

RESEARCH ARTICLE: High school students' confidence on teaching styles of physical education specialist and non-specialist

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Abstract. MAPEH is one of the most difficult topics for a secondary school teacher to teach. In addition to having the four elements listed—Music, Arts, Physical Education, and Health—it actually concentrates on the child's whole growth. In addition to identifying potential athletes, dancers, actors, actresses, physicians, and nurses, educators also need to identify potential singers and musicians. The descriptive quantitative design was used in this investigation. Its primary goal is to ascertain the pedagogical approaches of both non-specialist and specialized physical education instructors. The PE Teachers Specialists and Non-Specialist Teaching Styles Survey were used in this study. Although the basic purpose of tabulating the degree of preferences has been accomplished, students have diverse preferences. As the learning is based from them, the understanding and comprehending to the new lessons are much easier. Groups of students from senior high and junior high show different responses as to which what they want for the classroom setups. Types of sections regardless of the teaching styles, found widely varying preferences as these sectioning follow system from the administration. Nevertheless, above the different preference present beforehand, this study ensures new knowledge and ideas for the improvement of teaching styles available for Physical Education.

Keywords: *Teaching styles, Physical education, specialist and non-specialist, students*

ARTICLE DETAILS

SPHE-0004; Received: January 29, 2024; Accepted: February 23, 2024; Online March 16, 2024

CITATION:

Filoteo, Jhenna S. (2024). High school students' confidence on teaching styles of physical education specialist and non-specialist. *Social Psychology and Human Experience*. DOI: <https://doi.org/10.62596/v8ts0s14>.

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Introduction

One of the most challenging subjects that a secondary school teacher handle is MAPEH. Besides having four components stated as Music, Arts, Physical Education, and Health, it really does focus on the holistic development of the child. From discovering future athletes, dancers, actors and actresses, doctors and nurses, the teacher also has to discover future singers and musicians. Hence, these teachers have to perform multifarious functions and quality to bring out the best among the students they handle in that particular subject area.

On the process of having the best quality learning factors such as the learner, the teacher and the subject matter are strongly important. The subject matter is the lesson to be that a teacher must have discuss, and as the student being the recipient of the message is the vital factor while the key factor is the teacher (Farooq, 2011). This means that the key to the educational process lies in the hands of the teacher's performance. High School teachers teach different subjects such as Math,

English, Sciences and also the skills subjects such as Technology and Livelihood Education (TLE) and Music, Arts Physical Education and Health (MAPEH).

MAPEH is one of the most challenging subjects because this holds different components that will be taught by a single teacher at a time. It needs a teacher to be globally equipped for different components because if the teachers will only be teaching the theories, students endeavor will be insufficient for learning and understanding the specific topic discussed by the teacher.

The set up in the Philippines is very much tied up with the situation where there is a high demand for teachers in Physical Education than the other subject matter. Because of the insufficient number of Physical Education teachers, the Department of Education (DepEd) has to hire non-specialist teachers to complete the number of educators needed in the schools including teachers for students taking Physical Education subject nowadays (Buerdon, 2018).

The utilitarian premise is the skills of the students. Whether these skills are natural or trained the teachers should be keen and sufficient in spotting these abilities possessed by their students. And it is the duty of the teacher to enhance these skills they bestowed their learners (Borromeo 2008).

Kellough (2001) stated that one cannot give what one do not have. One cannot blame the teachers for they were not trained properly during their undergraduate years. It is up to them to accept and be considerate to this as a challenge to continuously strive to grow professionally. One characteristic of a competent teacher is the teacher constantly striving to further develop a repertoire of teaching methodologies.

MAPEH educational process requires rapport from both the teacher and the learner where there should be a strong and vital connection to aid in the discovery of talents and skills and in harnessing these along the process of learning and teaching at the area. According to Questia (2009), in the field of education, the experiences of field study is unique. That uniqueness is due in particular to the relationship you form with the cooperating teacher, which is truly an apprenticeship one. It is the only time in a teaching career that one is an apprentice under the close guidance of an experienced mentor. The relationship of an apprentice to an experienced cooperating teacher is the same with a high school teacher to a secondary student. Where closed guidance and learned methodologies are needed in the proper grooming of the student's mind. If a teacher fails to recognize these potentials and choose not to give it due to the attention that teacher is corrupting the child of what is rightfully his.

According to Cruz (2005), there is a need to satisfy the improvement the teaching practices or competencies of MAPEH teachers so that the teachers themselves are able to interact better with the students. In that way the goal of MAPEH teaching will be achieved. Many seminars have been facilitated and equipped, to simply eradicate this problem but every attempt was always not sufficient to supplement their ideal teaching process. According to the 2008 study, the availability of instructional materials specifically updated references was the most frequent concern aside from lack of course syllabi (<http://unesdoc.unesco.org>) which is very evident in Physical Education. Furthermore, the reference books and materials used are outdated.

Research Questions

This research sought to determine the Teaching styles of physical education specialist and non-specialist preferred by high school students.

Specifically, this study was conducted to answer the following questions:

1. What are the teaching styles of Physical Education Specialist preferred by students?
2. What are the teaching styles of Physical Education Non-Specialist preferred by students?

