

## **The Use of Teaching Styles In Physical Education Perceived by Graduate Students**

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### **ABSTRACT**

Quality teaching affects the performance of learners across the disciplines. This study would like to explore the different teaching styles used by the professors that is prevalent in the Master in Physical Education (MPE) program and the effects of the teaching styles in their profession. The qualitative and quantitative design was utilized by the researchers in gathering and finding the results of the study. It was found out that the teaching style that is prevalent in the MPE program was consistent and intertwined relative to the delivery of instruction in the program used by the professors. Lastly, the use of indirect teaching using the Mosston's Spectrums were vital to the improvement of the performance of the learners.

*Keywords:* Teaching Styles, Master in Physical Education, Qualitative, Quantitative, Mosstons Spectrum, Philippines.

### **INTRODUCTION**

It is empirical to justify what education is in terms of its impact, importance, economic factor, and among other indicators. This was supported by a study on "The Contribution of Education to Economic Growth: International Comparisons" in the Educational Quality in which it explains that the educational variables has been measured in many ways in growth models such as the level of educational attainment, number of years of schooling and the percentage of literacy in a given country or the primary enrolment rate. (Psacharopoulos, G., & Schultz, T. W., 1984). What is Education? It is a question that is experiential and informal to answer what education is. However, Philip W. Jackson (2011) described in a book as "Spent the next sixty years in contemplating his words, thinking about educating, *"What is Education?"* is a profound philosophical exploration of how we transmit knowledge in human society and how we think about

accomplishing that vital task". This implies the philosophical definition of what education is. In delivering and conducting lessons or subject matter of a teacher, it will be gained by its students the type of teacher and its styles of teaching or teaching style. It was mentioned in an article that assesses the effects of three styles of teaching using M. Mosston's spectrum that all three teaching styles facilitated motor skill acquisition and retention, these teaching styles were commanded, practice styles being significantly superior to the reciprocal style. (Boyce, A. B., 1992). This scientific findings of Boyce play an important role in understanding how teaching styles of a teacher affect the learning process of a student.

### **THE PROBLEM STATEMENT**

This research would like to investigate the types of teaching styles used by the Major Professors of Master in Physical Education (MPE). This will further understand the best practices and delivery of knowledge to the students enrolled in the program. Further, this research would like to seek the profile of the MPE Students in terms of Age, Sex, Number of years in teaching Physical Education, and Number of years in the Master in Physical Education; the most prevalent teaching styles used by the faculty of Master in Physical Education and the general effects of the teaching styles in the teaching-learning process of the subject being evaluated.

### **THEORETICAL FRAMEWORK**

Spectrum theory in teaching styles helps practicing and prospective teachers to: (a) identify the decision patterns that define teaching styles and are common to the teacher-learner situation, (b) identify the specific decisions in each pattern; and (3) define the relationships among the various patterns and understand how to use them in classroom situations. (Mosston, M and Ashworth, S., 1990). Mosston and Ashworth's position in that book entitled "The Sprectrum of Teaching Styles. From Command to Discovery" is that teaching is governed by a single, unifying process of decision making, and that every act of teaching is the consequence of a prior decision. Further, the Spectrum is a unified theory about teaching and learning behavior; a comprehensive framework for understanding the teaching/learning process. (<http://www.spectrumofteachingstyles.org/>, n.d). These teaching styles mentioned were further introduced in an article Teaching Styles in Physical Education and Mosston's Spectrum such as (1) Command – teacher makes all decisions, (2) Practice – Students carry out teacher-prescribed tasks, (3) Reciprocal – Students work in pairs: one performs, the other provides feedback, (4) Self-check – Students assess their own performance against criteria, (5) Inclusion – Teacher planned. Student monitors own work, (6) Guided Discovery – Students solve teacher set movement problems with assistance, (7) Divergent – Students solve problems without assistance from the teacher, (8) Individual – Teacher determines content. Student plans the program, (9) Learner Initiated – Student plans own program. The teacher is an advisor, (10) Self Teaching - Student takes full responsibility for the learning process. (Doherty, J., 2003). Mosston's Spectrum may be used as a guiding principle and an opportunity for constant growth as a physical educator (Zeng H.Z., 2012, Ashworth, 1992). These teaching styles from Doherty will be the guide and conducting the research based on Mosston's Spectrum of teaching physical education.

