

PE Teacher's Teaching Styles in Relation to Students' Motivating Factors to Learn

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ABSTRACT

This study was intended to develop an action plan that will improve the Bachelor of Physical Education (BPE) Program at President Ramon Magsaysay State University. It deals with the identified students' motivating factors to learn and the physical education teacher's teaching styles implemented anchored by Mosston's Teaching Styles, to increase the completion rate of BPE graduates. This is a descriptive mixed method using questionnaires, observation, and interviews with the 120 respondents comprising of 100 BPE students and 20 PE teachers of the Physical Education Department. The observation and interview questions were guided by Mosston's Teaching Styles. The findings show that the students are often motivated by the identified motivation factors such as classroom environment, teacher behavior, teaching style, and self-motivation to finish the 4-year course within the specified term. On the other hand, teachers affirmed that the command style of Mosston's Teaching Styles was prevalently implemented most, while, individual program style was sometimes applied. It was also found out that there is a high relationship between the motivating factors and the teacher's teaching style. The major recommendation is to implement the strategic action plan developed to enhance the mastery of the PE faculty with the different Mosston's teaching styles to address the individual needs of the students' learning.

Keywords

Mosston's teaching styles, physical education, motivating factors, strategic action plan, descriptive mixed method

Introduction

The teachers are people who provide schooling to every learner. Being the central figure in education, teachers must be proficient and informed in order to transmit to the students the knowledge that he could offer [1]. The main purpose of teaching at all levels of education is to make a vital difference in learners [2]. To facilitate the process of knowledge transfer, teachers need to apply the appropriate teaching method that best suits their particular purpose and level of completion outcomes. Teachers need to be aware of individual differences between students and adjust the instructions that best suit the learner. As educators, it is always true that they play a diverse and important role in the classroom. The teacher is considered the light of the classroom. They have a great deal of responsibility, from the simplest tasks to the most complex and most rewarding ones [1].

Teachers need to understand that one teaching method does not meet the needs of all students, rather than relying on their preferred teaching method. Students have different approaches to the learning process and how to deal with different

learning activities [3]. Teachers need to understand the need to motivate their work well. Learning is easy to motivate learners in the classroom when students are motivated.

However, motivating students to learn involves a very inspiring role on the part of teachers. Different teaching styles and techniques are needed just to attract the interest of the students. Above all, the teacher must have a good knowledge of the curriculum objectives and standards, educational skills, interests, gratitude and ideals [1]. Teachers must strive to lead students to a big, fulfilling, exciting and satisfying life. While some students naturally seem enthusiastic about learning, many expect or need instructors and teachers to inspire, challenge, and inspire them.

This study was conducted to develop an action plan that will improve the Bachelor of Physical Education (BPE) Program at President Ramon Magsaysay State University. Specifically, to be able to determine the factors that affect the BPE students' learning motivation and the teacher's teaching styles used in teaching PE major

subjects, to be able to establish a relationship between teacher's teaching styles and motivating factors to learn, and to increase the completion rate among BPE students. The percentage of BPE students who completed the course within the specified four years to finish is below 50% based on the number of enrolled students.

Mosston and Ashworth Teaching styles

[4] recognized a framework of possible choices in the teacher-learner relationship and was based on the central importance of decision making. They categorized them into pre-impact, impact- and post-impact categories and suggested that they govern all education. Pre-impact sets relate to decisions made during the preparatory phase before teaching and include subjects, learning goals, organization, and presentations. The impact set contains performance and execution-related decisions, and the post-impact set contains performance assessments and learner-to-teacher feedback. Spectrum Mosston and Ashworth have adopted 10 teaching styles based on the degree to which the teacher or student is responsible for what happens in the lesson. The following teaching styles are as follows: Command - Teacher leads the class; Practice - Students practice teacher-specified tasks; Reciprocal - Mentoring, one student as the teacher and one student as the learner; Self-check - Students evaluate their own class performance against sets standards; Inclusion - Teachers offer students another level of task difficulty; Guided discovery - Teachers plan goals and guide students to discover them; Problem Solving - Providing problem to be solved by the students on their own; Individual - Students execute the planning and designing based on the subject matter suggested by the teacher; Learner initiated - Students chooses what to do based on their creativeness; Self-check - Students are responsible for the knowledge acquisition. It represents a continuum in one extreme case, a direct teacher-led approach (reproductive style), and in the other extreme case a much more open-ended teacher acting only as a facilitator. It is a student-centered style (productive style). Student-centered educational styles can be seen as behaviors that support autonomy, and teacher-centered educational styles can be seen as behavioral controls.

