

Investigation of Self-Reported Teaching Style Preferences and Perceptions of Physical Education and Sport Teacher Candidates

Osman PEPE^{*}, Mehmet Behzat TURAN^{*}, Aydın PEKEL^{}, Ziya BAHADIR^{**}**

^{*}Erciyes University Physical Education and Sport Department, Kayseri/ TURKEY

Email: o pepe@erciyes.edu.tr

^{**}Erciyes University Institute of Health Science, Kayseri/ TURKEY

Abstract

The purpose of this study was to investigate self-reported teaching style preferences and perceptions of physical education and sport teacher candidates which studying Physical education and Sport Teacher department and teaching formation certificate programme

Randomly selected two-hundred and thirty physical education teacher candidates studying in 3 different universities participated in the study. In order to collect data Turkish version of “Physical Education Teachers’ Perceptions of Teaching Styles-(PETPTS)” was used.

Data were analyzed by using IBM SPSS (version 20.0). Descriptive statistics were presented. For statistical analysis, repeated measures anova was performed. According to analysis, while command style was the most preferred teaching styles of both physical education and sport teacher candidates, at the least was self-teaching styles. In addition to, Physical education teacher candidates were the highest command style perceptions while teaching formation certificate programme were the highest practice style in teaching style perception value. As a result of repeated measure of analysis, statistically significant interaction was found each sub-dimensions of using teaching style levels and teaching style perceptions

As a result of this study, difference was not found at preferred teaching style and perception values of sport teacher candidates which studying Physical education and Sport Teacher department and teaching formation certificate programme.

In cause of this situation, we can say that regardless of department of physical education and sport fundemantels, show similiar teaching styles. Also, teaching a new skill in physical education and sport result from, multiple teaching styles can be used interbedded. So that, teaching formation certificate programme does not change teaching styles of physical education and sport teacher candidates

Keywords: Physical education and sport, Teacher candidate, Teaching style

Introduction

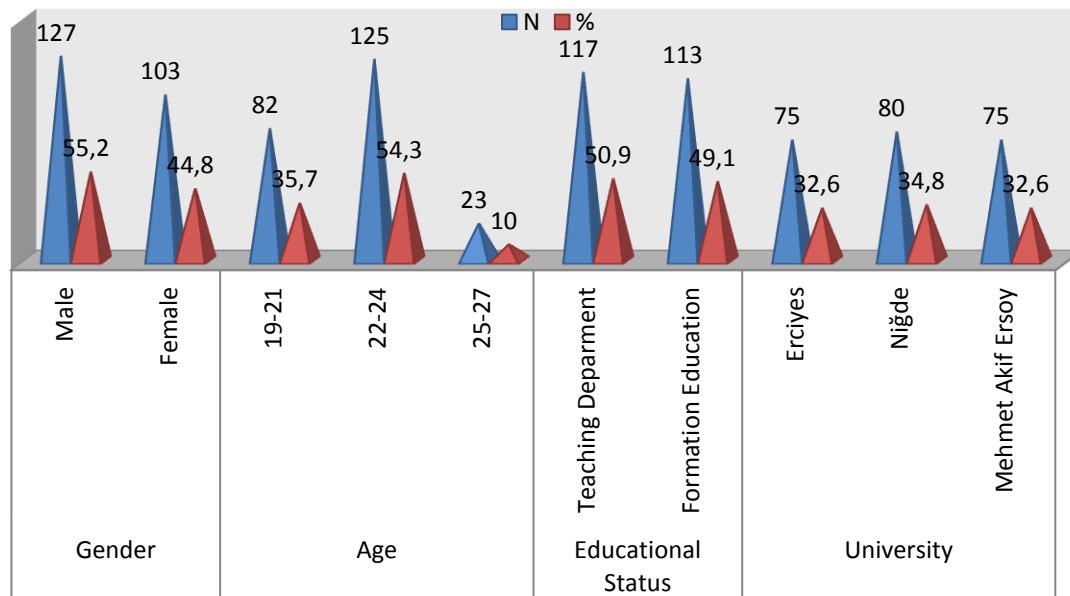
The most important factor for the development and improvement of the societies is education. Importance and requirement of the education increase day by day. Education process is a whole of actions which tries to raise the qualified person.

