

**Cardiff School of Sport**  
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 Empirical <sup>1</sup>

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Comments	Section
	<p><b>Title and Abstract</b></p> <p>Title to include: A concise indication of the research question/problem.            Abstract to include: A concise summary of the empirical study undertaken.</p>
	<p><b>Introduction and literature review</b></p> <p>To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).</p>
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**CARDIFF METROPOLITAN UNIVERSITY**

**Prifysgol Fetropolitan Caerdydd**

**CARDIFF SCHOOL OF SPORT**

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**TITLE**

**A COMPARISON BETWEEN EXPERIENCED PHYSICAL EDUCATION  
TEACHERS AND NEWLY QUALIFIED TEACHERS INTO WHAT  
TEACHING STYLES THEY USE TO PROMOTE PUPIL'S LEARNING**

**(Dissertation submitted under the discipline of  
Pedagogy)**

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## **ABSTRACT**

This study compares teaching styles between newly qualified Physical Education Teachers (five years or less experience) and experienced Physical Education Teachers (over twenty five years of experience). Twelve (six newly qualified, six experienced) teachers participated in the study where a one-to-one semi structured interview was conducted. They were questioned on the adoption of teaching styles from Mosston and Ashworth's Spectrum and what were their reasons for using those styles. All interviews were subsequently transcribed and analysed by the researcher. Results revealed that experienced teachers had more of a tendency to teach traditional activities (football, rugby, netball, hockey) in a more Command or Practice style, whereas, the newly qualified teachers were more included to use styles such as Reciprocal, Self-Check, Guided Discovery Convergent Discovery and Divergent Discovery. Furthermore there was no significant difference with other variables that influenced teaching styles, however the newly qualified Physical Education Teachers were more included to tailor their lessons towards the participants, whereas, the experienced teachers had a tendency to teach a specific activity in the same way.

**CHAPTER ONE**  
**INTRODUCTION**

## **1.0 Introduction**

This study will make a comparison between the teaching styles used by teachers who have been teaching for twenty five years or more and teachers who have been teaching for a maximum of five years. For the purpose of this paper it is important to establish a definition of a teaching style. A teaching style is concerned with *how* an activity is delivered, rather than *what* is delivered, (Macfadyen and Bailey 2002, p. 57). “When teaching takes place, a special human connection evolves a connection of many dimensions that simultaneously affect the learner and the teacher. Both are subjected to a tacit agreement to share information, to deliver and receive accumulated knowledge, to replicate and reproduce portions of the past, to acquire and discover new information, and to construct and create pathways for the yet unknown” (Mosston, 1994, p.1).

“Teaching is the ability to be aware of and utilize the possible connections with the learner” (Mosston, 1994, p.3). Muska Mosston devised eleven unique teaching styles (A-K) to maximise the ability to teach. These eleven teaching styles combined together to form the Spectrum of Teaching Styles. The Spectrum clearly illustrates how to transfer the decision making process from the teacher to the learner as both move from style to style. The Spectrum of Teaching Styles portrays the effects each style has on the learner in a cognitive, affective, social, physical and moral way (Mosston, 1994).

Mosston’s work presents a universal, comprehensive body of knowledge about teaching and learning, which is the reason why his theory continues to influence pedagogy today. Having an understanding and a vast knowledge of the different teaching styles is extremely important from a teacher’s perspective to ensure pupils have the maximum opportunity to enhance their learning (Kaye 2003). In addition to Kaye’s (2003) research, Brown and Hayden (1980), identified that learning styles can facilitate learning for individuals in a given situation, therefore having an in-depth understanding of teaching styles benefits both teacher and pupil. Teaching styles are influential to how students learn and how teachers teach in addition to the teacher-pupil relationship and the way they interact. Research by Cornett (1983) states that individuals have an innate preference for certain teaching styles; however, these factors can be influenced by culture, personal experience,

maturation and development. As a result teachers that can identify which teaching styles best meet the needs of the learners, will be the most successful in their job.

The aims and objectives of this paper will look to benefit both teacher and pupil within the learning environment. There is currently a lack of academic literature that looks at comparing teaching styles between older PE teachers and younger PE teachers. Although improvements have been made to the Spectrum over the years, there is very little literature researching whether the theory is being put into practise.

Using a selected sample of teachers who have been teaching for up to five years and over twenty five years will represent the intended population for this study, while carrying out qualitative research to gather the results. Qualitative research has been favoured over other forms of research due to the in-depth rich information that can be obtained. Qualitative research demonstrates the how or why certain events are taking place, whereas quantitative research merely states if certain events are taking place. Moreover “qualitative methods help to answer questions related to the meaning of events” (Chatoupi, 2009. p196).

“The results could serve to assist teachers by giving them a structure from which to build their unit and lesson plans. They could also assist researchers by providing a model to aid in designing and conducting systematic inquiry, and results could assist supervisors in providing feedback to teachers” (Boyce, 1992, p.389).

**CHAPTER TWO**  
**LITERATURE REVIEW**

## **2.0 Literature Review**

### **2.1 Introduction**

The following chapter will outline the utilisation of different teaching styles used in Physical Education (PE). Initially the National Curriculum for Physical Education (NCPE) will be discussed and specific changes identified that have occurred over the years with focus on their content and aims. Effective teaching will be discussed next, identifying the complex nature of teachers' duties and responsibilities. This will develop into an investigation into Mosston and Ashworth's Teaching Styles Spectrum (1986) elucidating how previous research has enhanced understanding concerning teaching styles. Furthermore, teachers' perceptions of teaching styles will be discussed, exploring which teaching styles facilitate engagement and motivation amongst students. Finally, factors that affect the adoption of teaching styles will be investigated looking into the literature to identify any trends or differences over the years.

### **2.2 National Curriculum for Physical Education**

PE was established as a subject within the National Curriculum in 1992 which allowed pupils to plan, perform and evaluate movement (DES/WO, 1992). In spite of this Capel and Whitehead (2013) argue that the nature of PE is implicit. They state that PE has different meanings to different people so a clear definition cannot be agreed. The main cause of this uncertainty is the inability to differentiate between sport, PE and physical recreation. The Qualification and Curriculum Authority (QCA) (2007) define PE as a subject;

*Which develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.*

Participation in P.E. will enable pupils to develop a wide range of skills and the ability to use tactics and strategies to perform successfully. Alternatively a second definition provided by Arnold (1979) identifies PE as education *through* movement *about* movement and *in* movement. Likewise, the Association for Physical Education in the UK (AfPE, 2009) argues that PE should integrate 'Learning to Move' and 'Moving to Learn'. Whilst each of the definitions outlines

the link between physical education and education, each definition portrays PE slightly differently. QCA (2007) emphasise PE's ability to develop mental skills such as confidence. Confidence is closely linked with the ability of one to be successful (Vealey, 2001). QCA's definition also discusses one's ability to use tactics and strategies to be successful. There is an element of competition linked with this definition, which consequently could misinterpret PE as sport. The later definitions, although very similar, seem very simplistic. They give the impression that PE concentrates solely on movement patterns rather than focusing on specific activities and progressions, linking the definition with sports recreation. Goldberger and Howarth (1992) and Mawer (1993) noted that prior to the introduction of the NCPE the focus of lessons concentrated on improving the performance of pupils in a variety of activities. In order to meet the demands of NCPE, it was argued that teachers would need to expand the range of teaching styles they used.