Motivating to Learn

Motivation is the underlying reason for action [5]. Restating, [6] generally define motivation as an attribute that drives us to do or not do something. Intrinsic motivation is a motive that is energized by personal enjoyment, interest, or joy. As [7] perceived, Intrinsic motivation activates and maintains activity through spontaneous fulfillment characterized an effective and ambitious behavior. It manifests itself in actions such as play, exploration, and challenges that people often perform for external rewards. Researchers frequently compare intrinsic and extrinsic motives; this is the motive dominated by the contingency of strengthening. Traditionally, educators believe that intrinsic motivation is more desirable and provides better learning outcomes than extrinsic motivation [7].

[8] diverse terms were used in describing the various forms of motivation, but the concept is the same. Intrinsically motivated (task-oriented) students are willing to participate in activities that challenge the next problem, socially motivated students work on the team, and achievement-oriented students want to win. Thoughts, and students motivated, wanted extra points by winning the game to improve their performance. Even students voted by the tribe will continue to participate by coming up with issues for the next round. Motivated students act in ways that maximize learning and success in academia. Motivated students attend classes regularly without the need for an external return, seek further help as needed, and do quality work on time.

Methods

This is a descriptive mixed method, which deals with the statistical analysis through the gathering of quantifiable information in the form of closed-ended and open-ended questions to better describe and measure the statistical significance within the variables of the study. A total number of 200 BPE students and 20 BPE faculty members are the respondents of the study. The population of students was the BPE students from 1st year to 4th-year level. The population of BPE faculty

came from the 10 PE teachers teaching major subjects and 10 minor subjects in the Department of Physical Education.

The primary research instrument of this study is a researcher-made questionnaire for the students. It involves 20 questions to determine the factors that motivate students to learn Physical Education which includes: the classroom environment, teacher's behavior, teaching styles, and self-motivation; answerable by "Always", "Often", "Sometimes", "Seldom", "Never". The reliability of this instrument was computed using the Cronbach Alpha with an alpha coefficient of 0.869, suggesting that the items have relatively high internal consistency and is considered "acceptable".

The researcher also adapted an observation checklist from [4] Teaching styles such as command, practice, reciprocal, self-check, inclusion, guided discovery, divergent, and self-check for ocular observation with the Bachelor of PE faculty was used to determine the teaching styles they implemented. The observation checklist has 37 guide questions that are answerable by "Yes", "Sometimes", "No" which are marked with a check by the researcher during the observation period. Moreover, the researcher also adapted an interview based on Mosston's teaching styles, guided by a semi-constructed interview checklist to validate the findings of the observation with faculty.

All generated data were tallied, organized, analyzed, and interpreted accordingly using the following statistical treatment such as weighted arithmetic mean to measure the motivating factors students to learn PE and teaching styles implemented by the faculty. On the other hand, a Likert scale of 3-1 on the observation instrument, were 3 as "Yes", 2 as "Sometimes", and 1 as "No" was used to determine the teachers' teaching styles.

To test the relationship between teacher's teaching styles perceived by the students and motivating factors to learn, Pearson r was used.

The result of the observation means was calculated, thus, the teaching styles with high mean were asserted as the teaching styles

commonly used by the faculty. Also, the results from the interview per faculty were matched with their observation results to validate the findings.

Results and Discussion

Factors Motivating Student to Learn

The total number of the students as respondents was only one hundred (100) due to the exclusion of the 1st year BPE students because they do not have PE major subjects yet.

The students were always motivated on having positive classroom climate, which helped them in the understanding of the content of the lecture being communicated and manifested in its high mean value of 4.28, on the other hand, often motivated on pressure from peers who resist studying influences the motivation of students engaged in the learning process manifested in its low mean value of 3.67. The teacher as facilitator creates a positive classroom environment by showing fairness, equality and recognizes the individual nature and characteristics of the students.

In facilitating the process of knowledge transfer, teachers need to apply the applicable teaching method that best fits the particular purpose and level of completion outcomes.