## METHODOLOGY AND DESIGN

### Research Design

A qualitative and quantitative method using a descriptive approach was used by the researchers, in which the main instruments used were the survey questionnaire, interview and observation.

### Research Method

#### *Research Procedure*

In conducting the study, the researchers followed the following procedures:

Identifying the types of Teaching Styles from Mosston's Spectrum. The researchers considered in learning and familiarizing the types of teaching styles from Mosston's Spectrum. Further, they also identified choose all the types of teaching styles introduced by Mosston, M.

Construction of the research problem and survey questionnaire. It is very vital to understand and practice the concept in conducting collaborative research. With this endeavor, the researchers interest in research will further enhance or improve through this collaborative research.

Assessment. The assessment process will be done by the MPE students wherein they are assessing their major professors through giving survey questionnaire and interview to further know other related information and unanswered questions from the survey.

Data Gathering. The availability and reliability of data were the primary concern of the researchers. Researchers are interested in further studies and collaborative research was the main goal in conducting this research. Further, the interest of learning the concepts and understand the types of teaching styles used by the MPE Professors were also identified.

### Coding of Teaching Styles

#### *Teaching Styles in Physical Education and Mosston's Spectrum*

Style Code	Teaching Style	Description
A	Command	The teacher makes all decisions
B	Practice	Students carry out teacher-prescribed tasks
	Reciprocal	Students work in pairs: one performs, the other provides feedback
D	Self-check	Students assess their own performance against criteria
E	Inclusion	Teacher planned. Student monitors own work
F	Guided Discovery	Students solve teacher set movement problems with assistance
G	Divergent	Students solve problems without assistance from the teacher
H	Individual	The teacher determines content. Student plans the program

I	Learner Initiated	Student plans own program. The teacher is an advisor
J	Self Teaching	The student takes full responsibility for the learning process

### *Respondents of the study*

The respondents of this study were fifteen (15) graduate students enrolled in Master in Physical Education program for school year 2013-2014 at Leyte Normal University. Due to the small number of respondents the researchers conducted further research and investigation in knowing other State Universities and Colleges including Private Tertiary School in the Region. However, it was found out that the only Leyte Normal University is offering this program.

### *Data-Gathering*

The main instruments used in this study were questionnaires and interview schedule.

The Questionnaire. A set of questions was designed to determine the respondent's responses and evaluations of subjects taught by their major professors on the type of teaching styles used in terms of the most prevalent styles used, the effects of these styles in the teaching-learning process and facts about why the respondents respond those five (5) teaching styles used by their professors.

Interview Schedule. Unstructured interviews were used by the researchers in the conduct of the study through focused group discussion or FGD in which thirty five (35) students participated, while the rest of the respondents were absent during the conduct of the FGD. The respondents who participated the FGD can be considered and represent the group as a sample since it was more than the average with sixty seven and thirty percent (67.30%). This was done after the administration of the survey questionnaire. The main purpose of this was to fill-in information that were unanswered by the respondents and to be able to gather further pertinent evidence that would support the quantitative results found in the survey questionnaire.

### *Statistical Treatment*

Responses from the survey questionnaire was tabulated by the researcher and analyzed using statistical software (Microsoft excel) and interpreted using descriptive statistics such mean percentages and frequency count.

