearson $r = .392$, significant level .006; and Makabansa- pearson $r = .381$, significant level of .008. On the other hand, the results of Makatao ($-.270; .063$) and Makakalikahan ($-.208, .155$) yield no significant relationship. The results imply that

the integration of values education along with Maka-Diyos and Makabansa has a significant relationship with the challenges teachers encounter.

Table 3
Significant Relationship Between the Level of Integration of Values Education in Physical Education Classes and the Challenges Encountered by Teachers

Variables	Challenges Encountered by Teachers	
	Pearson r	Sig.
Maka-Diyos	-.392**	.006
Makatao	-.270	.063
Makakalikasan	-.208	.155
Makabansa	-.381	.008

Physical Education (PE) teachers often encounter a unique set of challenges that can relate to their personal beliefs and values. These challenges stem from the perception that subjects like Health and Physical Education are marginalized within the educational system, as they are often viewed as less academically rigorous than traditional subjects. This marginalization can lead to feelings of undervaluation among PE teachers, prompting them to seek validation from their faith or personal beliefs (Cruickshank et al., 2020).

IV. Conclusion

Based on the results of the study, the following conclusions were drawn:

The level of integration of values education in physical education is highly integrated across all the four core values of the Department of Education: Maka-Diyos, Makatao, Makakalikasan, Makabansa; The challenges encountered by teachers are serious in integrating values into physical education. The data above suggest that the challenges encountered by teachers in the integration of values education in teaching physical education are generally external; and The two core values variables, Maka-Diyos and Makabansa, have positively correlated with the challenges encountered by teachers. On the other hand, Makatao and Makakalikasan both yield no significant relationship. Teachers must further their skills and capabilities in curriculum integration, particularly in values integration in physical education classes, to intensify the four core values: Maka-Diyos, Makatao, Makakalikasan, and Makabansa. Attend learning development sessions like Learning Action Cell (LAC) and In-Service Training (INSET) to upskill, learn, relearn, and unlearn information related to integrating values in PE. School administrators must provide technical assistance and capacity building to the stakeholders to balance the need to teach physical skills and knowledge with the desire to integrate values education. Future researchers may look into time constraints in teaching physical education classes as a factor in integrating values education.

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