3. Is there a significant difference on the teaching styles of Physical Education Specialist preferred by students when data are classified according to: grade level and type of sections?
4. Is there a significant difference on the teaching styles of Physical Education Non-Specialist preferred by students when data are classified according to: grade level and type of sections?

Literature

There are many different approaches and theories on teaching styles. Most agree that for all pupils to have an equal experience in education, teachers must adapt their teaching styles so that everyone benefits within the classroom. Marzano (1992) suggests that lower ability pupils should be taught through ‘closed’ tasks. A ‘closed’ task has a specific structure and set of instructions to give pupils a clear idea of how a task should be approached and completed. Marzano (1992) then suggests that higher ability pupils should experience more ‘open-ended’ tasks, allowing pupils to develop their thinking skills. This style of teaching is very much learner centred as the teacher must adapt their style of teaching to suit the needs of pupils in their class.

Mirsha (2007) and Murro, Lobo, Inso, and Chavez (2023) argues that there are three styles of teaching; discipline centred, instructor centered and student centered, although there are many more different teaching styles and theories suggested by different authors. There are many different teaching styles, all of which must be focused on what best suites the learner (Association of Teachers and Lecturers 2011). Perhaps therefore, it is more important to focus on how pupils learn rather than just focusing on teaching styles, as no style will suite all learners with different level of intelligence and personalities.

The Importance of Teaching Styles.

As the use of appropriate teaching styles makes an important contribution to pupils’ learning in Physical Education it should not be left to chance, (Macfadyen and Bailey 2002). The NCPE (1999) instructs teachers what to teach but does not dictate and manipulate how to teach it giving teachers great potential and opportunities; part of this potential can be maximised by the effective use of teaching styles. Physical Education provides pupils with the opportunity to think critically, problem solve and to improve own learning, (DfEE/QCA. 1999). Similarly, the QCA/DfES (2005) has suggested that when schools offer ‘high quality’ Physical Education, children will achieveand gather a variety of outcomes. One such outcome is that children will be able to thinkand analyze about what they are doing and make decisions independently. A second outcome is children knowing when to use principles such as choreography, games strategies and problem solving. If pupils are to access the full NCPE (1999) and to achieve the outcomes of high quality Physical Education (QCA/DfES 2005), teachers must employ and integrate appropriate teaching styles to facilitate the opportunities available for them and for the learners.

Mawer (1993) has highlighted that the teaching style of a Physical Education teacher should match the lesson content and the learning preferences of the learners (supported Mosston and Ashworth 1986; Macfadyen and Bailey 2002). Furthermore, it seems clear that teaching styles have a significant role to play in personalised learning (Hopkins 2004). This concept suggests that individuals learn in different ways, so teaching should be tailored to meet the individual needs of children and to ensure their potentialand opportunities is fulfilled, (Hopkins 2004). This will require a variety of teaching styles (Macfadyen and Bailey, 2002).

The Influence of the National Curriculum on teaching styles of Physical Education teachers.

According to Goldberger and Howarth (1992) the Spectrum of Teaching Styles and the National Curriculum are key elements in the teaching and learning process. The only studies to date which looked specifically at the influence of the National Curriculum on teaching styles were the work of Curtner-Smith and Hasty (1997) and Curtner-Smith et al. (2001). Curtner-Smith and Hasty's (1997) research investigated whether the initial introduction and implementation of the NCPE (1992) led to teachers expanding their range of teaching styles. Results indicated that the percentage of lesson time in which teachers employed each of the teaching styles did not differ significantly in the pre and post NCPE (1992). The majority of time was spent using reproductive teaching styles. Curtner-Smith and Hasty's (1997) work suggested that teachers were not employing the teaching styles which may improve pupils' planning and evaluation skills deemed necessary to meet the requirements of the NCPE (Goldberger and Howarth 1992). Curtner-Smith and Hasty (1997) suggested their findings were due to a number of factors including teachers not being trained to use a variety of teaching styles and the lack of time to experiment with teaching styles.

The work of Curtner-Smith and Hasty (1997) was extended by Curtner-Smith et al (2001). Results concluded that teachers were still working in a very similar way though one difference was that teachers in the second study used practice style significantly more than the first group and managed their classes significantly less. The study suggested that teachers again spent the majority of their time in reproductive teaching styles and only infrequently used teaching styles which improved pupils' ability to plan and evaluate (Curtner-Smith et al. 2001). This finding was similar to the work of Goldberger and Gerney (1986) and (1990) and Goldberger et al. (1982).

Gender and teaching styles.