The NCPE was introduced to enable schools to raise their standards and allow learners to develop and meet the challenges of life (National Curriculum, 2010). The latest addition to the NCPE was refined in 2007 and concerns a learner-centred and skills-focussed approach. Rudolf Laban first introduced the notion of a learner-centred philosophy in the late 1940s, a philosophy in which PE was based on understanding of movement (Capel and Whitehead, 2013). This approach died out by the mid-1970s and the focus of PE shifted from a child-centred approach to an activity-centred, knowledge-focused approach driven by games. Table 1.0 identifies how the approach taken in the 1970s has influenced PE today; outlining what PE lessons should incorporate at Key Stage three and Key Stage four. QCA (2007) state that the National Curriculum has three statutory aims which should enable all young people to become successful learners, confident individuals and responsible citizens. The NCPE contributes to these aims by fostering competence, performance, creativity and active lifestyles. In order for these aims to be met, careful consideration needs to be taken of the pupils' preferred learning style as Byra (2006) proposes that students learn in different ways.

It is clear from figure 1.0 that the NCPE in 2007 for both Key Stage three and Key Stage four has different objectives to previous years. The main focus of the 2007 NCPE is on key processes, key concepts and providing opportunities for

all with no definitive list of what activities have to be included. This may invite a more learner-centred approach in PE and invite pupils to take ownership of their own lessons. However, the NCPE in 1992 specifically focused on certain sports to be included in lessons. With such clear instruction of what activities needed to be included in lessons, P.E. teachers between 1992 and 2007 would arguably have taken charge in lessons to ensure that the outcomes of the lesson met the needs of the NCPE.

**Table 1.0: Activity areas specified in NCPE documents**

	<b>Key Stage 3</b>	<b>Key Stage 4</b>
1992	Minimum of four areas of activity: games compulsory & three from athletic activities, dance, gymnastic activities and outdoor and adventurous activities (swimming can be part if some of the above)	At least two activities, from same area of activity or two different areas of activity
1995	Four area of activity: games compulsory & dance or gymnastic activities and athletic activities, outdoor and adventurous activities or swimming	Two activities from different areas of activity
1999	Games- full unit plus one full unit and two additional half units. One half unit must be dance or gymnastic activities. Games in each year of the Key Stage	Two activities, one of which must be game
2007	Based on key processes, key concepts and curricular opportunities. Activities selected to ensure these three are addressed	Based on key processes, key concepts and curricular opportunities. Activities selected to ensure these three are addressed

### **2.3 Effective Teaching**

Calderhead (1987) identified teaching as a complex, professional thinking activity that shares characteristics with a number of diverse professions including law, business, management and medicine. Along with extensive knowledge, teachers need to be equipped with specialist knowledge of their chosen area. In the case of a PE teacher their background knowledge could derive from sports science, human movement studies, sports studies, or physical education (Mawer, 1995). Guilbet (1998) emphasises the primary purpose of teaching is to facilitate learning for students; however, this can be affected by the complex relationship between teaching and learning. It has previously been highlighted that Byra (2006) proposed that learners learn in different ways, therefore for a teacher to meet each individual's needs requires a range of teaching styles. Additionally Wragg (1984) highlights that responding to disruptive adolescents or explaining a difficult concept to children of different ages and abilities are issues that PE teachers are faced with daily.

Moreover, PE teachers are challenged with the task of teaching a variety of different physical activities consisting of team sports, individual sports and outdoor education. Each of these components are included within the NCPE, therefore teachers have no option but to teach the different sports that fall under these umbrella terms, despite their level of experience in the different sports. Schwab (1969) and Stenhouse (1975) describe good teaching as the competence to explore and interpret, modify and adjust professional knowledge according to what happens in practice. PE teachers literally have to put into practice what they have learnt theoretically. Therefore it is not enough to be theoretically accomplished, it is necessary for PE teachers to be technically accomplished; if these skills are absent they will be unsuccessful in educating their student (Carr, 1989). Lee and Solmon, (1992) state that to fully explain effective PE teaching, learning about students' thoughts as they develop motor skills is imperative. Metzler (1990) conducted a study focusing on effective teaching factors that contribute to learning, and discovered fourteen factors that influenced an effective teaching/learning process. Included among these were instructional cues. This involves providing instructions in a variety of ways (verbal, visual, written, audio, demonstrations) to meet the needs of all learners. This is closely linked with

teaching styles, as it is associated with transferring knowledge to the students in the best possible way. Additionally Metzler (1990) highlighted the use of questioning as a key factor. Questioning is used to establish pupils' understanding of concepts and skills to promote a more learner-centred approach in lessons. Furthermore, Silverman (1991) conducted a review of research regarding teaching in PE and discovered that having a range of teaching styles and knowing when to use them was one factor that determined effective teaching. Moreover Silverman (1991) suggests that the characteristics he discovered that promote effective teaching are interlinked.

*Planning for management and learning may result in using certain teaching styles that then may influence the ability to provide accurate and focussed explanations and demonstrations and time for practice. This, in turn will influence whether students appropriate practice is maximised and inappropriate practice and waiting minimised. No one characteristic should be treated in isolation. (p.358)*

To facilitate a teacher's ability to transport their knowledge effectively to the students, different teaching styles can be used.

#### **2.4 Teaching Styles Spectrum**

According to Goldberger and Howarth (1992) the Spectrum of Teaching Styles and the National Curriculum are key elements in the teaching and learning process. PE within secondary schools has altered over the years with the focus of lessons continuously changing. PE teachers need to make decisions in ever-changing situations and decide upon appropriate teaching styles to use in order to meet the needs of the curriculum (Salvara and Birone, 2002).

It has been acknowledged that scientific disciplines should be underpinned by a theoretical framework (Goldberger, 1992). The conceptual framework included within the following article is the Spectrum of Teaching Styles introduced by Muska Mosston in 1966 and refined by Mosston and Ashworth in 1986 and continued through until 2002. The underlying principle of the Spectrum is that decision making merges together teaching and learning (Chatoupis, 2009). The 'Spectrum of Teaching Styles' (Mosston and Ashworth, 2002) is a continuum of

eleven distinctive teaching styles categorized according to the decisions made by the teacher and/or learner in the planning (pre-impact), teaching (impact) and evaluation (post-impact) phases of the lesson (See Table 1.1). Each style has its own degree of decision making and is recognised as Command (A), Practice (B), Reciprocal (C), Self-check (D), Inclusion (E), Guided Discovery (F), Convergent Discovery (G), Divergent Production (H), Learner-Designed/Individual Program (I), Learner-Initiated (J), and Self-Teaching (K).