While education provides cultural values that are from the beginning of the society to this day, besides the background like; equipment and programs and it is seen that quality of the teacher is the most important factor (Çelikten et al, 2005). And teaching is defined as a mastery profession that undertakes the education and training missions asked by state (Saracaloğlu et al, 2009). One of the basic principles of the teaching profession is to raise the people as a whole with the mental and physical perspectives. Individuals' physical and mental healthiness and happiness is no doubt one of the most pioneered conditions of society's development. Therefore, physical education encapsulates the purposes that will help to students acquire healthy activity habits and to give them a long lasting, most suitable physical fitness (Petray, 1989). Physical education and sports activities have important contributions to individuals' physical, mental, social and moral developments (Yetim, 1998). In the direction of this information, education styles of the physical education teachers are very important for the specified aims. "Physical Education Teacher" was first enhanced by Mosston and Ashworth. Masston and Ashworth's presented 11 education styles are; Command Style-A, Practice Style-B, Peer Work Style-C, Self - Control Stlye-D, Participation Style-E, Directed Invention Stlye-F, Problem Solving: Only Truth Stlye-G, Problem Solving: Creating different Ways Style:H, Student's Design Style-I, Student's Starting Style-J and Learning by Oneself Style-K. First 5 of these styles were presented before (A-E); rest of the education styles are 6, presented and produced new information (F-K). Styles that are from A to E, are the styles that skills are acquired, continuing of the time honored culture, student's revealing of the acquisitions, making definitions and classifications on the notions of F and G styles; then the styles from H to K are students' finding of the divergence responses, includes alternative designs and to be interactive with the new notions. Shortly, the styles that are from F to K include the finding experiences that are beyond the memorizing of the information (Mosston ve Ashworth 2008).

Purpose of this study is to examine the physical education teachers' choices for the education style and perception of the values towards these styles. There are numerous researches made on experienced and candidate physical education teachers who are experts in this subject (İnce & Hünük, 2010). For this reason, purpose of this study is to examine the options of education styles and perceptions (having fun, learning, motivation) of the students who are studying at the 4th grade of physical education teaching departments of different universities and physical education, sports trainer teacher candidates that are having pedagogical education.

Methods

Forming of the Volunteer Group: Sample of this study is formed by 230, elected through coincidentally methods, candidate teachers that are studying Physical Education and Sports Training, and having pedagogical lessons at the; Erciyes University, Mehmet Akif Ersoy University and Niğde University



Graphic1: Descriptive Statistics of the Physical Education and Sports Teacher Candidates

When the Graphic1 is examined %55.2 of the participants are men, %44.8 of them are women and %35.7 of them are between the ages of 19-21, %54.3 of them are 22-24, %20 of them are between 25-27. %50.9 of them are at the department of Physical Education and Sports Teacher, %49.1 of them are taking pedagogic formation lessons. It is also detected that %32.6 of them study at Erciyes University, %34.8 of them at Niğde University and %32.6 of them are at the Mehmet Akif Ersoy University.

Data Collecting Tools:

Socio-Demographic information form: The form which is created by the researcher consist of 4 questions like; Age, gender, university he/she study at, and educational situations.

Educational Style Inventory: Volunteers, Kulinna & Cothran (2003). who had participated in survey they improved internal consistency coefficient (Cronbach Alpha), later then it was adopted in Turkish. These Physical Education Teachers that were differs between 0,86 and 0,95 were asked to apply the Education Styles Value Perceptions inventory. The survey includes 4 questions consisted of five point likert scale, and 11 scenarios that were related to each education styles and again related to these scenarios (İnce & Hünük,2010).

Statistical Analyses:

Data were analyzed by using IBM SPSS (version 20.0). Descriptive statistics were presented. There were repeated evaluations whether there was a difference between the usage of the education styles ant their value perceptions or not, and it was detected by using Variance Analysis

Results
Table1. Education Style Preferences of the Physical Education and Sports Teacher Candidates