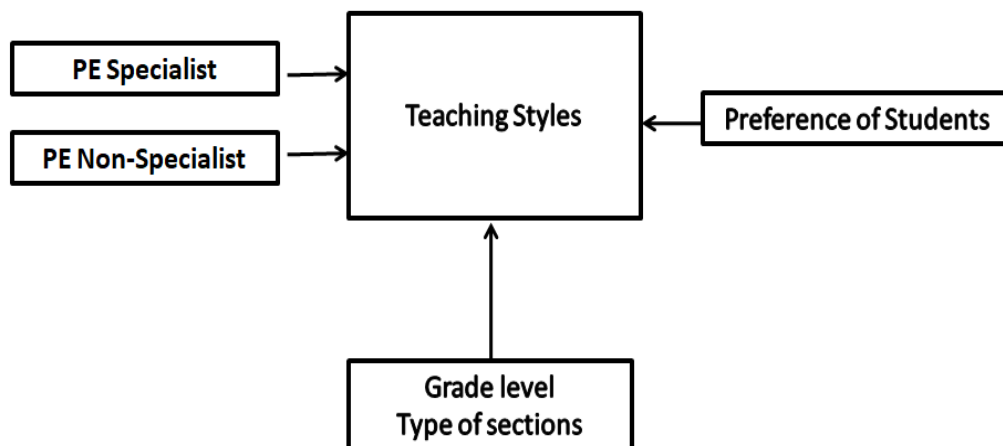
Kane (1974) found female teachers preferred using guided discovery teaching styles and males preferred utilising direct teaching styles. According to Al-Mulla (1998) differences in teaching styles occur because male teachers perceive that problems occur if students are given freedom; female teachers are more interested in allowing students to think for themselves.

Factors that influence the selection of teaching styles in Physical Education.

The selection of a teaching style has been found to be influenced by a number of factors. Williams (1993) and Mawer (1995) suggest the selection is influenced by a group's learning style, Intended Learning Outcomes of lessons, safety, the behaviour of the class and the activity. Macfadyen and Bailey (2002) suggested the activity being taught and the reduced curriculum time may influence the teaching styles of Physical Education teachers. Siedentop (1991) added that the characteristics of the class should have a direct influence on the teaching styles utilised by the Physical Education teacher. Research by BAALPE (1989) found the key factors affecting the selection of teaching styles were: the ability of the group, size of group, facilities, activity and time limitations.

Conceptual Framework

Figure 2.0



The study focused on the methods used by the MAPEH teachers in the Secondary schools. The schematic diagram in Figure 1.0 shows the hypothesized relationships among the key variables: independent variables (presumed cause), dependent variables (presumed effect), and intervening variables (other variables that influence the effect of the independent variables).

The framework shows the relationship of the variable. The students' responses refers to their preference to the type of teaching styles classified on PE specialists and non-specialist. These responses will be further broken down by the profile of the respondents based on their grade level and to the type of section they belonged to.

Method

Research Design

This study utilized the descriptive quantitative design. It mainly aims to know the teaching styles of a specialized and non-specialized physical education teachers.

Research Instruments

This study utilized PE Teachers Specialists and Non-Specialist Teaching Styles Survey (Chavez, 2020; Holden and Button, 2006). The questionnaire was composed of 30 validated and adapted survey statements which were categorized into: Coach, Command, Practice Styles under PE Specialist and Inquiry-based Instruction, Professional Development, Discussing and Delegating Styles under PE Non-Specialist.

Population and Sampling Procedure

Random Sampling was used for the survey of the study on Teaching styles of physical education specialist and non-specialist preferred by high school students. The respondents of this study were the students of three national highschools within the Talon-Talon District in Zamboanga City.

272 students came from the Junior High School and 115 students came from the Senior High Schools from each schools (a total of 387 respondents) to comprise the 100% of the total population classified sections and grade level. The students from the Junior High School were classified to the type of sections they belonged (top section or heterogeneous section).

Data Gathering Procedure

All survey questionnaires and answer sheets were checked. The sheets were all coded. Respondents were given clear instructions before the conduct of the survey. Everyone were asked if they understand the instructions and clarifications were allowed to ask.

Data Analysis Procedure

The researcher analyzed the data through the use of a survey on the Teaching styles of physical education specialist and non-specialist preferred by high school students which has a quantitative style and Checklist survey with 30 statements which determined the Teaching styles of physical education specialist and non-specialist preferred by high school students. This study utilized PE Teachers Specialists and Non-Specialist Teaching Styles Survey (Holden and Button, 2006). The questionnaire was composed of 30 validated and adapted survey statements which were scaled from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), 4 (strongly Agree).

Statistical Treatment

Data gathered through the instruments were subjected to the statistical treatment to test the hypotheses in this study. The following statistical treatments were used:

1. To answer the problem no. 1, frequency was used to determine the grade level and type of sections of the respondents.
2. To answer the problems 2 and 3, Mean and Standard deviation was used to determine the Teaching styles of physical education specialist and non-specialist preferred by high school students.
3. To answer problems 4 and 5, T-Test for Independent Samples was used to determine the difference of teaching styles when group according to grade level and type of sections.

Results

Research Question 1: What are the teaching styles of Physical Education Specialist preferred by students?