**Table 1.1: Mosston's Teaching Styles**

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Style A Command-	Teacher makes all the decisions
Style B- Practise-	Pupils practise teacher prescribes tasks
Style C- Reciprocal-	Pupils work in pairs, one as the teacher and one as the learner
Style D- Self Check-	Pupils evaluate their own performance against criteria
Style E-Inclusion-	Teacher provided alternative levels of difficulty for pupils
Style F-Guided Discovery-	Teacher plans a target and leads the pupils to discover it
Style G- Convergent Discover-	Teacher presents a problem and pupils find the correct solution
Style H- Divergent Production-	Teacher presents a problem and pupils find their own solution
Style I- Individual Programme-	Teacher decided content and pupils plan and design the programme
Style J- Learner Initiated-	Pupils take full responsibility for the learning process
Style K- Self Teaching Style-	Pupils take full responsibility for the teaching and learning

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These eleven styles are further divided into two main clusters; the reproduction (letters A-E) cluster and the production (letters F-K) clusters. Mosston and Ashworth (2002), state that all human beings are capable of reproducing known knowledge, replicating models and practicing skills. These attributes are developed through the reproductive cluster. Styles A-E are designed for the accomplishment of basic skills and cognitive operations that involve recalling certain knowledge from the past. The reproductive cluster is directed towards a teacher-centred, direct or didactic approach (Goldberger, 1984). Additionally it was reported that human beings have the capacity to produce a range of ideas and discover the yet unknown (Mosston and Ashworth 2002). This is represented through Styles F-K. The productive cluster allows the learners to discover a single correct concept through an independent process. Furthermore, Styles F-K summons the learners to go beyond facts and memory to experience the discovery process (Mosston and Ashworth 2002). In doing so learning becomes more independent, transferring the role of the teacher into more of an observer/facilitator than an instructor.

The Spectrum of Teaching Styles has been identified as one of the most important conceptual frameworks in physical education teaching today (Chatoupis, 2010). Mosston and Ashworth's Spectrum of Teaching Styles has been used in the field of physical education and education as a framework to help teachers deliver lessons (Gerney & Dort, 1992; Greenspan, 1992; Mellor, 1992), design undergraduate teacher programmes (Ashworth, 1992; Byra, 2000), as well as opening a region to pilot research (Byra & Jenkins, 1998; Goldberger & Gerney, 1986, 1990). Despite being constructed over fifty years ago, the Teaching Styles Spectrum continues to contribute to the theoretical basis for teacher behaviour presented in many Physical Education Teacher Education (PETE) programmes (Parker and Curtner-Smith, 2012). The influence of the Spectrum on education and its ability to facilitate effective teaching is without compare.

Mosston and Ashworth (1994) highlighted four reasons for the development of such a Spectrum. These included:

- Personal Reasons,
- Diversity of student population,
- Multiple objectives of education,
- Need for a coherent, comprehensive and integrated framework for teaching.

#### 2.41 Personal Reasons

Whether it is from their studies at University or through a range of experiences, teachers adopt a favourite way of teaching. These characteristics define the type of person an individual is, how the individual approaches teaching and how they view the teacher-student relationship (Mosston and Ashworth, 1994). The style that an individual tends to prefer or maybe acts as a 'default' style is labelled an *idiosyncratic* style (Mosston and Ashworth, 1994). Having this idiosyncratic style may result in restricting the teacher's ability to promote maximum learning for their student. As previously identified students have preferred learning styles, therefore may not benefit from the teacher's idiosyncratic style. Developing such a Spectrum highlights and educates teachers that there are different approaches to teaching the same skill. Gaining an understanding of each style identified on the Spectrum challenges the teacher's idiosyncratic style and expands their capacity to meet the needs of all students.

#### 2.42 Diversity of Student Population

As previously mentioned all students are unique and have a preferred learning style. Students demonstrate different learning styles, motivation levels, abilities, and other characteristics that have an effect on their learning (Sallis, Prochaska, & Taylor, 2000). Due to the different variables associated with learning, teachers should possess the skills to use a variety of different teaching methods to match the demands of their students. Kulinna and Cothran (2003) suggested that an effective approach to pedagogical practice is to use a number of different teaching styles. This is supported by Mosston and Ashworth (2002); to meet the needs of all learners a teacher must learn alternative styles of teaching.

### 2.43 Multiple Objectives of Education

The NCPE is very particular in its goals and objectives. It aims to provide a broad and balanced curriculum that has the capacity to interest and engage all. To embrace such a wide range of objectives requires a range of teaching styles to fully engage the diversity of learners (Mosston and Ashworth, 2002). When these objectives are met by teachers their teaching repertoire and motivational climate within the classroom will be improved and students will be more willing to learn.

### 2.44 Need for an Integrated Framework

As previously identified, the Teaching Styles Spectrum is divided into two clusters (reproductive & productive cluster). Sports include certain aspects or skills that need to be taught using the reproductive cluster to achieve the greatest results. Subsequently, sports also contain alternative skills that invite the use of the productive cluster (Mosston and Ashworth, 2002). The main concern with the utilisation of teaching styles is not which one is the “best” teaching style rather, which style is appropriate for the specific objectives of the session (Mosston and Ashworth, 2002). *The teacher who aspires to reach the objectives of reproduction and production will inevitably learn by experimenting with the array of style and will become mobile along the Spectrum* (Mosston and Ashworth, 2002 p17).

### **2.5 Shift from Versus to Non-versus**

Despite the significant influence that the Spectrum has had on education it has not always offered the same definitive guide to teaching. Mosston’s (1966) initial Spectrum based his work on the “VERSUS” concept, of comparing one teaching style against the other. Mosston (1966) isolates the Command style of teaching as having the *least amount of value* as decision making is minimal as teachers dictate what the pupils can accomplish resulting in limited freedom for pupils, restricting their ability to express themselves. On the other hand the Self-Teaching style of teaching allows pupils to problem solve and leads to independent learning, with pupils taking full responsibility for their teaching and learning. Within the first edition of *Teaching Physical Education*, Mosston (1966) argues that the more independent the learning process is for a child, the greater the learning experience will be due to a more in-depth thought process. During the time period when Mosston’s initial Spectrum of Teaching Styles was published, a

number of dissertations and one published study (Mariana, 1970) were conducted specifically on teaching styles, to investigate Mosston's (1966) proposal that certain teaching styles were better than others. Neither of these studies showed substantial differences amongst the teaching styles with exception to Mariana's (1970) study which found that male college students taught using a task style of teaching (similar to Guided Discovery), scored higher than their colleagues who received a Command style of teaching while performing a backhand stroke in tennis. However, there was no significant difference between the students when performing a forehand tennis stroke as the Command style learners were just as successful as the task style learners.