In terms of Teacher Behavior as a motivating factor, the students were always motivated on the factor that teachers should be approachable and show respect to students such as listening to their needs and preserving their dignity manifested in its high mean value of 4.25, while, often motivated on the factor that teachers should listen to students' feedback and suggestions manifested in its lowest mean value of 3.96. The teacher's personality is very important in the teaching and learning process. The student can discern the genuine interest of teachers towards students' welfare and well-being.

In terms of the teacher's teaching style, the students were always motivated when the teacher uses discussion method, which is an effective teaching method that motivates students to learn manifested in its high mean value of 4.22, but

sometimes motivated if the teacher does not check their homework at all with the lowest mean value of 3.25. Teachers should know what appropriate methods to use to deal with the individual differences of the students, just as stated in the study of [3], where students vary in their approaches in the learning process and dealing with different learning activities. This is because some students seem indeed enthusiastic in knowledge acquisition, however many of them expected the inspiration, challenge, or encouragement from their teachers to be and do good in class.

In terms of self-motivation, the students were always motivated when they are actively involved in the class manifested in its high mean value of 4.34, but, they are often motivated when their driving spirit is just to improve the socioeconomic status with the lowest mean of 3.82. If students are motivated to learn, their motivation will continuously increase because internal motivation is a more self-directive tool to enhance motivation, regardless of the teaching styles adopted by the teacher, as [7] observed, intrinsic motivation activates and maintains activity through spontaneous satisfaction inherent in performing effective and ambitious behaviors; animated by personal enjoyment, interest, or pleasure in doing something. Although, a teacher should denote that students can be motivated by involving them actively in the class.

Assessment on the Faculty towards the Implementation of Mosston's Spectrum of Teaching Styles

Command style. Teachers manifested in having an affirmative implementation in making decisions, having full control on classroom management manifested with the overall weighted mean of 2.82. Indeed, the teachers are the person in authority in the classroom. The teacher is empowered to apply to the maximum level of academic freedom in providing the needed knowledge and skills for the students. This style resulted to have time efficiency, learning through recall and repetitive performance, progress is rapid, and some students have no "thinking" other than the memory method. The teacher using command style provides precision characteristic

performance reproducing a predicted response or performance on cue. Teachers are seen by learners as professionals or authorities. Learners, on the other hand, are presumed to be passive and abundant recipients of knowledge from teachers. Examples of such methods are explanatory or lecture methods that require little or no learner involvement in the educational process.

Practice style. The faculty is having full responsibility for demonstrating the desired skills for practice with the overall weighted mean of 2.40. The role of a teacher in providing the needed knowledge, skills through individual and class practice is considered effective. During practice, the teacher shows the right posture, manner, and action on a given activity like dance and sports. This style provides students as responsible for decisions, learners begin to experience independence, and provide activities to students who have completed tasks.

Reciprocal style. The Reciprocal teaching style was implemented by the faculty where they used task cards and communicate with their students with an overall weighted mean of 2.66, to reciprocate or the ability to respond, to have social interactions, and giving feedback. Communication is a vital part and essential ingredient for a successful and meaningful learning process. The good communication process provides greater socialization between students and the teacher; students play a more active role in the learning process; teachers do not have to be present all the time, letting students for decision-making.

Self-check teaching style. It was implemented with an overall weighted mean of 2.42. The self-checking assessment is a mechanism for the student to privately monitor themselves and learns their limitations, achievements and downfalls, and the consequences of the results rather than on themselves.

Inclusion teaching style. It was affirmed by the faculty as implemented with an overall weighted mean of 2.42, in considering the individual differences of the students; that learners with different levels of skill can participate in the same task by choosing a difficulty level that they can accomplish. The inclusion style provides students

to take a step back and be successful; it involved participation and awareness of the gap between reality and aspirations; and often a positive style for students who get excluded from other activities like basketball shooting, fitness, and weight training.

In terms of the Guided Discovery teaching style, the faculty affirmatively implemented the teaching style with an overall weighted mean of 2.59, where they wait for the response and feedback from the students before proceeding to the next step or activity; logical and sequential approach. The guided discovery style offers a lot of preparation on the part of the teacher. Teachers should be prepared to experiment with the unknown as there may be unexpected responses. The level of physical activity may be low in games like basketball that minimize social contact with others and require multiple passes in basketball.