Table 2.1 Coach Style

Coach Style	Mean	Interpretation
My Physical Education teacher would demonstrate the lesson he or she teaches	3.40	Very High
He or she explains the lessons through a lecture	3.26	Very High
He or she uses multimedia presentations and explains the concepts after the presentation	3.27	Very High
Lecturing dominates his or her teaching of the lesson	2.94	High
The demonstration follows after his or her lecture	3.11	High
Overall	3.19	High

Legend: Very Low (1.00-1.75); Low (1.76-2.5); High (2.51-3.25); Very High (3.26-4.0)

Table 1.1 shows that respondents rated the Coaching Style with a high preference with a mean of 3.19. Students preferred the act of demonstrating the lessons (3.40), the use multimedia presentations (3.27), and explaining the lessons with a lecture (3.26). Least preferred is the domination of lectures in teaching (2.94). In the coaching style, the demonstrators and instructors maintain the formal authority and control role by exhibiting learners what they have to learn, know and understand. According to Mirsha (2007), the demonstrator is a lot like the lecturer, but their lessons include multimedia presentations and activities, also demonstrations, and performances. It relies on the coaching having the 'good communication' and group skills - as productive advice is essential in this style. The most flourishing coach asks questions to their students to encourage sharing ideas and problem-solving directions. Coaching methods are effective to begin lessons productively. With a sturdy understanding on goals, individual and group growth, and outcomes, the learning is effective.

It is expressed by the respondents that the quality of education being delivered to them is effective if the teachers are well equipped by the characteristics of a "coach." He explains the lessons thoroughly, show the representations, demonstrate its significance to them, and interact

with their student by assessing their learning based on their understanding. As being supported by Mirsha (2007), the students have their knowledge in a professional manner and purposive approach.

Being the “coach,” for the students, is an efficient yet crucial process in order to deliver the lessons correctly. This comes from the understanding of the topic, showing them the essence, then relating their students in such manner they will understand its role and purpose to them. PE education is considered to be difficult subject to be interacted if their teacher could not properly demonstrate the lessons, form dances, sports, and choreography.

Table 1.2 Command Style

Command Style	Mean	Interpretation
The teacher always instructs the students on what to do in the class session	3.31	Very High
He or she chooses which activity to use in the lesson	3.05	High
He/she tells us what dances we should use in the lesson	3.16	High
Our sports are decided by our teacher in PE	2.98	High
He both stimulates and chooses the choices of our music or sports in activity-based lessons	3.05	High
Overall	3.11	High

Legend: Very Low (1.00-1.75); Low (1.76-2.5); High (2.51-3.25); Very High (3.26-4.0)

Table 1.2 shows that the respondents preferred the Command Style of Teaching. This teaching style is the least preferred style among the three styles under the PE specialists with the mean of 3.11. The most preferred styles were always giving instructions to the students on what to do in the class (3.31), and “sports are decided by the teacher in P.E” (2.98) was the least preferred. In command style, the teacher creates all the decisions and rules, students respond quickly to the stimulus provided to them. Most of the time, the instructions are coming from the teachers, and the choices in each genre of say, dance, and physical activity are done by the teachers for their learners. According to Thomas (2001), students are less likely to lean in a ‘fixed’ method based on the curriculum developed by the education bodies. Conversely, the decision is based on the teachers themselves which is a factor for low preference level.

The fixed method, as expresses by Thomas (2001), is a condition where the teachers decide how the lesson be delivered, the style for teaching, the areas to be tackled, and what the students have to do. This also includes the process of activities, what assessment strategies to be used and the significance of the knowledge the students gained (Chavez, 2023) In this study, it is shown that the student trend to choose the teaching style that mainly guide them to their education however they also want to have flexibility in the activities. They want that the activities should be based on the lesson itself and to their abilities. Teachers might choose what their students have to do, but they also have to consider the preferences of their students in doing so.

Table 1.3 Practice Style

Practice Style	Mean	Interpretation
He or she demonstrates the activity and allow us to practice the activity	3.36	Very High
He uses a pace in teaching according to our ability to complete the tasks.	3.19	High
The PE teacher adjusts to the different levels of our abilities.	3.12	High
The PE teachers asks us how fast or slow we can finish the activity	3.06	High

We practice the sports or musical activity by deciding together.	3.19	High
Overall	3.18	High

Legend: Very Low (1.00-1.75); Low (1.76-2.5); High (2.51-3.25); Very High (3.26-4.0)

Table 1.3 reveals that with the high preference level of 3.18, this is the second most preferred among the three teaching styles. Demonstrating the activity and allowing us to practice the activity (3.36), practicing the sports or musical activity by deciding together (3.19) and the use of pace in teaching according to our ability to complete the tasks (3.19) were the most determined styles. The Practice style is a flexible, learner-centered teaching style that mainly considers the skills, talents, abilities of the students while demonstrating what they need to learn. This is where teacher demonstrates the tasks and setting up chance to practice and develop skills on their own pace and ability. They engage the learners to practical applications of the lessons like music, dances, and locomotive-based discussions for their development.

Marzano (1992) suggests that lower ability pupils should be taught through ‘closed’ tasks. A ‘closed’ task has a specific structure and set of instructions to give pupils a clear idea of how a task should be approached and completed, in short how to manage the task; higher ability pupils should experience more ‘open-ended’ tasks, allowing pupils to develop their thinking skills. In this manner, the teachers give enough consideration to their students by time, activity, and skills. Closed task in the context from Marzano (1992) is a concept of education where teachers consider their students – from their skills, their knowledge, their abilities in having the activities, and the quality of their resources while giving them straightforward instructions that are briefly explained to them. It is significant in this study that the students choose to have the modality of education based on their preferences. Education for them is more than just being able to have knowledge but also be able to apply them in their activities. This is where the “flexible teaching” stands from; students are given the chance to be flexible enough in order to adapt onto the education system.