With the lack of research to support Mosston's (1966) Spectrum of Teaching Styles during the 1970s and 1980s, Mosston (1981) and Mosston and Ashworth (1986, 1994) devised a second and third edition of *Teaching Physical Education*, which included a new modernised Teaching Styles Spectrum. This was published following Griffey (1983), Locke (1977) and Metzler's (1983) research identifying issues within the initial Spectrum. Within Mosston and Ashworth's latest research a *non-versus* Spectrum of Teaching Styles was devised, which is still used to this day. Mosston (1981) illuminates *that the conceptual basis of the Spectrum rests on the 'non-versus' notion. That is each style has its place in reaching a specific set of objectives; hence, no style, by itself, is better or best. Each style is equally important.* Mawer (1995) supports this more recent spectrum by stating that the best teachers are those that can incorporate several different styles within one lesson, due to the fact that pupils all learn at different rates and all have preferred teaching styles.

To conclude the Spectrum provides teachers with the underlying theoretical knowledge to maximise the range of the learning environment for students (Mosston and Ashworth, 2002)

## **2.6 Spectrum Research**

The Teaching Styles Spectrum was developed by Muska Mosston over fifty years. This has resulted in a number of researchers challenging and conducting research into the different teaching styles to marry the relationship between teaching styles and learning outcomes. However, Siedentop (1983) argues that *research on teaching doesn't have a very good reputation. It has suffered through a long history of inconclusive results, inappropriately asked questions and less than useful techniques.* (Siedentop, 1983, p37). Within this section a review of current Spectrum research will be conducted with reference to engagement levels and motivational levels of students in addition to teaching styles' effect on developing motor skills.

Graber (2001) argues that the behaviour of teachers is a variable that can affect a student's attitude, therefore having an understanding of teaching styles can frame how students feel towards PE. A study conducted by Morgan, Kingston and Sproule (2005) looked into the effects of different teaching styles on teacher behaviours that influence motivational climate and pupils' motivation in PE. Participants for the research included four (two male, two female) initial teacher education (ITE) students and ninety two pupils (47 boys, 45 girls) from two schools in Wales. The teaching styles under investigation were Command/Practise, Reciprocal and Guided Discovery from Mosston and Ashworth's (2002) Teaching Styles Spectrum. Each teacher was to conduct three lessons, adopting one of the three styles for each lesson. Morgan *et al.*, (2005) concluded that the Reciprocal and Guided Discovery styles resulted in more mastery (self-referenced) and less performance-focused (competitive) teaching behaviours than the Command/Practice style. Furthermore, a perceived mastery climate has been found to be positively associated with increased physical activity behaviours (Parish and Treasure, 2003). Having an understanding of how different teaching styles influence motivational levels of students (Morgan *et al.*, 2005) and what motivational climate engages students (Parish and Treasure, 2003) allows teachers to modify their lessons to engage all learners and meet the needs of the NCPE. In contrast it is difficult to relate these results to the wider population due to the restraints of the study. The intervention of applying the different teaching styles was conducted over a three lesson period, which could be argued is not

long enough to identify significant results. Additionally, Mosston and Ashworth (1994) state that comparing styles from the two clusters against one another will produce inaccurate results as each style has its own objectives. Morgan *et al.*, (2005) included a combination of styles from the reproductive and productive cluster, arguably affecting the validity of the results.

Subsequently, Christodoulidis, Papaioannau and Digelidis (2001) conducted a yearlong study investigating the motivational climate and attitudes towards exercise. The study included one hundred and five (47 boys, 58 girls) students in an intervention group (15-16 years old) with an additional five hundred and twenty nine (189 boys, 340 girls) students in a control group. Results showed that those in the intervention group who were taught through the Reciprocal and Inclusion style had more positive attitudes toward exercise, participation in sports, eating fruit, perceived the motivational climate of the class as more task involving (self-reference) and less ego involving (comparative) and spent more time exercising per session. An issue that arose with this study was that the significant effects from the intervention had reverted ten months later, which demonstrates how lack of practice means behaviour reverts to normal. Despite the results of both studies identifying that students have a tendency to be motivated in PE through more learner-centred approaches, research (Curtner-Smith, Todorovich, McCaughy and Lacon 2001; Mawer, 1999; Penney and Evans, 1999), suggests that PE lessons in the UK are still dominated by the teacher-centred styles.

In addition to engagement levels of students in PE motor skill development is important. Many studies have been conducted looking into the psychomotor domain of individuals, however a mixture of results have been attained. Research by Johnson (1982) discovered no significant results in motor skill development where undergraduate students were assessed performing tumbling skills through Command and Reciprocal teaching styles; however the study demonstrates a lack of knowledge about the Spectrum. Although the Reciprocal style provides conditions for learning motor skills, particularly in the early stages of learning, the landmark objectives of this style are developing social skills and cognitive skills (Mosston & Ashworth, 2002). Controversially, Oosthuizen and Griesel (1992), who similarly researched gymnastic skill acquisition, discovered that a Reciprocal style was more effective than a Command or Inclusion style. Oosthuizen and Griesel's

(1992) research was conducted with high school boys, which could be the cause of the conflicting results due to the diverse nature of learning which could include age as a key factor that contributes to preferred teaching styles. To allow future research to be effective it is vital that appropriate teaching styles are linked with suitable activities. Moreover, any form of Spectrum research will always be difficult due to the complex nature of teaching (Wragg, 1984). All students have preferred teaching styles meaning that if one teaching style is preferred by one group for a certain skill, it may not be favoured by a different group of students.

## **2.7 Factors Affecting Teaching Styles**

There is currently very little research regarding factors that affect the adoption of teaching styles in comparison to research discussing the effects of different teaching styles on learners (Kulinna and Cothran, 2003). In a recent study by Ofsted (2013) it was identified that the current state of PE in the UK (110 schools) is in good health, however, 27% of the schools required improvement and 1% was inadequate in its overall effectiveness. Moreover, 18% of the schools required improvement in the quality of teaching. Utilisation of different teaching styles is one factor that can potentially have an impact on this and if this problem can be addressed, improving the quality of teaching may be achievable.

Kulianna and Cothran (2003) conducted a study in the US with two hundred and twelve PE teachers on their perceptions of different teaching styles. The results of the study concluded that the most frequently used teaching styles were the Command, Practice, and Divergent Discovery, while Individual Program, Learner-Initiated, and Self-Teaching styles were the least frequently used. The authors also found that self-rated physical education teaching ability and frequency of physical education classes were the main reasons for the teachers' perceptions of the teaching styles. Curiously, no significant differences were found in relation to gender, age, teaching experience, number of students, and school type. Furthermore, it was concluded that teachers who were more confident in their use of different teaching styles within the Spectrum were more likely to perceive student-centred styles to be of greater benefit to their students.

