



## ANALYSIS OF STUDENT TEACHERS' TEACHING BEHAVIOR IN PHYSICAL EDUCATION

### BEDEN EĞİTİMİ ÖĞRETMEN ADAYLARININ ÖĞRETİM DAVRANIŞLARININ ANALİZİ

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**ABSTRACT:** The purpose of this study is to evaluate teaching behaviors of the senior students who are attending physical education teacher education program (PETE). The subject involved in this study are fourth year students (N=27) of the Physical Education and Sport Department at Middle East Technical University (METU). Video records of students' teaching during "Field Practice" course, was analyzed by using five points Likert scale observation form which was developed by the researcher.

The results indicated that student teachers were not very competent in planning lesson in an appropriate format and in stating lesson objectives in behavioral terms. They were found competent in defining the tasks clearly and simply and in demonstrating the skills.

The student teachers were found very competent in selecting exercises appropriate to class level and competent in terms of organizing groups for maximum participation and using space effectively. It was observed that student teachers were not making general review and providing general feedback at the end of the lesson.

A good physical education teacher, besides being able to perform the sport skills competently, should be able to teach these effectively. Therefore, in physical education teacher education programs, it is aimed at developing teaching skills as well as physical skills.

**Keywords:** teaching analysis, physical education, field practice

**ÖZET:** Bu çalışmanın amacı beden eğitimi öğretmenliği programına (BEÖP) devam eden son sınıf öğrencilerinin öğretim davranışlarının analizinin yapılmasıdır. Bu çalışmaya Orta Doğu Teknik Üniversitesi (ODTÜ) Beden Eğitimi ve Spor Bölümü'ne devam eden 27 son sınıf öğrencisi katılmıştır. Öğrenciler gerçek sınıf ortamında öğretim yaparken video ile kayıt yapılmıştır. Öğretmen adaylarının öğretim davranışlarının analizi "Okul Uygulaması" dersinde çekilen video kayıtlarının

araştırmacılar tarafından geliştirilen 5 ölçekli Likert tipi gözlem formu kullanılarak yapılmıştır.

Sonuçlar öğretmen adaylarının dersin istenilen formatta planlamasında ve dersin amaçlarını öğrenci davranışları yönünden belirleme de çok yeterli olmadıklarını ortaya koymuştur. Ders planının uygulamasında işlenecek konunun anlatımında yeterli, gösteriminde ise biraz yeterli bulunmuşlardır.

Uygulamalar için seçilen egzersizlerin sınıf düzeyine uygunluğunda çok yeterli, etkili sınıf organizasyonu sağlama ve ders yapılan sahanın etkili kullanımını sağlama da yeterli bulunmuşlardır. Öğrenci öğretmenlerin çoğunluğunun dersin sonunda işlenen konunun genel tekrarını yapmadıkları görülmüştür.

İyi yetişmiş bir beden eğitimi öğretmeni, spor etkinliklerini yeterli düzeyde yapabilmenin yanında, bunların etkin şekilde öğretiminide yapabilmelidir. Bu nedenle, beden eğitimi yetiştiren programlar fiziksel etkinliklerle ilgili becerilerin geliştirilmesinin yanısıra bunlarla ilgili öğretim davranışlarının da geliştirilmesini amaçlamalıdır.

**Anahtar Sözcükler:** öğretim analizi, beden eğitimi, okul uygulaması

## 1. INTRODUCTION

Teacher education programs usually aim at developing basic competencies which are required for effective teaching in schools. Research reported by Grineski and Bonum (1990) and Keener (1987) indicated that classroom behaviours of teachers were of significant importance in physical education teacher education programs (PETE). They explained classroom behaviours for effective

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teaching as lesson planning, classroom management, uses of teaching styles, learning experience designs, effective use of time, meaningful and appropriate content selection, effective communication, feedback, and student performance assessment.

According to Locke (1984) physical educators should plan lessons in advance, adapt lessons to the needs of individual students, provide adequate opportunity to contribute to fitness, provide positive reinforcement for learning, prevent waste of time on managerial tasks, provide prompt and specific feedback for practice tasks, provide clear models for desired learning.

Literature survey indicates that, physical educators have difficulties in planning and implementing effective physical education lessons (Locke, 1984; Metzler, 1990). Therefore, the focus of teacher education programs should be on daily lesson planning and on the execution of pre-planned lessons.

PETE program, besides developing the students' skill in individual and team sports activities, aims at improving teaching skills related to physical education and sports. An analysis of student teachers' practice teaching in schools was made by the researcher to understand their teaching skill level.

