THE EFFECTIVENESS OF EXISTING TEACHING STYLES IN THE TEACHING OF TERTIARY PHYSICAL EDUCATION TO GENERATION Z LEARNERS

Ruben Lagunero Tagare, Jr.¹
Instructor 1,
University of Southern Mindanao,
Kabacan, Cotabato,
Philippines

Abstract:
The study was conducted to examine the effectiveness of the existing teaching styles in Tertiary Physical Education based on Mosston’s Spectrum of Teaching Styles in Physical Education. Data were collected from the faculty members of the different State Universities and Colleges (SUCs) in the region using a specifically designed survey questionnaire. Data analysis and interpretation were done with the aid of descriptive and correlational statistics. The result of the study revealed that the Practice Style, Inclusion Style, and Command Style were the most effective teaching strategies for Tertiary Physical Education for the Generation Z learners. Contrariwise, the Reciprocal Style, Guided Discovery Style, and Self-Check Style appeared to be the least effective. The study also examined the significant relationship between the demographic profile of the respondents and the effectiveness of the existing teaching styles in Tertiary Physical Education. Recommendations were made as an intervention plan for the research problem.

Keywords: teaching styles in physical education, effectiveness of teaching strategies, generation z learners, tertiary physical education

1. Introduction

The examination of the effectiveness of teaching styles within educational domains remains as important focus. As many different variables contribute to learning, teachers should have the skills to use a various teaching methods to match the demands of their students (Jaakkola, & Watt, 2011). In Physical Education, Kulinna and Cothran (2003) suggested that an effective approach to pedagogical practice is to use a number of different teaching styles. The primary purpose of this research was to examine the

¹ Correspondence: email tagareruben@usm.edu.ph
Ruben Lagunero Tagare, Jr.
THE EFFECTIVENESS OF EXISTING TEACHING STYLES IN THE TEACHING OF
TERTIARY PHYSICAL EDUCATION TO GENERATION Z LEARNERS

The effectiveness of the existing teaching styles in Tertiary Physical Education based on Mosston’s Spectrum of Teaching Styles in Physical Education. In its deeper sense, this research guides Tertiary Physical Education Professors in choosing appropriate teaching styles because it revealed the most efficient to use to the Generation Z learners.

2. Methods

The study used a complete enumeration method in collecting the necessary data to the respondents. This method involved faculty members of the different State Universities and Colleges in the region who are currently holding Service Physical Education Classes for the 2nd semester of academic year 2018 – 2019.

Further, the researcher designed a Likert’s Scale survey questionnaire that undergone validation and pilot testing to test the validity and reliability. Data analysis and interpretation were done using descriptive and correlational statistics such as, frequency count, percentage, weighted mean, and Pearson correlation.

3. Results and Discussions

The respondents were dominated by females, had a mean age of 43 years old, and most of them were in five (5) to fifteen (15) years of teaching experience. Among the eight (8) teaching styles of Mosston, the following were picked as effective teaching styles to be used for Generation Z Learners:

- Practice Style (task will start with a demonstration and description of what is to be achieved);
- Inclusion Style (all students, regardless of capabilities are included in class with modification of tasks); and
- Command Style (decisions on what to do, how to do it, and the level of achievement expected are all determined by the teacher).

Contrariwise, the least effective Teaching Styles for the Generation Z Learners were:

- Reciprocal Style (allows more decision making by the students as compared to the teacher);
- Guided Discovery Style (the teacher defines the intended outcome of the movement response, but does not determine how it will be attained); and
- Self-Check Style (The learning focus of the Self-Check Style is to develop independent practice).