Additionally, Cothran *et al.* (2005) conducted a cross-cultural study with 1,436 PE teachers from Australia, South Korea, France, UK, Portugal, Canada,

and the US. Their findings revealed that the teaching styles used by PE teachers varied across each country; however, a teacher-centred approach was dominant. Similarly, those teachers who used a learner-centred approach in their lessons were the ones that identified these teaching styles as being the most beneficial. This conclusion suggests that those teachers with a greater knowledge and understanding of Mosston and Ashworth's (2002) Teaching Styles Spectrum are more inclined to use teaching styles from the production cluster because of the increased benefits they perceive for students' overall learning and engagement in PE. Furthermore, Jaakkola and Watt (2011) conducted a study in Finland with two hundred and ninety four (185 female 109 male) PE teachers to analyse the use of different teaching styles and the rationale of why different teaching styles were being used. The study revealed that significant differences existed in teacher use of teaching styles in relation to gender, perception of ability to use each style, age, school level, and years of teaching experience. Jaakkola and Watts's (2011) findings emulated those discovered by Kulinna and Cothran's (2003), that Command, Practice, and Divergent production styles were used most frequently, and Self-Teaching, Individual Program, and Learner-Initiated styles were least frequently used. Interestingly, older teachers used the Individual Programme and learner- styles more frequently than the younger teachers, whereas, younger teachers used more of the Convergent Discovery style than did the older teachers.

Accordingly, the purpose of this study is to compare teaching styles used by PE teachers in Wales when experience within the job is a variable. To fully achieve this purpose several objectives will be put in place. These include the teachers' own knowledge of the Teaching Styles Spectrum, or any other Spectrum they are familiar with, how the teachers were taught as pupils, in addition to ability and age of the learners and how the teachers were trained themselves in their initial teacher education.

**CHAPTER THREE**  
**METHODOLOGY**

## **3.0 Methodology**

### **3.1 Introduction**

The aim of this thesis is to examine the different teaching styles adopted by a range of different teachers according to their age. The study looked specifically at the reasons why these teaching styles were being used and why the teachers had adopted their specific styles. To achieve these aims, a qualitative data collection method was used. Qualitative research can be defined as *any type of research that produces findings not arrived at by statistical procedures or other means of quantification* (Strauss & Corbin, 1998, p10). Patton (2002) states that qualitative findings are longer, more detailed and variable in content in comparison with forms of quantitative research. The richness and depth of information that can be derived from qualitative research by drawing attention to social realities (Flick, Kardorff & Steinke, 2004), was the reasoning behind the choice of this methodology for this study. It is unlikely that other methods reflect the vividness and wealth of information in their results that can be achieved through qualitative research (Kane & O'Reilly, 2001). Qualitative research has the ability to provide such depth to its conclusions because participants can accurately and thoroughly discuss their views about the topic area under questioning. Qualitative research is naturalistic to the extent that research takes place in real world settings. Researchers do not attempt to manipulate the phenomenon of interest (Patton, 2002). This was reinforced throughout the study by emphasising that there were no incorrect answers and by reiterating that honest answers were most appreciated. The aim of the research was to identify trends within teaching styles of teachers who have similar years of teaching experience.

Fundamentally, the purpose of a qualitative study is to allow respondents to express their own understanding on the topic area. Becker, Howard and Geer (1970) argue that observation is the most comprehensive form of all qualitative measures. However, Patton (2002) highlights that observation does not allow feelings, thoughts and intentions to be measured. Moreover previous behaviours and actions cannot be measured through observation. Holstein and Gubrium (2011) argue that interviewing has been the more popular method in recent years for generating information for both scholarly and professional purposes.

Interviewing allows each individual to express and discuss their views with maximum detail (Flick, Kardorff & Steinke, 2004) and was the method employed to accumulate data for this thesis. Interviews can be conducted in a variety of ways. Within this study an in-depth semi-structured interview was used. *In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation* (Boyce & Neale, 2006 p3). Semi-structured interviewing was preferred to allow open-ended responses from the participants. Methodologically semi-structured interviews are set out to minimize the imposition of predetermined responses (Patton, 2002). This allowed the interviewer to further question respondents on any relevant issues they may have only vaguely discussed. Rofit (1999) explains that the interview process allows the interviewer to be open to further ideas interviewees may mention, probe responses, explore motives and feeling and recognise any change in the person's tone, emotions and facial expressions that no written document could. Boyce & Neal (2006) endorse Rofit's (1999) work by stating that *in-depth interviews are useful when you want detailed information about a person's thoughts and behaviours or want to explore new issues in depth* (Boyce & Neale, 2006 p3).

### **3.2 Participants**

The aim of qualitative research is to draw a representative sample from the population, generalising the results back to the intended population (Marshal, 2006). Using a purposeful sample of teachers that had been teaching for up to five years (NQTs) and a sample of teachers who had been teaching for over twenty five years will represent the intended population. Marshal (2006) states that the optimal sample size depends upon the parameters of the phenomenon under study. Due to the aim of the study, which was to know the 'what' and 'why' certain teaching styles had been adopted, a sample size of twelve participants (six experienced PE teachers and, six NQTs) was used. Experience ranged from five months of teaching to thirty five years of teaching. There were both male and female participants to the study, which allowed the researcher to compare and contrast between male and female teachers. Among the experienced PE teachers

were four male participants and two female participants. This ratio was the same for the NQT participants, with four male participants and two female participants.

### **3.3 Procedure**

The preliminary stage of the research involved contacting the PE department of four different secondary schools via telephone and asking the Head of Department if there were any PE teachers in their department who met the specific research criteria and were willing to participate in the research project. A brief outline of the study was given to the PE teachers that met the criteria, who would in turn receive an email with a preparation booklet including a design of the interview guide and an information sheet enabling the participants to familiarise themselves with the interview. Additionally an illustration of Mosston and Ashworth's Spectrum of Teaching Styles (1981, 1994) was also sent to participants to use to familiarise themselves with specific teaching styles. To confirm availability the twelve participants had to return an informed consent form sent via email; this needed to be completed and returned prior to the interview process.

Only three teachers from the four schools contacted met the criteria as NQTs, in contrast to nine participants that were suitable subjects of research as teachers who would have been teaching for over twenty years. To obtain three extra NQTs, two further schools were contacted in the same way to obtain participants suitable for the study.

All participants were made aware that the researcher was currently studying at Cardiff Metropolitan University and the research conducted was for an undergraduate dissertation. This information was shared by the interviewer with the interviewees in order to reassure them about issues relating to confidentiality and purpose; this would hopefully in turn ensure that participants felt more at ease and would be more predisposed to discuss issues unselfconsciously.

Participants were informed that they would need to attend one face-to-face interview with just the researcher present. The researcher would travel to their school to conduct the interview thus minimizing disruption to their working day and

eliminating travel costs for the participants. The familiarity of their surroundings coupled with the confidentiality of their responses would hopefully reduce any cause for anxiety and would hopefully facilitate free and open discussion. Each interview was audio-taped and lasted approximately twenty minutes and was then subsequently transcribed. Participants were sent a copy of the transcript before publication to ensure accuracy and transparency within the process. Interviewees were made aware that they could withdraw their participation at any time during the process.

### ***3.4 Interview Guide***

A semi-structured interview guide was developed (see Appendix 1a), as this process allows an in-depth discussion with the ability to remain flexible and allows further questions to be asked if participants have any personal experiences they wish to discuss (Adams, 2010). Semi-structured interviews promote fluency within an interview allowing participants to feel comfortable discussing their experiences, while the researcher obtains the vital information required (Patton, 2002). Conducting face-to-face interviews rather than interviews on the phone or email, allows the researcher to take advantage of social cues (Opdenakker, 2006). Social cues, such as the voice, intonation, body language etc. of the interviewee can give the interviewer a lot of extra information that can be added to the verbal answer of the interviewee to a question (Opdenakker, 2006).