Research Question 2: What are the teaching styles of Physical Education Non-Specialist preferred by students?

- 2.1 Inquiry-based instruction Style
- 2.2 Professional Development Style
- 2.3 Discussing and Delegating Style

This section sought to answer the students’ preferred teaching styles of Physical Education Non-Specialist.

Table 2.1 Inquiry-based Instruction Style

Inquiry-based instruction Style	Mean	Interpretation
The PE teacher takes time to inquire about the lesson to be tackled	3.03	High
The PE teachers allow the students to think about the activities they want.	2.86	High
The PE teachers prefers students who thinks about the activities	2.88	High
Students are allowed to do their own thing in PE related activities	2.96	High
PE concepts are preferred by the teacher to be understood first by the students	3.04	High
Overall	2.94	High

Legend: Very Low (1.00-1.75); Low (1.76-2.5); High (2.51-3.25); Very High (3.26-4.0)

Table 3.1 shows that Inquiry-Based Instruction Style is the most preferred among the three styles under Non-Specialist at high level of 2.94. Teacher considers how their students understands the lessons (3.04), the teacher takes time to inquire about the lesson to be tackled (3.03), and allowing to do their own thing in PE related activities (2.96) were the most preferred style. Students learn if their teachers encourage them to think, inquire, collaborate and interact to the lessons they have while being flexible to the topics they have to tackle. This teaching style poses thought-provoking questions which inspire students to think and analyze for themselves and become more independent learners. Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts and opportunities. Inquiry-Based Instruction is a student centered style of teaching. This style is much more learner centered and is very much focused on the cognitive development of students given by the teachers. According to Mirsha (2007), pupils are encouraged to learn through inquiry, and develop their own thinking skills and abilities to obtain knowledge and solve average to difficult problems. The student centered style of teaching also focuses more on the needs and wants of the individual learners. By this, it helps people in examining their personal attitudes and beliefs and questioning the realities they thought they know. For the teachers to bring about a change in the society they should be given pre-hand knowledge over the issue.

Asking questions to them, from what the lessons making them interested in, the style for teaching, the skills they have, and how they understand the topic, creates a significant impact to them in learning. Asking questions have the approach of being objective and personal to the student' understanding then could make them think of their learning. This is where the critical knowledge comes from because the teachers have that way of connecting to their students in reference to the lesson. The teachers, at last, have that idea if there is a need for follow up lesson and lectures or they are ready enough to advance to the next.

Table 2.2 Professional Development Style

Professional Development Style	Mean	Interpretation
Teachers undergoes teacher training in between his teaching sessions	2.86	High
The PE teacher applies his or her new training to the class for PE	3.02	High
While studying teaching strategies for PE, he uses these in his or her classes	2.89	High
He or she explores new styles in teaching based on his or her training as a teacher.	3.04	High
The PE teacher changes his or her strategies more frequently	2.78	High
Overall	2.92	High

Legend: Very Low (1.00-1.75); Low (1.76-2.5); High (2.51-3.25); Very High (3.26-4.0)

Table 2.2 manifests that preference for this teaching style is high at the mean of 2.92. Exploring new teaching styles from trainings (3.04), applying them to their classes (3.02), and studying teaching styles and using them in the class (2.89) are those having high mean bracket. Committing in regular professional development program is a great way to enhance and nourish teaching and learning in the classroom. With educational policies constantly changing it is extremely useful to attend events where one can gain inspiration from other teachers and academic performances and presentations. As mentioned by Kellough (2001), one characteristic of a

competent teacher is that teacher constantly striving to further develop a repertoire of teaching methodologies and many more. This characteristic is also preferred by the students as they also allow their teachers and instructors to learn and develop their skill by simply teaching them. Students want their teachers to learn and develop their skills and experiences as they also teach them. Similarly, Curtner-Smith and Hasty (1997) suggested their findings were due to a number of factors including teachers not being trained to use a variety of teaching styles and the lack of time to experiment with teaching styles. Hence, having trainings could widely help the teachers, especially those who are not specialized in PE, to be equipped with knowledge and teaching styles they need.

Professional development is an important for students as they also want to look onto their teachers as they learn by themselves. Since the teachers have that less knowledge in education because of their specialization, the students look at them as the optimistic person to learn with. According to Sympas, I., & Digelidis, N. (2014), student teachers create their knowledge based on their “prior knowledge and experience” while providing new concepts for their current knowledge. This is where the process comes from; the delivery of the lessons is quite instructional and conventional for students. These are the characteristics of aspiring PE teachers where they are conditional enough for their students. They see them as the individuals to learn with. Applying the knowledge they have from the trainings is a good way to deliver the lessons effectively and to *learn by them*.

