TEACHING TERTIARY PHYSICAL EDUCATION TO GENERATION Z LEARNERS: THE USEFULLNESS OF EXISTING TEACHING STYLES

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ABSTRACT:

The study was conducted to examine the usefulness 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 in Region 12 using a specifically designed survey questionnaire. Data analysis and interpretation were done with the aid of descriptive statistic 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 least effective. The study also examined the significant relationship between the demographic profile of the respondents and usefulness 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, Usefulness of Teaching Strategies, Generation Z Learners, Tertiary Physical Education

INTRODUCTION:

The examination of teaching usefulness within educational domains such remains an 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 usefulness 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.
METHODS:

The study used complete enumeration method to the respondents in collecting the necessary data. This complete enumeration involved 73 faculty members of the different State Universities and Colleges in Region 12 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 using a Likert’s Scale that undergone validation and pilot testing to test the validity and reliability. Data analysis and interpretation was done using descriptive statistics and correlational statistics such as, frequency count, percentage, weighted mean, and Pearson correlation.

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 useful 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 useful 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.

CONCLUSIONS:

This study concludes that the useful teaching styles in Tertiary Physical Education for the Generation Z learners were the 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). On the other hand, the least useful Teaching Styles were the 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). Further, this study revealed that there were no Significant Relationship between the respondents’ demographic profile and the usefulness of Teaching Styles in Physical Education by Mosston.

RECOMMENDATIONS:

Since the top picked useful teaching styles are more on teacher-centered approach, the schools shall conduct a workshops on the 21st century teaching approaches which are more learner-centered. 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, The unit must revise course syllabi that will serve as teaching guides with prepared learner-centered activities 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 also recommended to a larger population to compare if there is a difference of the results from this research.

REFERENCES


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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 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 Sir Paul John B. Ong coy, for his availability and patience in the statistical aspect of this study, and 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.