The purpose of this study is to analyze teaching behaviour of the student teachers during field practice in schools. The analysis of teaching behaviour of the students in actual classroom setting provides information about the effectiveness of PETE program to develop teaching behavior of students and PETE program evaluation itself at Middle East Technical University in Turkey.

## 2. METHOD

### 2.1. Subjects:

The subjects involved in this study were 27 fourth year students of PETE program at METU who were attending "Field Practice" course during the study.

### 2.2. Procedure:

Each student attended to field practice in schools under the supervision of mentor teachers from schools and cooperative teachers from university in 1996-1997 spring semester. During "Field Practice" course which was offered in the 8<sup>th</sup> semester of PETE program, students should have observed physical education (PE) class, prepared lesson plans, and participated in teaching PE class with mentor teacher.

At the end of the semester, each student was assigned to teach sample lesson alone. The topics for the sample lesson were selected randomly for each student. The students prepared a lesson plan and submitted to cooperative teachers before teaching PE class.

Students' teaching PE in the actual classroom setting were recorded by video camera.

### 2.3. Instrument:

An observation form was developed to analyse video records. The observation form was developed by the researchers to students' teaching behaviour. The observation form included two basic components of instruction; namely: preparation, and implementation.

The lesson plan preparation included analyses of lesson plan preparation format, preparation of equipment, facilities, and pre-class activities.

The implementation of lesson plan part included the analysis of teaching behaviors such as explanation, warming-up, demonstration, classroom management, feedback and correction of the faults, and cooling down at the end. A likert scale was used to analyze teaching behaviors of the participants.

These items were defined as not competent at all (1), not competent (2), somewhat competent (3), competent (4), and very competent (5). The students not showing any behaviour in response to the related item were evaluated as not competent at all, while those showing inadequate performance were evaluated as not competent. Observer rated same videotape two

times for reliability study. Second observation was realized one week after from the first observation. Intra-observer reliability coefficients was found .79.

#### 2.4. Data Analysis:

Descriptive statistics (mean and frequency) were used to analyze the data.

### 3. RESULTS

The results of the study are presented under two main parts of the instruction; preparation and implementation.

#### 3.1. Preparation for instruction

The results of preparation for instruction are presented in Table 1. The results related to lesson plan preparation indicated that the

students are not very competent ( $\bar{X}=3.89$ ) in preparing a lesson plan in an appropriate format, while they are somewhat competent ( $\bar{X}=3.18$ ) in stating objectives in behavioral terms.

The students were also observed to be competent ( $\bar{X}=4.26$ ) in preparing equipment and materials for the lesson and organizing the class and the equipment before the lesson started ( $\bar{X}=4.46$ ).

#### 3.2. Implementation

The implementation of instruction was accepted as actual engagement of the students into the activity. This part involved explanation, demonstration, warming-up, classroom management, feedback and correctives, and cooling-down activities.

**Table 1.** Results of Preparation for Instruction.

Preparation for Instruction (N=27)	VC* (5) %	C (4) %	SC (3) %	NC (2) %	NCA (1) %	$\bar{X}$
Prepares lesson plan in an appropriate format	35.7	28.6	25	10.7	—	3.89
States objectives in behavioral terms	25	28.6	14.2	3.6	28.6	3.18
Designs activities related to specific objectives	53.6	21.4	21.4	3.6	—	4.25
Selects appropriate instructional equipment	50	32.2	14.2	3.6	—	4.25
Prepares appropriate equipment and materials (e.g., ball, cone, box, rope.)	44.4	37	18.6	—	—	4.26
Prepares instructional aid for the lesson (e.g., whistle, watch, pencil).	92.6	—	7.4		—	4.85
Appearance (e.g., sport dressing and sport shoes)	96.3	3.7	—	—	—	4.96
Organizes student's into squads and to take roll	75	10.7	14.3	—	—	4.46
Provides and distributes equipment.	55.6	33.3	7.4	3.7	—	4.41
Assigns students to groups for an activity	61.9	14.3	3.8	—	—	4.38

\*VC = Very competent, C = Competent, SC = Somewhat competent, NC = Not competent, NCA = Not competent at all.

The results of explanation, demonstration and warm-up part of the implementation is summarized in Table 2. The students were competent in defining the tasks clearly and simply ( $\bar{X}=4.14$ ). Similarly, they could use their voice during explanation effectively ( $\bar{X}=4.46$ ). The students' adequacy in terms of giving relevant information and providing everyone is being attentive during explanation was  $\bar{X}=3.96$ .

The students were quite competent to demonstrate the skills ( $\bar{X}=4.11$ ). However, they were not as successful in organizing all students in order to be able to see the demonstration clearly ( $\bar{X}=3.89$ ). The mean score for clarity and simplicity of demonstration was  $\bar{X}=3.86$ , and for stressing major points during demonstration is  $\bar{X}=3.8$ .