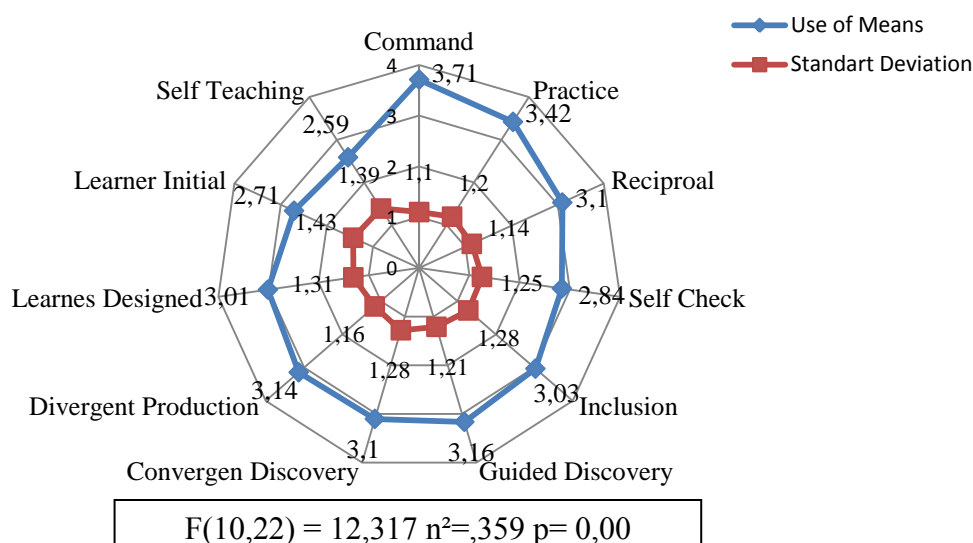
Teaching Style	Use	Value Perception
	Mean±SD	Mean±SD
Command	3,76±1,13	12,44±2,40
Practice	3,46±1,15	11,18±2,95
Reciprocal	3,09±1,29	10,70±3,20
Self –Check	2,64±1,34	9,39±3,59
Inclusion	2,86±1,38	10,33±3,56
Guided Discovery	3,09±1,28	11,11±3,23
Convergent Discovery	3,12±1,35	10,71±3,01
Divergent Production	3,19±1,17	10,66±3,01
Learners Designed Programs	2,97±1,40	10,18±3,16
Learner Initial	2,69±1,46	9,19±3,41
Self –Teaching	2,49±1,35	8,89±3,55

It is seen that the physical education and sports department teacher candidates prefer most the command method (3, 75±1,13) and the least preferred one is Self-Teaching (2,49±1,35). When the Value Perceptions are examined which are belonging to educational style the most preferred one is seen as command method (12, 44±2,40) the least one is self -learning method (8,89±3,55)

Table2. Education Style Preferences of Physical Education and Sports Teacher Candidates Who are taking Pedagogical Formation Lessons.

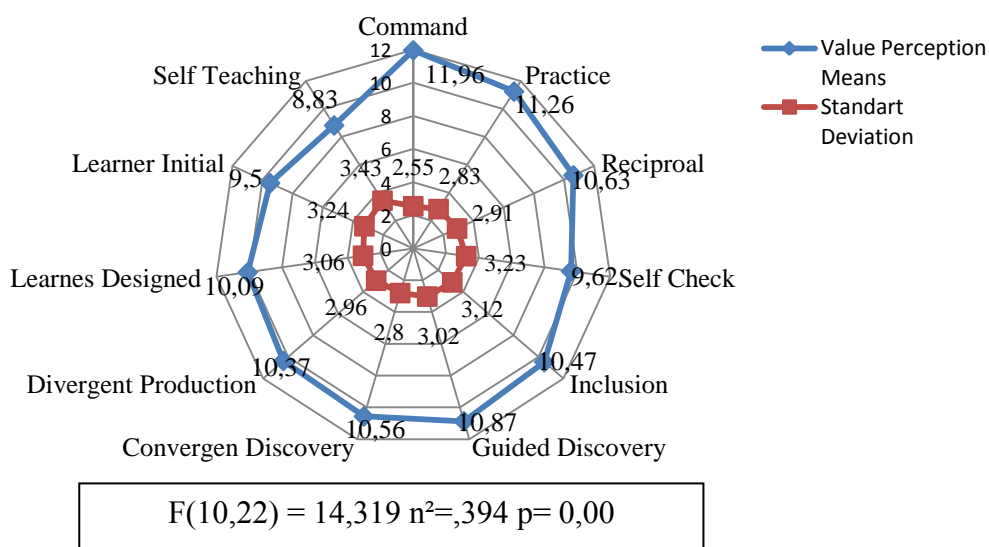
Teaching Style	Use	Value Perception
	Means±SD	Mean±SD
Command	3,25±1,07	11,26±2,63
Practice	3,67±1,25	11,65±2,71
Reciprocal	3,11±0,97	10,57±2,58
Self –Check	3,04±1,12	9,85±2,79
Inclusion	3,19±1,16	10,61±2,60
Guided Discovery	3,23±1,13	10,63±2,79
Convergent Discovery	3,08±1,20	10,41±2,58
Divergent Production	3,09±1,14	10,06±2,89
Learners Designed Programs	3,05±1,07	10,00±2,96
Learner Initial	2,73±1,25	9,81±3,04
Self –Teaching	2,70±0,97	8,78±3,31