Table 3.3 Discussing and Delegating Style

Discussing and Delegating Style	Mean	Interpretation
The PE teacher promotes discussion among the students about the new lesson in PE	3.12	High
Students are asked critical questions about PE and related topics	2.78	High
Students are in charge of the skills being taught in PE	2.89	High
Students are expected to work independently among themselves	3.02	High
Less focus on teacher doing the activities.	2.66	High
Overall	2.89	High

Legend: Very Low (1.00-1.75); Low (1.76-2.5); High (2.51-3.25); Very High (3.26-4.0)

Table 3.3 reveals that the mean for the Discussing and Delegating is at High preference level of 2.89 though the least preferred among the three. Teacher promoting discussion among the students about the new lesson (3.12), centred to work independence (3.02), and students are in charge of the skills being taught (2.89) were the most preferred styles. This also shows that students less likely to work independently and subjective to their learning. This style promotes learning through the sense of interaction. In this style, practiced by Socrates, the teacher encourages critical thinking and lively discussion by asking students to respond to challenging and trickier questions (Ceneciro, Estoque, & Chavez, 2023). The teacher is a facilitator guiding the discussion to a logical conclusion. Students learn to have opinions and to back them up with facts and data needed. This style promotes learning through empowerment. With this style, the teacher assigns tasks that students work on independently, either individually or in groups. In line with that, therefore, knowing what teachers say and do in their PE classes, how they organize their classes and their choices of activities is important because these social practices have the potential to construct, reproduce or challenge assumptions based on gender (Wright, 2001).

The students in the Discussing and Delegating are supporting the independence, cooperation and the promotional discussion. They look at the education as the process of attaining the knowledge they want by discussing the topics fluently. With that, they are less of teacher-centered. In agreement to the claims of Sympas, I., & Digelidis, N. (2014) where “autonomy support” is given to students, then students improve their motivation and commitment to learning, be physically active, and better understand the developing healthy behavioral practices, in this study, students want to learn from their classmates by expressing their knowledge and discussing them to the others with the support provided by the teachers. Teachers, however, only guide them towards their objectives to learn. The teachers are the delegates who represent the moderator for the discussion. They want to be “interactive” among themselves while their PE teachers are “moderating” their analysis to a certain topic.

Research Problem 4: Is there a significant difference on the teaching styles of Physical Education Specialist preferred by students when data are classified according to:

3.1 Grade Level

3.2 Types of Sections

This section sought to answer the significant difference on the teaching styles of Physical Education Specialist preferred by students when data are classified according to Grade Level and Types of Sections.

Table 3.1 Significant difference on the teaching styles of Physical Education Specialist preferred by students based on Grade Level

Teaching Styles	Group	Mean	t-value		P-value	Remarks
			Equal Variance Assumed	Equal Variances not assumed		
Coach Styles	Junior High	3.16	-2.52	-2.26	0.23	Insignificant
	Senior High	3.29				
Command Styles	Junior High	3.10	-0.42	-0.39	0.06	Insignificant
	Senior High	3.13				
Practice Styles	Junior High	3.19	0.18	0.15	0.00*	Significant
	Senior High	3.18				

Note: p-value is significant if less than 0.05 (<0.05) being denoted by *

As depicted in the Table 4.1, no significant difference from both Coach Styles (p-value=0.23) and Command Styles (p-value=0.06) when respondents are grouped based on Grade Level for PE specialist teaching styles. While for the Practice Style the p-value is 0.00 and is interpreted as significantly different when respondents are grouped based on Grade Level for PE specialist teaching styles.

The data tabulated above presents crucial responses that Coach Styles (e.g., formal authority for demonstrations and activities) and Command Styles (e.g., teachers create decisions themselves) are not as preferred by students in both groups of senior high and junior high respondents. Though the means are relatively different, insignificance comes from the data dispersions of which the preference is not uniformly distributed among groups. In contrast, the practice style has the significance to the junior high than of the senior high students.

As being elaborated, senior high students tend to opt for the Command and Coach styles. However, for senior high, the practice style is effective to them. This only shows that the senior high is looking for the delivery of lessons in a professional manner since they are more advanced than the other group. They are good at the discussion, demonstration and commanding side of the system, in contrast to the junior high which choose to be flexible. The process of discussion in Physical Education from specialist in that field is relevant for the senior high than the junior high students. The latter group, however, wants “considerations” of their abilities in dancing, discussions and reporting to an utmost coverage in their lessons.

Conversely, the PE education is somehow be “challenging” to the senior high for them to be ready in advancing to college. The junior high students have their lesson in a “fun” and “productive” manner. Similarly, as proposed by Mojavezi, A., & Tamiz, M. P. (2012), efficient teachers encourage students for understanding as they treat students’ misunderstandings to make the subject more enticing and meaningful. They also engage students in conversations and give substantive feedback rather than scores on assignments. Additionally, teachers’ enthusiasm for learning and their sensitivity concerning students’ treatment might affect students’ emotions. In this sense, the Command style (least preferred teaching style) is somehow “forcing” the students to learn rather than to be considerate of their misunderstandings. In contrast, Coach Style increases engagements among the teachers and students, and among students themselves. The Practice style is like the Coach style but the process is showed by the teachers themselves where they demonstrate the lessons and ask feedbacks from the students. This is the main reason why the Coach and Practice styles are more preferred by the students than of the Command style.