To ensure information gathered from the study was completely confidential participants remained anonymous and were asked to read an information sheet and complete an informed consent form to ensure ethical validity (Gratton & Jones, 2004). All interviews were recorded using an iPhone, which were subsequently transcribed.

### **3.5 Data Analysis**

The purpose of analysing data is to discover meaningful comparisons and contrasts within the data collected, giving the researcher an insight into the research topic (Burns, 2000). The study had an exploratory nature which incorporated an inductive approach when analysing the data. Inductive analysis involves *discovering patterns, themes and categories in one's data* (Patton, 2002). This enabled the researcher to evaluate the participants' teaching styles looking for patterns based on age, experience, University attended or even the school they work in.

This analysis was achieved by transcribing each interview and allowing participants to verify their transcript before publication. Their role in the research was concluded by emailing each participant a transcript of their interview and asking them to read it and to confirm the accuracy of the data. The results were compared and analysed, first by comparing the information provided by experienced teachers with the information provided by NQTs in order to identify trends or differences in teaching styles when age and experience were factors. Secondly the results were analysed on the basis of gender to identify if there was any relationship between gender and choice of teaching styles.

Reliability, validity, generalisability and objectivity are fundamental concerns for quantitative researchers (Sinkovics, Penz & Ghauri, 2008). It has been argued by different researchers that these terms do not apply to qualitative studies. Trustworthiness is the key term to acquire accurate and meaningful results. To establish *trustworthiness* of qualitative research, credibility, dependability, transferability and confirmability need to be established.

### **3.6 Limitations**

Prone to bias: teachers may want to *prove* that the way they are teaching is effective and may not be willing to openly discuss a true reflection on their teaching style, resulting in their interview responses being biased (Boyce & Neale, 2006). It was vital, therefore, that the researcher reminded each participant that there were no right or wrong answers. It was also necessary to reinforce that the aim of the research was to identify differences in teaching styles amongst physical education teachers of different ages. .

*Interviews can be a time-intensive evaluation activity because of the time it takes to conduct interviews, transcribe them, and analyse the results. In planning the data collection effort and care must be taken to include time for transcription and analysis of this detailed data* (Boyce & Neale, 2006 p3).

Finally interviewers must be appropriately trained in interviewing techniques (Boyce & Neale, 2006). To ensure the richness of the information given by interviewee is valid and relevant to the subject matter, the interviewer must make the participants comfortable and appear interested in what they are saying. With this aim in mind the researcher allowed the participants to decide on the location in which the interview would take place and sent the interview guide to participants prior to their meeting. This allowed interviewees to plan and ponder their responses to specific questions.

**CHAPTER FOUR**  
**RESULTS AND DISCUSSION**

## **4.0 Results and Discussion**

The following chapter will highlight and discuss the findings obtained from the semi-structured interviewing process for the current thesis. The purpose of this study was to identify the different approaches favoured by NQTs and experienced teachers towards PE and to find reasons why certain teaching styles were being used. The teaching styles adopted by older and younger PE teachers depended upon two main variables; type of activity and type of pupil/class. These themes will be used as sub-headings within the chapter in addition to an extra sub-heading outlining other variables that affect the adoption of teaching styles identified by some teachers. Throughout this section direct quotations from the transcripts will be used to increase the trustworthiness and validity of the data. To maintain confidentiality each teacher has been given a pseudonym, which is an imaginary name to enable the reader to attribute quotations to specific teachers. For the purpose of this study, Colin, Keith, Steve, Philip, Janet and Hannah will be the names of the experienced teachers and Jack, Simon, Samuel, Steffan, Ffion and Sophie will be the names given to the NQTs

The primary purpose of this investigation was to discover how years of teaching have influenced the adoption of certain teaching styles. Therefore constant comparisons will be made between the experienced teachers and the NQTs. All participants identified that the modern age of PE has shifted from a Command, teacher-centred approach to a more learner-centred approach. Philip who has been teaching for thirty one years expressed that he had been taught to do group work through his time at University, however the format of lessons had recently changed: *We had always been taught to do group work and child-centred learning. However it was a bit more dictatorial in those days, you know a bit more do this, do that, but it's evolved gently into child-centred learning.*

Moreover Keith agrees lessons are more learner centred in today's age as he highlighted that:

*There is possibly a new breed of PE teacher's coming out of the Universities. I think teaching practice courses are far more informative. There's more time spent on styles of teaching and getting the best out of children, whereas twenty five, thirty years ago it was very much Command style.*

Identifying this change of approach in PE is valuable, however the researcher wanted to investigate whether this was being put into practice as Jack an NQT stated that: *It would be a safe bet, they would be doing Command, Practice, Self-Check maybe.* He was referring to the teaching styles of older PE teachers (teaching over twenty five years) that he had worked with in the past. Moreover all NQTs stated that teachers used the Command style when they were in school, and believed their older colleagues mainly used a Command style approach. Similarly to Kulianna and Cothran (2003) and Jaakkola and Watts' (2011) research, Self-Teaching, Individual Program, and Learner-Initiated styles were reported as the least frequently used styles among all teachers. In contrast to Jaakkola and Watts' (2011) study in which teachers perceived the Reciprocal style as least beneficial to their students, the findings from the following study outlined that teachers felt that Reciprocal teaching was effective in promoting learning specifically with the NQTs. Ffion explained that:

*If you've got maybe two girls, one of them is sporty and the other is not but they are the best of friends, I find the girl who doesn't like sport likes her friends telling her what to do rather than the teacher because she feels the teacher is telling her to do stuff all the time.*

The following sections will identify what teaching styles are used at specific times by teachers and the reasoning why these styles have been adopted.

#### **4.1 Different Teaching Styles Depending on the Type of Activity**

The study demonstrates that when PE teachers decide on specific teaching styles, the type of activity pupils are participating in was one of the variables that governed their teaching style. Results presented a number of similarities and differences within this theme. It was clear that all teachers would use a Command style in lessons when health and safety became an issue. Also teachers explained that outdoor education was a good vehicle to promote problem-solving tasks and learner-centred lessons more so than the common activities done in PE (rugby, football, netball, hockey). A significant difference among the two groups of teachers was that the NQTs would utilise styles such as Reciprocal, Self-Check, Guided Discovery, Convergent Discovery and Divergent Discovery with games

activities whereas the more experience teachers favoured the Command and Practice teaching styles.