When the Table2 is examined, it is seen that the Physical Education and Sports Teacher Candidates Who are taking Pedagogical Formation Lessons. prefer most the practice method (3, 67±1,25) and the least preferred one is Self-Teaching method (2,70±0,97). When the value perceptions belong to educational style are examined, it is seen that the most preferred one is practice method (11, 65±2,71) and the least preferred one is Self-Teaching (8,78±3,31).



Graphic 3: Analyzing Teaching Style Results of the Physical Education and Sports Teacher Candidates

In the repeated evaluations according to the results of the variance analysis results, there was a statistical difference [$F(10, 22) = 12,317, n^2 = 0,359, P = 0,00$] found among the levels of education styles. In the following analyses, there was a meaningful difference detected among the using of each education styles ($p < 0,05$).



Graphic 4: Analyzing Results of the Value Perceptions of Physical Education and Sports Teacher Candidates

There were statistical differences found in the repeated evaluations according to variance analyses results among value perception levels [$F(10,22) = 14,319, n^2 = 0,394, P = 0,00$]. In following analyses there were meaningful differences detected among each education style values ($p < 0,05$).

Discussion

In this study, which is about physical education teachers' education styles and evaluation of their perceptions, it is seen that physical education and sport teacher candidates who study at sports department prefer most command style and the least is Self-Teaching style (Table1). It is seen that Physical education and sports teacher candidates, who take pedagogical education, most prefer practice style and the least is Self-Teaching (Table2). When the litterateur is examined, Saraç & Muştu (2013) have done a study on physical education and sports teacher candidates' education styles and they detected that the most used one is command style ($4,10\pm0,88$), the least one is Self-Teaching style ($2,45\pm1,37$). In another study which was done by experienced physical education and sports teachers (İnce & Hünük 2010). It is detected that the most used one was command style ($3,85\pm0,81$), and the least used one was Self-Teaching style ($1,52\pm0,88$). In the study of Hein et al (2012), about physical education and sports teachers from Estonia, Spain, Hungary, Latvia and Lithuania, they detected that they use practical method as an education style. Jaakkola & Watt (2011) reported that physical education and sports teachers in Finland most use practice method as an education style. Also, in their study; Ertan & Çiçek (2003), Demirhan, et al (2008), reported that physical education and sports teachers most use "practice" and "command" styles. Findings show us that physical education teacher candidates prefer teaching centered education styles. Even there are differences among the countries in terms of usage of the teaching centered styles, Practice and Command styles are found respectively the most used ones in all over the countries. When the value perceptions belong to the educational styles are examined, it is seen that Physical Education and Sports Teacher candidates most perceive command style, and least Self-Teaching (Table1). When the physical education and sports trainer candidates', who take pedagogical lessons, value perceptions on educational style are examined it is seen that they most perceive practice style, and least; Self-Teaching style. İnce & Hünük (2010) were indicated that experienced physical education and sports teachers most have the perception of the Practice, and the least for the Self-Teaching value perceptions. Saraç & Muştu (2013) reported that physical education and sports teacher candidates most have the perception of Command, and have the least of Self-Teaching. In accordance with the data in litterateur physical education and sports teacher candidates also prefer teaching centered education styles. There is a parallelism in the acquired data and findings which have been found in the litterateur. Education centered styles are especially effective for the improvement of the motion skills based on imitation more than learning centered styles and it is expressed that these are based on experimental findings at the past (İnce & Hünük,2010). Effectiveness of the educational styles in motion skill improvement matches with the thought of teachers' priority to the motion skills that are related to the sports (Kirk, 2010). These findings are also at the level of the supports that are acquired in terms of the styles which are used and prized by the experienced physical education teachers; İnce & Hünük (2010) based on the information in the literature as the reason held to be more preferred centered style of teaching in this study, physical education and sports teacher candidates received more goals to teach a new skill, and therefore teacher-centered style is thought to be caused by their preferences.