Table 4.2 Significant difference on the teaching styles of Physical Education Specialist preferred by students based on Types of Sections

Teaching Styles	Group	Mean	t-value		p-value	Remarks
			Equal Variance Assumed	Equal Variances not assumed		
Coach Styles	Homogenous	3.07	-3.17	-3.45	0.099	Insignificant
	Heterogeneous	3.24				
Command Styles	Homogenous	3.07	-1.09	-1.06	0.213	Insignificant
	Heterogeneous	3.13				
Practice Styles	Homogenous	3.14	-1.13	-1.27	0.049*	Significant
	Heterogeneous	3.20				

Note: p-value is significant if less than 0.05 (<0.05) being denoted by *

Table 4.2 shows that the p-value from Practice Style is significant at 0.049. This is close to the boundary of 0.05. The data is presenting dispersion based on the variances difference. The p-value is notable to be unsure for difference; hence, the follow up study must gather data to mask up this. Follow up studies are recommended to quantify data that are significant and to justify this difference presented in this study for Practice styles. Because of that, results concluded from Curtner-Smith et al. (2001) that teachers were still working in a very similar way though one difference was that teachers in the second study used practice style significantly more than the first group and managed their classes significantly less. The study suggested that teachers again spent the majority of their time in reproductive teaching styles and only infrequently used teaching styles which improved pupils’ ability to plan and evaluate.

Coach Styles and Command Styles among two groups of respondents based from type of sectioning are not significant yielding p-values of 0.09 and 0.21 respectively. Despite of the large difference in the means of these two variables comparing the two groups, the data is not significant.

This also shows that data from the respondents are widely dispersed and the preference is varying from students to the other. Though heterogeneous groups mostly prefer these types of teaching from PE specialists, the fact is also possible for homogeneous sections.

This finding was similar to the work of Goldberger and Gerney (1986) and (1990) and Goldberger et al. (1982). The heterogeneous sections are good at all of the teaching styles above. But they are more capable to Coach Style. The Homogeneous group, however, do not have any of the preference – they are purposively have all the teaching style form the PE specialist in an average manner. It is remarkable that the heterogeneous groups are looking for the Practice Styles where they are “practicing” the lessons in a productive manner. They are also learn based on how they are being “flexible” to the lessons, the process of questioning and answering in discussions, cooperation, and collaboration with their classmates.

The least to be effective is the command styles where students are learning based on the teacher themselves. They are not given the chance to be “flexible” as well as “demonstrative” in their lessons; hence, they found command styles as “fixed learning.”

Mojavezi, A., & Tamiz, M. P. (2012) argued that effective teachers are” more organized, they display greater skills of instruction, questioning, explaining, and providing feedback to students having difficulties, and maintaining students on task.” However, they added thatless effective teachers are having “more custodial than humanistic approach to classroom management”, and experience difficulty in maintaining students on task among others. It is shown in this study that the students are preferring to be in a “lighter” classrom climate where they are less to be “imprisoned by the strict instructions.” They then to be effective in learning of they are allowed to think beyond what their teachers wanted them, as what the Practice and Coach styles do. The command Style is somehow giving them the perspective of unproductive learning due to the directive and authoriative side of it..

Research Problem 4: Is there a significant difference on the teaching styles of Physical Education Non-Specialist preferred by students when data are classified according to:

4.1 Grade Level

4.2 Types of Sections

This section sought to answer the significant difference on the teaching styles of Physical Education Non-Specialist preferred by students when data are classified according to Grade Level and Types of Sections.

Table 4.1 Significant difference on the teaching styles of Physical Education Non-Specialist preferred by students based on Grade Level

Teaching Styles	Group	Mean	t-value		p-value	Remarks
			Equal Variance Assumed	Equal Variances not assumed		
Inquiry-based	Junior High	2.95	0.06	0.05	0.00*	Significant
	Senior High	2.95				
Professional Development	Junior High	2.92	0.11	0.9	0.00*	Significant
	Senior High	2.91				
Discussing and Delegate	Junior High	2.89	-0.21	-0.19	0.00*	Significant

Senior
High 2.90

Note: p-value is significant if less than 0.05 (<0.05) being denoted by *

Table 4.1 reveals that under the teaching styles from non-PE specialists, Inquiry-based teaching styles are highly significant at p-value of 0.00. Means are also equal but the variance is different. The data is strong enough to justify difference and less dispersion. Either of the two groups prefers the teaching styles depending on the teacher's approach.

Professional Development teaching styles introduced to Junior High School students is different from the counterpart group. This is shown in the p-value of 0.00 and the mean difference of 0.01. Mean difference also shows less data dispersion and strong statistical difference. Junior High students than Senior High, prefer teacher who also try to develop their skills from their trainings and newly developed styles.

Senior High students, on the other hand, prefer the style where teachers promote independence, self-awareness and critical thinking. As shown in the table above, p-value of 0.00 so statistically different from the junior high students. As per the mean difference yielding significance, the data is less likely dispersed. This also shows students from senior high schools are trying to advance their learning in preparation to college.

Similar to the argument of Mirsha (2007), perhaps therefore, it is more important to focus on how pupils learn rather than just focusing on teaching styles, as no style will suite all learners. Knowing the preferences are the most crucial aspect of education to maximized the learning ability of their students. This is where the students are given the chance to choose what the modality of teaching they want, the strategies, the assessment and the process (Chavez & Lamorinas, 2023). It is important to look at the students as the individuals having differences in teaching preferences.