Divergent style. The faculty affirmatively implemented the divergent teaching style with an overall weighted mean of 2.74, where they encourage multiple responses and solutions rather than judgments. The divergent teaching style provides the learner to explore ways and look for a possible solution to a particular problem. This style requires and demands so much on the part of the teacher who needed full competence or expertise in the field in order to meet the desired goals and objectives. This teaching style fosters the use of cooperative learning and the development of student creativity.

The Individual Program teaching style was sometimes implemented by faculty with an overall weighted mean of 2.17, wherein the teacher's institute program of independence in order to discover a structure that resolves an issue or a problem. The teachers are considered the most vital element in a learner's environment. Perhaps without a teacher, the teaching-learning process would be not effective and inefficient because teachers motivate, guide, and directs the learner to explore and acquire knowledge. Thus, for learners to engage in this kind of style, prior experiences in activities are necessary, also, it is time-consuming since the teacher let the learners develop and design the questions and solutions.

Interview Protocol

Interview with the faculty members regarding the teaching styles implemented was also conducted by the researcher guided by a semi-constructed interview checklist to validate the findings of the observation.

The responses of the teachers with the interview conducted on the teaching styles implemented were just almost the same as what the researcher observed. Most of them were teaching for 10 years and above, meaning they are more engaged in the different styles of teaching so that their students be kept motivated, but they are not that familiar with Mosston's teaching styles, though they applied some or almost all of the teaching. The most prevalent teaching styles implemented by the teachers is the Command style, teachers still made all the decisions inside the classroom, directs the instruction, and setting up the class orderly, and of course, the students listen and followed the teacher. The next prevalent teaching styles were Divergent wherein the learners are engaged in discovering solutions to a problem through cooperative learning with the encouragement of the teacher. The least prevalent teaching style, on the other hand, was the individual program which was perceived by the teachers as highly individualistic and not suited to all learners. It is time-consuming to implement letting the learners develop and designs questions and solutions, which also requires learners' past experiences.

Test of Relationship

The computed Pearson R-value of 0.727** indicates a high relationship. The computed significant p-value of 0.000 which is lower than 0.01 Alpha Level of significance, therefore failed to accept the null hypothesis; hence there is a significant relationship between the two variables. The data further implies that the student motivated to learn is highly associated with the teacher's teaching styles as perceived by the students. The role of teachers in using varieties of teaching styles in order to motivate the student to learn is very vital and imperative in the learning process. Students differ in their approaches in the learning

process and handle a variety of learning activities. To motivate learners in the classroom, it is very necessary for teachers to understand the need to motivate them to do their job well. Learning is made easy when students are motivated.

Conclusion

Based on the findings, the students are often motivated by the identified motivating factors to learn physical education such as classroom environment, teacher behavior, teaching style, and self-motivation to finish the 4-year course within the specified term. A positive classroom climate always motivates and helps students understand the content of discussions that is conducive to learning like the physical features, teaching aids, and instructional devices. Thus, teachers should utilize classroom management skills throughout the class to maintain a consistent, motivated learning atmosphere. Moreover, students are always motivated when teachers facilitate the class during discussions as well as able to listens to their needs and preserve their dignity, which was affirmatively implemented by the faculty based on observation and interview by the researcher. Furthermore, the discussion method as a teaching approach always motivates students, where the teacher made all the decisions, setting up the class in an orderly manner, and encouraging the students to involve actively in the class. These were also affirmatively implemented with the faculty members based on the observation and interview conducted. On the other hand, that the teachers affirmed that command style of Mosston's Spectrum Teaching Style was prevalently implemented by most of the teachers, while, individual program style was sometimes applied. It was also found out that there is a high relationship between the motivating factors and the teacher's teaching style as perceived by the students. A strategic action plan should be developed to enhance the mastery of the PE faculty with the different Mosston's teaching styles to address the individual needs of the students' learning, which eventually increased the motivation to finish the course as enrolled. Teachers should improve the teaching aids and instructional devices such as the use of advanced technology and sports equipment; the classroom atmosphere should be open and positive, as well

as, the emotional and physical aspects which are appropriate for learning. Furthermore, it is the teacher's call of duty to feel students that they are appreciated and important in the learning environment, that is, active participation in the class ensuring that the assigned task is neither too easy nor too difficult for them to perform, to either enhance their confidence and competence and/or opportunity for self-improvement. Monitoring and evaluating the effectiveness of the plan right after every semester of the implementation through the number of enrollees for the following semester, so that corrective action will be taken.

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