## RESULTS AND DISCUSSIONS

Demographic Profile

Table 1: Demographic Profile of The Respondents

Respondents	Subject Code	Age	Gender	Number of Years in Teaching Physical Education	Number of Years in the MPE Program
1	MPE501	22	Male	2	2
2	MPE501	26	Female	4	1
3	MPE501	24	Male	1.5	1
4	MPE501	20	Male	0.25	1.25
5	MPE501	20	Female	0	1
6	MPE501	35	Male	1	1.5
7	MPE501	28	Male	6	2
8	MPE501	24	Female	1	0
9	MPE501	30	Male	2	2
10	MPE501	23	Female	2	0
11	MPE501	33	Female	6	1
12	MPE501	21	Male	1	0.25
13	MPE501	20	Female	0	1
14	MPE501	22	Female	1.25	2
15	MPE501	24	Male	0	2
16	MPE501	22	Female	0	2
17	MPE501	30	Female	0	1
18	MPE501	22	Male	0	1
19	MPE501	24	Male	0	1
20	MPE502	27	Male	3	1
21	MPE502	21	Male	1.25	1
22	MPE502	35	Male	11	0
23	MPE502	28	Male	6	6
24	MPE502	22	Male	3	2.5
25	MPE503	24	Female	7	2
26	MPE503	35	Male	1	1.5
27	MPE503	28	Male	6	2
28	MPE503	30	Male	2	2
29	MPE503	24	Female	1.25	2
30	MPE503	22	Male	2.5	2
31	MPE503	29	Female	2	2
32	MPE504	23	Female	2	0
33	MPE504	33	Female	6	1
34	MPE504	24	Male	3	2

35	MPE504	28	Male	1	0
36	MPE504	20	Female	0	1
37	MPE504	33	Female	4	2
38	MPE504	22	Male	5	2.5
39	MPE504	22	Male	2.5	1
40	MPE505	29	Male	0.5	0.5
41	MPE505	21	Male	1.25	1
42	MPE505	22	Female	1.5	2
43	MPE505	20	Female	0	1
44	MPE505	20	Male	0.25	0.5
45	MPE505	35	Male	1	1
46	MPE505	24	Female	1.25	0
47	MPE505	<b>22</b>	Female	0	0
48	MPE505	<b>22</b>	Male	0	1
49	MPE505	33	Female	6	1
50	MPE505	22	Female	0	0
51	MPE505	22	Male	1	0
52	MPE505	20	Female	0	1
<b>MEAN</b>				<b>2.12</b>	<b>1.24</b>

The table shown above has a Mean score of 2.12 which indicate that the most respondents has less than two (2) years teaching experience in the Physical Education program and do not have any teaching experience at all. In terms of number years enrolled in the MPE program, the Mean score is 1.24 which indicate that the respondents has less than three semesters enrolled in the program. It is also obvious that most of the respondents are new enrollees in the program.