**Table 2.** Results of Explanation, Demonstration and Warm-up Part of Instruction.

Implementing Lesson Plan (N=27)	VC* (5) %	C (4) %	SC (3) %	NC (2) %	NCA (1) %	$\bar{X}$
Defines the task clearly and simply	39.3	39.3	17.9	3.6	---	4.14
Gives only relevant information	10.7	39.3	42.9	7.1	---	3.54
Provides everyone attentive	35.7	25	39.3	---	---	3.96
Uses voice effectively	53.6	39.3	7.1	---	---	4.46
Demonstrates the skills competently.	53.6	10.7	28.6	7.3	---	4.11
Demonstrates the skills clearly and simply	32.1	21.4	39.3	3.6	---	3.86
Stresses major points of the skills	35.7	21.4	21.4	14.3	---	3.82
Presents the skills both at slow and normal speed	32.1	17.9	21.4	25	3.6	3.50
Organizes all students to see the demonstration	39.3	14.3	42.9	3.6	---	3.89
Allows questions for misunderstanding	---	14.3	14.3	10.7	57.1	1.85
Executes warm up exercises appropriate to objective	29.6	29.6	33.3	7.4	3.7	3.70
Warm-ups sufficiently.	57.1	28.6	3.6	3.6	3.6	4.37

\*VC =Very competent, C =Competent, SC =Somewhat competent, NC =Not competent, NCA =Not competent at all.

Summing up the results, it could be said that the students were adequate in demonstrating the skills but not very adequate in using the demonstration techniques effectively. The results indicated that the students were competent to execute sufficient warm-up exercise before the main activities ( $\bar{X}=4.37$ ). The appropriateness of warm-up exercise to the objectives was somewhat more questionable ( $\bar{X}=3.70$ ).

The next step of implementation was the management of classroom for the maximum participation of the students. The results related

to management of the classroom are presented in Table 3. As indicated in Table 3, the students were very competent to select exercises appropriate to class level ( $\bar{X}=4.75$ ). The results showed that the students were competent also in terms of organizing groups for maximum participation ( $\bar{X}=4.04$ ), using space effectively ( $\bar{X}=4.14$ ), using equipment and facilities competently ( $\bar{X}=4.11$ ), and demonstrating consistency between the lesson plan and its implementation ( $\bar{X}=3.92$ ).

**Table 3.** Results of Classroom Management for Maximum Participation.

Implementing Lesson Plan (N=27)	VC* (5) %	C (4) %	SC (3) %	NC (2) %	NCA (1) %	$\bar{X}$
Organizes groups for maximum participation.	35.7	39.3	17.9	7.1	---	4.04
Uses space effectively	42.9	39.3	14.3	---	---	4.14
Uses equipment and facilities competently	40.7	33.3	22.2	3.7	---	4.11
Practices skills appropriate to class level	78.6	17.9	3.6	---	---	4.75
Uses a variety of teaching methods	---	7.1	14.3	75	3.6	2.25
Provides help for less ability groups of students.	8	8	16	36	32	2.24
Reinforces the correct behaviors	3.8	7.	15.4	23	50	1.92
Demonstrates flexibility during lesson plan implementation.	3.5	14.3	10.7	46.5	25	2.25
Demonstrates consistency between lesson plan and it's implementation	37	3	11.1	11.1	3.8	3.92

\*VC =Very competent, C =Competent, SC =Somewhat competent, NC =Not competent, NCA =Not competent at all.

Within the same context, they were found to be incompetent in using a variety of teaching methods ( $\bar{X}=2.25$ ), providing help for less ability groups of students ( $\bar{X}=2.24$ ), reinforcing the correct behaviours ( $\bar{X}=1.92$ ), and demonstrating flexibility during lesson plan implementation ( $\bar{X}= 2.25$ ).

Results of the adequacy in giving feedback and correctives and cool-down during the implementation of the lesson. are shown in

Table 4. The results indicated that the students were quite competent in giving general feedback and correctives during the lesson ( $\bar{X}=3.78$ ). They were incompetent in giving individual feedback during ( $\bar{X}=2.36$ ), and general feedback at the end of the lesson ( $\bar{X}=1.89$ ). It is also observed that they were incompetent to review the skills ( $\bar{X}=2.28$ ) and answer the questions about the skills at the end of the lesson ( $\bar{X}=1.77$ ).