In this study, both the senior high and junior high students choose the inquiry-based teaching style; junior high is opting for the Professional development; while Discussing and delegating for the senior high. It is remarkable that both groups are looking for the teaching style that encourages them to think critically, and also flexible to them.

Junior high students want to encourage their teachers to also learn from them as they are giving lessons. This is where the process of understanding the teachers' ability to thoroughly explain the lessons to the students. Motivation of teachers, as reflected by prominent "intrinsic motivation," is associated to more favorable uplifting of the essence of physical activity, stronger intentions to be physically active in the future, and higher levels of actual physical activity involvement among students (Moreno-Murcia, J. A). The motivation of students as provided by their teachers could help them, especially the junior high in engaging to PE education. In contrast to that, the senior high students are "good at independence;" the teachers are encouraging them to be independent – an important quality for a college degree.

For senior high students, Discussing and Delegating is significant to them because of how they are being able to develop their abilities and skills in a more productive manner; they tend to work individually or among small groups to help them build their individual knowledge. In line with that, according to Mojavezi, A., & Tamiz, M. P. (2012), teachers have that aspect of being efficient if they are "more likely to divide the class into small groups (rather than teaching the class as a whole) allowing the opportunity for individualized instructions given to students." Senior high students challenge themselves to be good at something if they are being engaged to individual activities.

Table 4.2 Significant difference on the teaching styles of Physical Education Non-Specialist preferred by students based on Types of Sections

Group	Mean	t-value	Remarks
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Teaching Styles			Equal Variance Assumed	Equal Variances not Assumed	p-value	
Inquiry-based	Homogenous	2.95	-3.17	-3.45	0.087	Insignificant
	Heterogeneous	2.95				
Professional Development	Homogenous	2.87	-1.09	-1.06	0.014 *	Significant
	Heterogeneous	2.94				
Discussing Delegate	Homogenous	2.86	-1.13	-1.27	0.142	Insignificant
	Heterogeneous	2.88				

Note: p-value is significant if less than 0.05 (<0.05) being denoted by *

Table 4.2 reveals that there is no significant difference shown in Inquiry based teaching styles with the p-value is not significant at 0.08, where students regardless of the type of sections, equally thinks about the idea of questioning themselves relating the lesson they have. In contrast, Heterogeneous sections prefer professional development styles significantly different at 0.01. Thus, the sections varying in student abilities choose the style that also develops their teachers. Not significant p-value (0.142) is present in Discussing and Delegate teaching styles from non-PE specialists. This style is the least preferred among the three in either type of sections.

Mawer (1993) has highlighted that the teaching style of a Physical Education teacher should match the lesson content and the learning preferences of the students. This is an important aspect because the heterogeneous and homogeneous sections differ in the preference but with the use of Discussing Delegate and Inquiry-based for both, learning is more effective. In contrast, the heterogeneous sections prefer the Professional Development because they learn as their teacher is also learning from them.

An important aspect for this study is the discussing and delegating is least of the preferred teaching style. It is relevant that the Heterogeneous and homogeneous groups rely on their teachers as they are delivering the PE lessons. Herein, the teachers are the one who mostly deliver the lessons in PE and the students only want to listen, and be engaged in activities. Heterogeneous groups are learning in both Professional Development and Inquiry-based teaching styles. This is similar to Sympas, I., & Digelidis, N. (2014), where the standards concerned for the education are the [1] acquiring and developing skills, [2] selecting and applying skills, [3] evaluating and improving performance and knowledge, and [4] understanding fitness and health It is a remarkable result that the heterogeneous sections learn for asking questions and the display of learning from teachers. They are encourage to be productive if their teachers ask them questions and being critical in their lessons; they also be good if they see their teachers satisfied of their teaching process.

Conversely, as expressed by Moreno-Murcia, J. A., et. al., (2012), the physical education teacher can influence through their “behavioral interactions with students.” This ranges from “very controlling” and directive to providing an autonomy-supportive environment that is “task-oriented and intended to strengthen the intrinsic motivation.” Herein, the teaching styles form the non-PE specialisats are less to be directive, and are humanistic and flexible. Students from diifferent sections are more concerned of the criticaql side of education such as the questioning, and teacher development rather than indipendence and self-improvement. This comes to the undertanding that the students want to wor by group to share their knoledge among them, they also prefer to leang

by questions and assessing their understanding to the topic by reporting and lectures. Ultimately, they are more looking for the attaining of the task and objectives given to them.

Conclusion

This study shows data that are valuable in improving the quality of education. Preferences of students were gathered to further find different approaches from two groups of teachers (the PE specialists and non-PE specialists). Students have varying preferences, though the grounded objective of tabulating the level of preferences has been achieved. This study found out that learning is more effective through incorporating approaches based from the viewpoint of the students. As the learning is based from them, the understanding and comprehending to the new lessons are much easier. Groups of students from senior high and junior high show different responses as to which what they want for the classroom setups. Types of sections regardless of the teaching styles, found widely varying preferences as these sectioning follow system from the administration. Nevertheless, above the different preference present beforehand, this study ensures new knowledge and ideas for the improvement of teaching styles available for Physical Education.

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