Keith outlined that his style would change, *from practical to practical, sport to sport*. When an element of danger was concerned (e.g. Vaulting in gymnastics, or throwing events in athletics) there were no significant differences among the two groups of teachers, as both identified the Command style as the most efficient. Hannah a PE teacher of thirty years expresses that: *In a javelin lesson, you can't let them experiment with javelins, it's got to have quite a Command approach*. Furthermore Jack articulates:

*Things like gymnastics, throwing events in athletics I think I would definitely stay away from pupils being Self-Taught or Learner Initiated. You just can't afford to do it, from a health and safety point of view, but also from a productive lesson.*

McCormick and Leask (2005) notified that in certain circumstances, the ability to pick and choose between teaching styles is restricted. Mosston and Ashworth (2002) imply that when an activity needs confinement to certain principles such as safety, the Command style should be implied. The term *structure* was closely linked with the Command teaching style, as all teachers believed that the more control they had over the class the more structured and safe the environment would be. In addition to the safety of the pupils, Boyce's (1992) research explains that the Command style was more effective in a skill acquisition activity (rifle shooting) than the Reciprocal style when an element of danger was present. This supports the approach taken by the teachers included in the current study.

Health and safety aside, it was highlighted that different activities required different teaching styles depending on their nature. With the exception of dance and elements of gymnastics, the more experienced teachers had more of a tendency to have an *old-school* approach to the majority of sports, utilising the Command and Practice styles. Old-school was a term used by all teachers throughout the interviewing process to explain the notion of teachers constantly dictating to pupils within lessons. On the other hand the majority of NQTs along with one of the more experienced teachers (Philip) experimented more with their teaching style and were prepared to allow the children to learn through self and

peer evaluation as well as discovery. On further questioning Philip explained that he had adopted a more student-centred approach due to the philosophy of the current head teacher of the school. Janet asserts that:

*Games lessons would be more or less Command, the only Guided Discovery really was maybe dance lessons and gymnastics.... we are the teachers with the knowledge and knowhow of these different skills and the best way to transfer these skills is by directly telling them what to do.*

This approach supports Thomas (2009) as he explains that the Command style offers the most direct way of introducing a new motor skill. Furthermore, Hannah explains how a different activity would shape her teaching style: *It depends on the activity. A difference of approach with games activities to gymnastics and a different approach again with athletics.* She goes on to explain that within a games lesson, she favours the Practice teaching style where she'd lead the warm up, focus on the skills they wanted to develop within the lesson, let the children's practice, before finishing with a game scenario. Hannah's approach is supported by Simpson's (2003) study where it was revealed that the Practice style was more effective than Convergent Discovery in performing a badminton skill with secondary school girls.

Alternatively the approach taken by the NQTs and Philip was more student-led. Simon liked to approach games lesson through the notion of Teaching Games for Understanding (TGfU):

*I let them play for about ten minutes, see what they can do and then ask them what do they think needs improving.... For football they'd say passing techniques or keeping possession. So I'll have a drill set up ready but knowing what they'll say.*

This approach was first identified by Mauldon and Redfern (1969, 1981) when they challenged the traditional approach of teaching skills separately to a game situation. Bunker and Thorpe (1983) furthered this concept and developed an 'understanding approach' to gain an appreciation of the skills being taught, and when these skills could be used. McBride (1991, 1995) argues that this approach encourages pupils to develop critical thinking, which further benefits learning.

This form of teaching falls under the Self-Check style on Mosston and Ashworth's Spectrum. With this approach pupils have more of a say than they would in a Command or Practice style. A set criterion may not be presented, but pupils are able to identify areas to improve on from their past experiences of participating in the activity. Sophie's preferred style was Guided Discovery and she argues that she tries to employ a Guided Discovery approach or an independent-learning environment in all aspects of PE; *I like Guided Discovery more than anything else because I think pupils learn more when they solve their own problems not just when I'm telling them what to do or barking instructions.* Sophie expresses that she feels any teaching styles can be applied to any sport depending on the nature of the activity, in contrast the experienced teachers had a tendency to use specific styles for specific activities; for example Command or Practice for game sports or Guided Discovery for dance or elements of gymnastics. Sophie believed rather than the activity governing a teacher's choice of teaching style, more emphasis should be placed on the pupils and a teaching style should be chosen based on the needs and abilities of the pupils in the class after consideration of how those students best learn.

#### ***4.2 Different Teaching Styles Depending on the Type of Pupil***

Ability, age and behaviour of pupils were three factors highlighted by the research that affected the adoption of certain teaching styles irrespective of what activity was being incorporated within the lesson. Ability and behaviour were also two considerations teachers discussed when dividing the group into pairs for reciprocal work or teams for games. When dividing the group was discussed, it was brought to the researcher's attention that teachers separated pupils not only to achieve success and achievement in motor skill acquisition, but also on the basis of how best to motivate individual students. The results revealed no significant differences within both groups of teachers when ability of the pupils was discussed as all teachers expressed that a Command style was needed with the lower ability groups, while teachers could afford to experiment with different teaching styles with the higher ability groups. The teaching styles that were mostly used with the higher ability groups included Reciprocal, Self-Check, Guided

Discovery, Convergent Discovery and Divergent Discovery. Nevertheless two experienced teachers suggested that a less structured approach could be adopted with the lower ability groups as they would achieve more benefits from the lesson.

Moreover the Command style was also the dominant teaching style when behaviour became an issue. It was emphasised that those with discipline issues needed *structure, authority and guidance*. On the other hand two NQTs reasoned that children who were more inclined to disrupt the lesson occasionally respond in a positive way when given certain responsibilities. Similarly to ability, when age became a variable all teachers favoured a Command approach with the younger pupils and Reciprocal, Self-Check, Guided Discovery, Convergent Discovery and Divergent Discovery with the older children. Steve also highlighted that it was important with the younger children to talk less and get them active as soon as possible, whilst with GCSE or A level pupils, teachers could afford to explain aspects of the activity further.

When ability was a variable all NQTs specified that with the higher ability pupils, styles such as Reciprocal, Self-Check and Guided Discovery would be used. Simon stated that with more able and talented (MAT) pupils he tends to use a Guided Discovery approach: *I may use a more Guided Discovery approach with them because they are more capable of managing their own learning*. Whereas, Samuel stated he was more likely to use Reciprocal or Self-Check styles with the higher ability groups. Furthermore NQTs had a tendency to adopt a Command approach with the lower ability groups. Bruner (1961) argues that if an individual discovers something for oneself there is a greater possibility of remembering it. However, Ffion believes that the Command style is more beneficial for the lower ability groups as it provides them with more guidance. Jack's reasoning for implementing the Command Style with the lower ability groups was related to time: *You can't afford for them to take six or seven weeks to learn a simple skill because you want them to learn in the production cluster*. To remind readers the productive cluster are teaching styles that allow the learners to go beyond facts and memory to experience the discovery process (Mosston and Ashworth 2002). This approach closely supports Goldberg's (1992) study that compared the effects of the Practice, Reciprocal and Inclusion styles in a hockey skills acquisition session. It concluded that the Practice style produced the most effective results in

terms of motor development with the lower ability groups. Conversely Mosston and Ashworth (2002) explain that Guided Discovery is very useful when presenting a new topic. This suggests that those groups of a lower ability may be more engaged with the activity through a Guided Discovery approach rather than a Command approach which contradicts the findings of this thesis.