In determining the significant relationship, it revealed that there were no Significant Relationship between the respondents’ demographic profile and the usefulness of Teaching Styles in Physical Education by Mosston.
Ruben Lagunero Tagare, Jr.
THE EFFECTIVENESS OF EXISTING TEACHING STYLES IN THE TEACHING OF TERTIARY PHYSICAL EDUCATION TO GENERATION Z LEARNERS

Table 1: Effectiveness of Existing Teaching Styles in the Teaching of Tertiary Physical Education to Generation Z Learners

<table>
<thead>
<tr>
<th>Teaching Styles In Physical Education</th>
<th>Weighted Mean</th>
<th>Verbal Description</th>
</tr>
</thead>
</table>
| **Command Style**  
(Teacher is the exclusive decision maker. Decisions on what to do, how to do it, and the level of achievement expected are all determined by the teacher) | 2.2 | Effective |
| **Practice Style**  
(Task will also start with a demonstration and description of what is to be achieved) | 1.4 | Very Effective |
| **Reciprocal Style**  
(Allows more decision making by the students as compared to the teacher) | 3.1 | Not Effective |
| **Self-Check Style**  
(The learning focus of the Self-Check Style is to develop independent practice) | 3.2 | Not Effective |
| **Inclusion Style**  
(All students, regardless of capabilities are included in class with modification of tasks) | 2.1 | Effective |
| **Guided Discovery Style**  
(The teacher defines the intended outcome of the movement response, but does not determine how it will be attained) | 3.1 | Not Effective |
| **Divergent Style**  
(The goal is not to find a single correct answer as with guided discovery, instead the objective is for the students to find as many different solutions to the challenge as possible) | 2.7 | Not Effective |
| **Individual Style/Learner Initiated Style/Self Teach Style**  
(With this style the students are permitted to move as freely as they desire, while staying within the limits of safety) | 2.5 | Effective |

Legend: 1 – 1.75 = Very Effective; 1.76 – 2.50 Effective; 2.60 – 3.25 Not Effective; 3.26 – 4.0 Never Tried.

4. Conclusions

Based on the data and findings, this study concludes that not all of Mosston’s Spectrum of Teaching Styles in Physical Education are effective to use to the Generation Z learners now-a-days. Effective teaching styles in Tertiary Physical Education for the Generation Z learners based on teachers’ perspectives include Practice Style, Inclusion Style, and Command Style.

On the other hand, the least useful Teaching Styles were the Reciprocal Style, Guided Discovery Style, and Self-Check Style. This study further concludes that respondents are still embracing teacher-centered approach rather than learner-centered approach. Furthermore, this study concludes that there were no Significant Relationship between the respondents’ demographic profile and the usefulness of Teaching Styles in Physical Education by Mosston.
5. Recommendations

Since the top picked effective teaching styles were dominated with teacher-centered approach, the schools shall conduct a training/workshops on the 21st century teaching-learning approaches which are more learner-centered in nature. Physical Education Instructors must realize the role of learners in the teaching-learning process and not merely as followers to the established rules by the instructor.

Further, institutions must revise their respective course syllabi and include suggested learner–centered activities to serve as teaching guide for every lesson in the Physical Education classes. Through this, all instructors will be guided accordingly to have a uniformed delivery of instruction to their classes.

Moreover, further study was recommended to a larger population to compare if there is a difference of the results, and further study on the Learners’ preferred teaching styles is also recommended to examine the learners’ side.

Acknowledgement

The researcher would like to extend his deepest gratitude to those people who have helped him in one way or another, complete his study. To his family, Mama Elijah, Papa Ruben, and Rean for the inspiration and moral support. To Professor Astrid G. Ocampo, for her time, patience, effort, technical guidance, comments and valuable suggestions that led to the completion of this study, to the research respondents, and to Sir Paul John B. Ongcoy, for his availability and patience in the statistical aspect of this study. Above all, the researcher gives highest praises, honor, and thanksgiving to God The Father Almighty for the wisdom, guidance, good health, unconditional love, and divine providence which made all things possible.

References

Ruben Lagunero Tagare, Jr.
THE EFFECTIVENESS OF EXISTING TEACHING STYLES IN THE TEACHING OF TERTIARY PHYSICAL EDUCATION TO GENERATION Z LEARNERS