**Table 4.** Results of Providing Feedback and Correctives and Cool-Down.

Implementing Lesson Plan (N=27)	VC* (5) %	C (4) %	SC (3) %	NC (2) %	NCA (1) %	$\bar{X}$
Gives general feedback and correctives during implementation	50	14.3	10.7	7.2	14.3	3.78
Gives individual feedback and correctives during implementation	17.9	10.7	10.7	10.7	50	2.36
Gives general feedback and correctives at the end of the implementation	17.9	3.6	3.6	---	75	1.89
Review the skills at the end of the implementation	28.6	3.6	---	3.6	64.3	2.28
Answers to the questions about the skills and activities	15.4	3.8	---	3.8	76.9	1.77
Cools-down competently	28.6	21.4	25	7.2	17.9	3.36
Instructs student's to pick up equipment	64.3	7.2	14.3	3.6	10.7	4.11
Assembles class for closure	89.2	7.2	---	3.6	---	4.82

\*VC =Very competent, C =Competent, SC =Somewhat competent, NC =Not competent, NCA =Not competent at all

Cooling-down is the last part of an implementation and involves the exercise before ending the lesson. Table 4 presents the results for cool-down.

Cooling -down and closure activities are essential parts of an effective instruction in physical education, just as the warming-up exercises. They were not competent in realizing the cooling-down exercises at the end of the lesson ( $\bar{X}=3.36$ )

#### 4. DISCUSSION

A good physical education teacher, besides being able to perform the sports skills competently, should be able to teach these effectively. Therefore, PETE Program aimed at

developing teaching skills as well as physical skills. The results concerning the preparation and implementation of instruction showed that students had difficulty to state objectives of the lesson in behavioral terms. Preparation is the first and the most important part of teaching in schools, and it starts with a clear definition and statement of objectives. Only 25 % of the students were very competent in writing lesson objectives. A study by Çamlıyer [5] on evaluation of teaching in physical education points out to similar results. Çamlıyer stresses the importance of providing pedagogical knowledge related to psychomotor domain in teacher preparation programs, and suggests cooperation between the Departments of Educational Sciences and Physical Education

and Sport for providing pedagogical formation to the students.

The students were found to be very adequate in pre-instructional preparation. Spending less time to start the lesson, and more time for skill learning and student participation increases the effectiveness of the instruction.

The students were found to be competent in explaining physical skills theoretically which is the first stage of motor skill learning. However, they were inadequate in giving relevant information during explanation. This indicates the necessity of putting more emphasis on the theoretical information about physical skills during practice courses in PETE program.

The next step of implementation is the demonstration of physical skills. The teacher should be able to demonstrate the correct execution of skills. The students were not found to be very competent in this respect.

When the practice course in the PETE program is analyzed, it can be observed that teaching how to teach physical skills is not specifically included in the content. The main emphasis is given to development of students' skill level during practice courses, which is not sufficient to teach a skill.

The students were found inadequate also to select appropriate warm-up exercises related to the objectives of the lesson.

All these findings point out to the necessity of reorganizing objectives and contents of practice courses in the program for preparing competent teachers.

Classroom management for maximum participation is one of the factors for effective instruction. In this study, the students are found to use space effectively, organize groups for maximum participation and practice the appropriate skills during the instruction. However, it is observed that all students prefer using traditional teaching methods such as Command Style and Practice Style (Mosston and Ashword, 1986). Utilization of a variety of teaching methods during instruction of

individual and team sports courses in the Department will help to develop students teaching ability, as stressed also by Açıkkada (1991).

Research by Jones and Figley (1993) concludes that physical education teachers teach activities as they are taught to teach in teacher preparation program. Therefore teacher educators were very direct and authoritarian in their teaching. The students are learning and imitating what they are taught during their education. It is evident that it is difficult to change their teaching behavior through one course on *Teaching Method* in the seventh semester of the program.

The results related to giving feedback and correctives and organizing cooling-down exercises at the end of the instruction showed that students preferred to give general feedback and correctives during instruction, but not in an adequate level. The importance of giving feedback in motor skill learning is universally recognized. Metzler (1990) assumes that the greater the amount of feedback provided to the student teachers, the greater will be their improvement in teaching performance.

The program should emphasize the development of students' teaching ability during their education. The practice courses in the program should be organized so that, besides acquiring physical skills, the students should learn how to teach these skills. It must be ensured that the students are very competent in the knowledge of sport, performing physical skills, teaching physical skills and providing pedagogical background. A strong theoretical background should be given about physical skills during practice courses. The content of the program should be organized to enable vertical and horizontal relationships for effective instruction. Early field experience should be encouraged starting from the third year of the program. Practice Teaching course should be offered during the third year of the PETE program, and the students should attend to practice teaching in schools in the last two semesters of the program.

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