There was an statistical difference found among the education style levels in repeated evaluations according to analysis results [$F(10,22)=12,317$, $n^2=0,359$, $P=0,00$] and among the value perception levels [$F(10,22)=14,319$, $n^2=0,394$, $P=0,00$]. In following analyses, there was a meaningful difference detected between the usage of the education styles and values ($p<0,05$). Findings of İnce & Hünük (2010) are at the supporting level of the acquired

findings, in terms of the experienced physical teachers' using and prized styles. In another study, Kulinna & Cothran, (2003) were indicated that physical education teachers showed that differences were present among teachers' overall perceptions of teaching styles ($F(10,202)=60.43, p<0.05$). It is thought that this situation is because of physical education and sports have a multi-disciplinary structure, more than one style are taught in the lessons of physical education and sports, and used value perception.

In cause of this situation, we can say that regardless of department of physical education and sport fundamentals, show similar teaching styles. Also, teaching a new skill in physical education and sport result from, multiple teaching styles can be used interbedded. So that teaching formation certificate program does not change teaching styles of physical education and sport teacher candidates

Suggestions

1. There must be much more studies for the examination of the physical education and sports trainers' educational styles and perceptions.
2. There must be in-service trainings about teaching centered and also learner centered styles for the training of Physical Education and Sports Trainers.
3. According to this information, it is suggested that the institutions which train teachers should consider the program contents and activities that they do for the application.

REFERENCES

- Byra M (2000) A Review of Spectrum Research. The Contributions of Two eras Quest 52 (3), 229-245.
- Çelikten M, Şanal M, Yeni Y (2005). Teaching Profession and its Characteristics. Erciyes University, Institute of Social Sciences Journal , 19(2): 207–237
- Demirhan G, Bulca Y, Altay F, Şirin R, Güvenç A, Aslan A, Güven B, Kangalgil M, Hünük D, Koca C, Açıkada C (2008) Comparison of the View of Partners Regarding the Physical Education Curriculum and its Delivery. Hacettepe Journal of Sport Science. 19 (3), 157-180
- Ertan H, Çiçek Ş (2003) Student achievement evaluation approaches in Elementary Physical Education Courses in Turkey, Hacettepe University Journal of Education, 25, 76-83.
- Hein V, Ries F, Pires F, Caune A, Emeljanovas A, Ekler JH, Valantiene I (2012). The relationship between teaching styles and motivation to teach among physical education teachers. Journal of Sports Science and Medicine, 11, 123-130.
- İnce ML, Hünük D (2010). Experienced Physical Education Teachers' Use and Perceptions of Teaching Styles during the Educational Reform Period, Education and Science Vol 5, No 157: pp 128-139
- Jaakkola T, Watt A (2011). Finnish physical education teachers' self-reported use and perceptions of Mosston and Ashworth's teaching styles. Journal of Teaching in Physical Education, 30(3), 248-262.
- Kirk D (2010) Physical Education Futures, New York: Routledge.
- Kulinna PH, Cothran DJ (2003) Physical education teachers' self-reported use and perceptions of various teaching styles, Learning and Instruction 13; 597–609.
- Mosston M & Ashworth S, 2008, Teaching Physical Education, First Online Edition: pp:1-291.
- Petray CK (1989). Organizing physical assessment (grades K-2): Strategies for the elementary physical education specialist JOPERD, 60(6), 57-60.
- Saracaloğlu, AS, ve Kumral O, Kanmaz A (2009). Anxieties, Academic Motivation Levels and Competencies at Teaching Profession of Students at Secondary Education Fields Teaching Nonthesis Master Programme. Yüzüncü yıl University Faculty of Education Journal, 4: 38–54.
- Saraç E, Muştu E (2013) Teacher Candidates' usage of Physical Training Education Styles' Levels and examination of Value Perceptions in relation to their Styles Pamukkale Journal of Sport Sciences, Vol.4, No.2, Pg:112-124.
- Yetim AA (1998). Social Missions of Teaching Profession and Physical Education Teachers, Atatürk University, 1st Sports Congress, Erzurum.