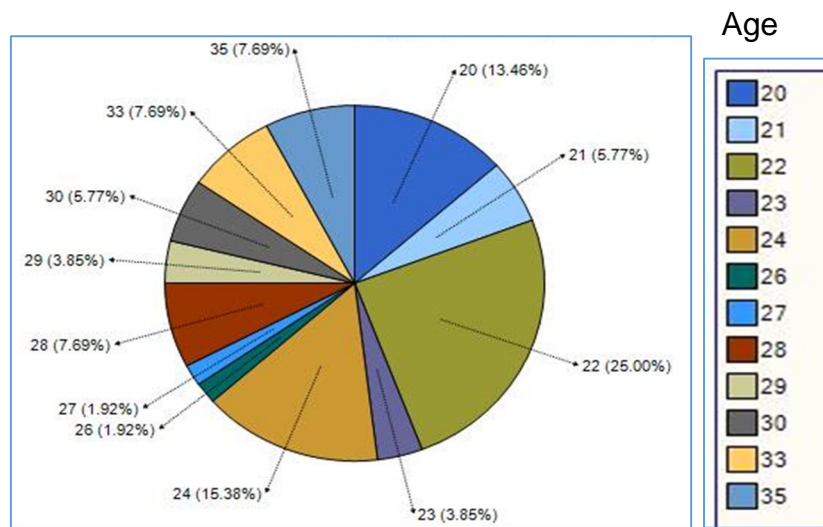


Fig. 1: Demographic Profile on Age

Figure 1 shows the demographic profile of the respondents in terms of Age. Shown above were the results in mean percentages wherein respondents with an age of twenty two (22) dominate the sample with a mean percentage of twenty five percent (25%), followed by the respondents with an age of twenty four (24) with fifteen and thirty eight percent (15.38%) and respondents with an age of twenty (20) with thirteen and forty six percent (13.46%). This implies that the most common age of the respondents graduated and continued graduate studies in the age of twenty (20) to twenty four (24). This was supported by the Philippine Statistics Authority (PSA) (2014) that about thirty six and three percent (36.3%) aged seventeen to twenty four (17-24) years had post secondary and college education. At this age the respondents start their graduate study.

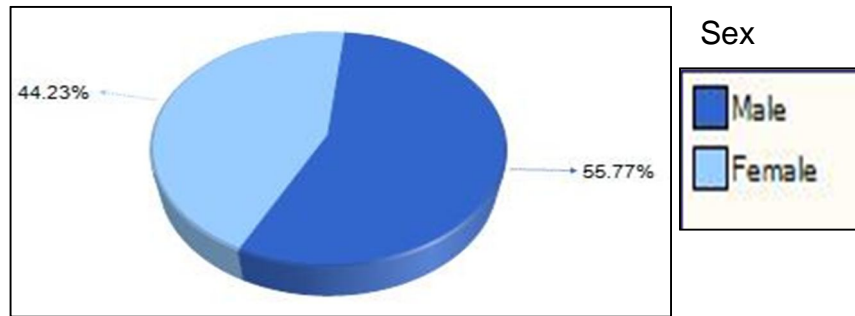


Fig. 2: Demographic Profile on Sex

The graph shown above illustrates that the MPE program was dominated by Male respondents with fifty five and seventy seven percent (55.77%) than that of Female respondents with forty four and twenty three percent (44.23%).

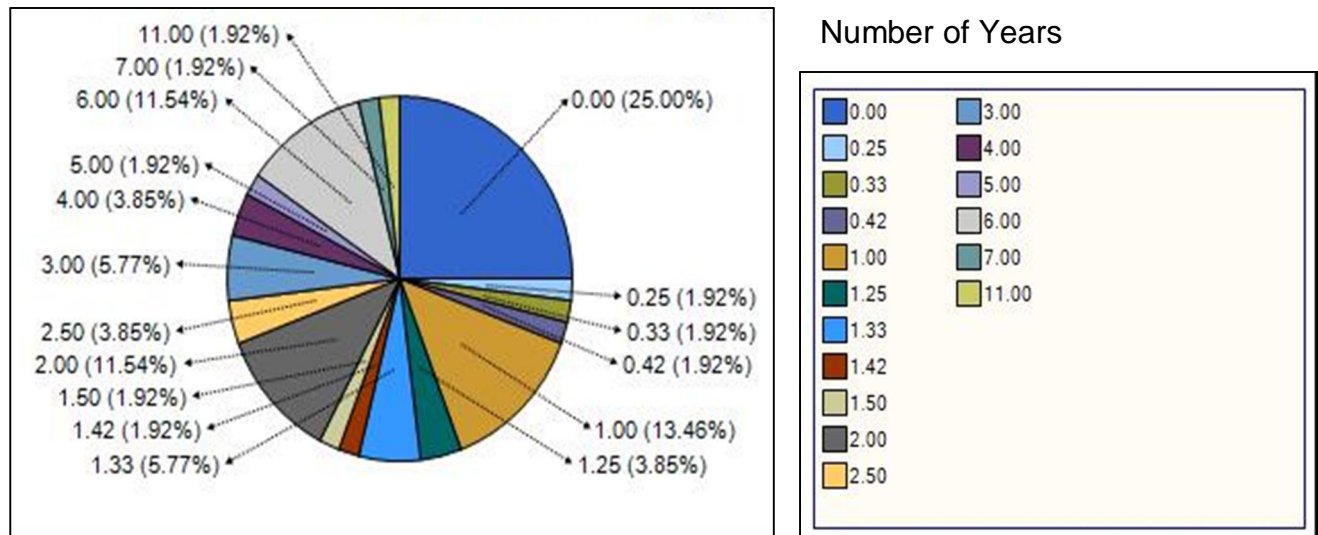
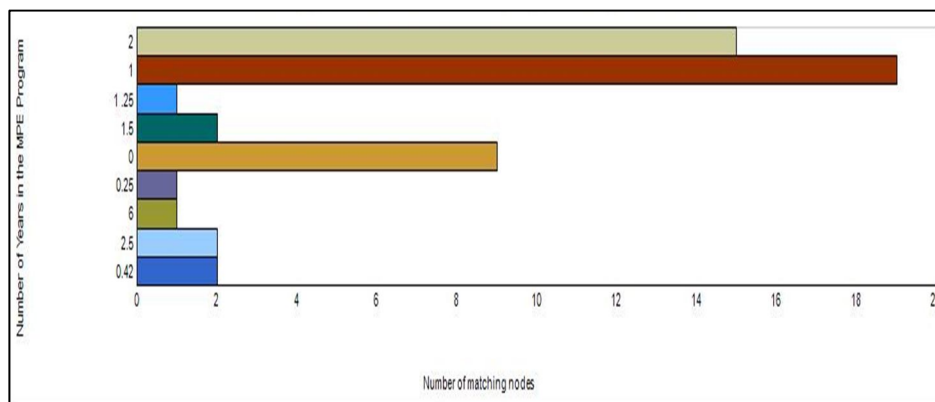


Fig. 3: Demographic Profile on The Number of years in Teaching Physical Education

The figure shown above (Fig. 3) illustrate the percentages of the demographic profile of the respondents in terms of the number of years in teaching physical education. Based on pie graph it is very evident that most of the respondents have no teaching experience in teaching physical education with twenty five percent (25%) and followed by with one (1) year experience, having thirteen and forty six percent (13.46%), and with two years (2) and six years (6) experience with eleven and fifty four percent (11.54%). This finding was supported by the results in the demographic profile of the respondents in terms of age wherein most of the respondents could be a newly graduate from their college degree and confirmed the census done by PSA.



**Fig. 4: Demographic Profile on The Number of years in the Master in Physical Education**

Figure 4 shows the demographic profile of the respondents in terms of years in the MPE program. It is very evident that most of the respondents were one (1) year enrolled in the MPE program. Followed by two (2) years and newly enrolled students in the MPE program.

#### **Implications of the Demographic Profile**

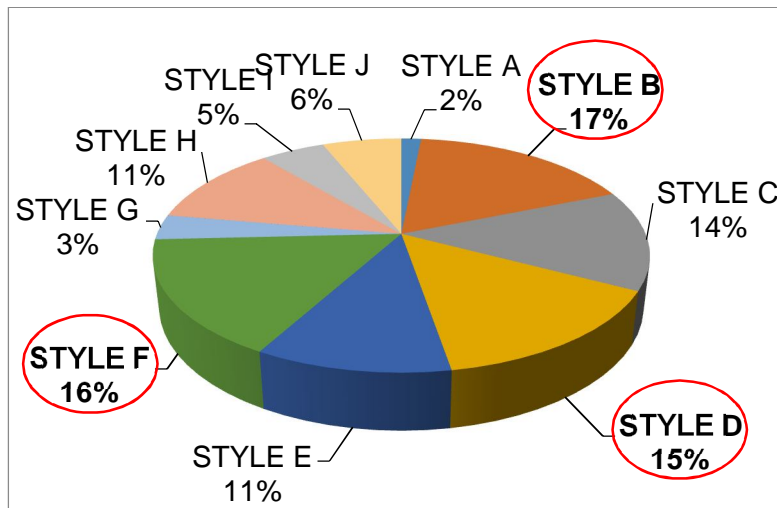
The demographic profile of the respondents is very important in the process of understanding the source of the data to be analyzed. Specifically on the effectiveness and reliability of the information gathered from the intended audience. In this study, the demographic profile mainly suggests that most of the respondents were newly graduates of the Physical Education program at the undergraduate level who wanted to have more advance knowledge of the program. This was supported by the results revealed in the figure 4 which shows that most of the respondents were in the program for one (1) year. Moreover, male respondents dominate in the MPE program. Historically and traditionally sports have evolved as a male domain, and it is clear that women and girls, as well as men and boys, have different sport participation roots (Everhart, R.B., Pemberton, C. L. A., 2001). Later studies show that sport activities based on the logic of competition, are placed traditionally male domination in the physical activities (Mouron, B., 2014).



Prevalent Teaching Styles

**Table 2: Prevalent Teaching Styles  
Used by The Faculty of Master in Physical Education  
Teaching Styles Prevalent in the MPE Subject**

STYLE A	STYLE B	STYLE C	STYLE D	STYLE E	STYLE F	STYLE G	STYLE H	STYLE I	STYLE J
4	45	36	38	28	42	9	29	13	16



**Fig. 5: Teaching Styles Prevalent in the MPE Subjects**

Table 2 shows the prevalent teaching styles in a number of responses and Fig. 5 expressed in a graph shows the percentages of the teaching styles prevalent the MPE Program. Style B or Practice, which means that the students carry out teacher-prescribed task in the class lead in the result. This only implies that the students perform all activities assigned by the teacher through guided discovery (Style F) approach as the students learns the subject by themselves with assistance from the teacher and self-checking (Style D) after a work was made by their classmates through a criteria set by the teacher or a collaboration of the teacher and the students. This three styles work together as it is necessary in the graduate program and teacher training program. A worthy teaching practice uses direct teaching and indirect teaching styles. According to Mosston's Spectrum of Teaching Styles these dominant results fall into both direct and indirect teaching styles. The teaching styles shift from absolute control by teacher in the command style to absolute freedom in learning by the student in self teaching style (Mosston, M., 1992).

General Effects of the Teaching Styles

Focused Group Discussion was utilized to gather qualitative information from the respondents in support to the results of the survey questionnaire. The respondents were

called by the researcher through the permission of the subject professors in the MPE program. They were asked to and answer one question from the researcher on what are the general effects of the teaching styles used or utilized by the subject professor.

It was found out that their professors were mostly assigned intra-discussion between student-to-student, act as facilitator, assigned topics for student reporting discussion, sets standards in group and class discussions, and allow students to explore their full capacity in learning the subjects through research and demonstrations. In effect, respondents retort to the type of teaching styles were effective and fruitful due to its experiential learning that they can apply in their respective fields, they became more responsible, productive, and resourceful. With this finding, it is clear that indirect teaching in the graduate school was effective. According to PEARSON (n.d.) learner experience, use of students' ideas, student self-evaluation, use of group discussions were among its key to teaching and learning in which the learner acquires information by transforming stimulus material into a response that requires the learner to rearrange and elaborate on the stimulus material and concepts, patterns, and abstractions are taught in the context of strategies that emphasize concept learning, inquiry, and problem solving.

## CONCLUSIONS

Based on the results, it was established that newly graduate students were more interested in the advanced study and the use of indirect teaching using the Mosston's Spectrum was very effective in the graduate program specifically in the MPE program. Students learned through experiential learning, guided discovery and self-check as facilitated by their professors.

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