The experienced teachers agreed with this approach regarding ability, however, Colin and Keith explained that there was a place to use a Guided Discovery or Divergent Discovery approach with the less able. When Keith was asked; would he be more likely to use a discovery approach with the higher ability groups he replied; *Not necessarily*. He reinforced this point by explaining that whilst pupils of a higher ability welcome a Guided Discovery approach more, it can still be used with the lower ability groups: *You can get very effective lessons, even with lower ability children using a Discovery style*.

Moreover, Colin gave an example in rugby of how he may incorporate less structure into a lesson with those that are less able, defacto adopting a Divergent Discovery approach: *We'll give them a pass anywhere scenario just for them to run around because the skill of running forward and passing sideways is beyond them*. In doing so, the belief is that pupils will achieve success far more easily and build positive attitudes towards PE and the specific sport. Steve agreed with Colin about active time with the lower ability groups. With the lower ability groups he argued teachers need to talk less and get the pupils involved more in the activity. Pupils are more inclined to want to participate in something in which they know they can achieve success.

Furthermore, there was no significant difference when the behaviour of individuals and classes were discussed, with the majority of teachers from both groups highlighting the Command style as the most effective style to use with disruptive pupils. It was argued by a number of teachers that by giving disruptive pupils an element of freedom to discover, they tended to go off task and get distracted. Steve stated that: *You need to use Command with disruptive children to regain control*.

A study conducted by Hardy (1992) reported that the majority of class misbehaviour occurred during class instructions (58.19 per cent) with a further

twenty five per cent misbehaving once they had been sent off on a task. Therefore Hardy's (1992) research suggests that if teachers include disruptive pupils in a learner-centred environment and give them certain responsibilities, they are more likely to respond in a more positive way. Simon and Ffion's response to dealing with disruptive pupils supports the notion that disruptive pupils can benefit from the productive cluster. Simon revealed that he teaches BTEC classes and explained that his pupils tend to get distracted more easily when given too much freedom because of the type of pupils they are. However he contradicted this point by explaining that occasionally they do react well. *Sometimes you give them the responsibility where they have to take certain parts of the lesson and they do react well.* Moreover Ffion conveyed that;

*You've got to try using a more student-led approach with the more disruptive ones because they might surprise you. I think sometimes some of the pupils who are maybe a bit disruptive in class and not on focus they respect you a bit more sometimes when they have a bit more freedom.*

Results also revealed no significant differences between experienced teachers and NQTs when age became a variable. The results of the study highlight that all PE teachers with the exception of Sophie favoured a Command style approach with younger children, however, just as on the basis of ability, teachers were more flexible with their teaching styles with older pupils. Samuel explained that he would use a Command style with year seven to set standards;

*With year seven the Command style is quite important because you're setting standards. You're setting barriers between you and the pupils in terms of you're the teacher they're the pupil. I think the older pupils really thrive on that self and peer assessment, they enjoy it a lot more.*

Philip was the only teacher that did not like dividing the group on the basis of ability as he stated that he didn't like *labelling* the pupils and therefore would mix ability. All other teachers would mix ability and divide on ability depending on the situation. Samuel stated that pupils within his school were put into sets for PE according to their ability and therefore would randomly divide within the group. On the other hand Colin stated that he would always divide the group on ability

otherwise *the higher ability pupils are being held back*. From a motivation perspective Colin says

*The less able ones are intimidated by the more able ones. It sometimes happens in a physical training session, where the less able children are intimidated by the more able who are doing loads of press-ups and they can't do one. So rather than try and do one and to get to two, they'll just pack it in and not to any*

It was generally felt that pupils feel happier working in groups of their own ability. On the other hand there were certain sports such as football and basketball where teachers were likely to alternate mixing ability groups from lesson to lesson.

#### **4.3 Other Variables that Affected the Adoption of Certain Teaching Styles**

In addition to the two themes identified above there were a number of issues that were made apparent by certain teachers. These factors have not been divided into set themes due to the fact that only some teachers identified the following variables as factors that influenced their teaching style. Time was one reason given that encouraged a Command approach to lessons, as teachers felt that with limited time, Command style was the quickest most effective way of developing learning. The ethos of the school that the teachers were currently teaching in was identified as an important variable. Rather than the behaviour of pupils within a school being a variable for Sophie, the philosophy of the school itself and other members of staff within the PE department influenced how she now taught in comparison to her previous school. Moreover knowledge of the pupils was a key factor. It has previously been discussed that different teaching styles would be used depending on the ability, age and behaviour of the pupils but also if teachers are unfamiliar with their pupils it was highlighted the Command or Practice teaching styles ought to be used.

Time was an influential constraint that restricted Jack, Colin, Keith and Janet to utilise the productive cluster within a lesson. Jack highlighted that:

*To teach in a more creative way takes a bit more planning. Even though I would agree that it does lead to better learning it does take a lot more planning and*

*because you know you can teach the kids the same skills often in less time by using your tried and tested styles such as Command and Practice*

Jack identified that using styles from the production cluster is more conducive to learning, however, he believes that within an hour lesson sometimes it is not pragmatic to include this form of teaching, as pupils would be limited to what could be achieved within the given timeframe. Thomson (2009) declares that when the Command style is used the pace of learning is regulated by the teacher. Furthermore, Keith explained that; *if you give the responsibility of learning to the pupil, they could lose concentration, they could mess about, and the children get cold.* Due to the lengthy time it would take for pupils to self-learn he believes children could easily lose concentration, get bored and disengage with the task. Also the climate in Wales restricts learner-initiated teaching styles according to Keith as children would get cold working outdoors for long periods of time.

An interesting finding obtained from the research was Sophie's approach to PE lessons and how it had dramatically changed from school to school. Sophie revealed that the majority of her lessons would be conducted using the productive cluster in her previous school in England. However she felt that this had now changed to a much more Command/Practice style since teaching in a school in Wales. She explained that she could not specify why the two schools had such different approaches to PE but identified a few differences which may have been the cause.

*In England there's not 100% emphasis on performance. So we do a lot of self-learning, they take their own leadership, they almost run their own lessons, they do things like leadership, coaching each other, we did a sport education unit where everyone had a different role, so it wasn't purely based on performance.*

Sophie felt that the outcomes of her school in Wales were purely based on performance. Evaluating performance and providing feedback was not part of the ethos of the PE department of her current school and she found it difficult to apply her experiences of PE to the school as she was a NQT providing maternity cover. She felt that her colleagues wanted all groups to be doing the same activities, which she argued was not possible given pupils learn at different rates and lessons needed to be tailored to meet the learners' needs. Interestingly, she drew

attention to the fact that all members of the PE department in her previous school were younger than thirty, whereas they were all older than thirty in her current school. Keith had previously supported Sophie's observations when he argued that NQTs seem to share a new approach to PE in which lessons are more learner-centred. Moreover it was acknowledged from the interviewing process that all teachers favoured Assessment for Learning (AfL) within their lessons over Assessment of Learning (AoL). As previously highlighted a mastery climate promotes participation in PE (Morgan *et al.*, 2005), which supports the notion of AfL.

Finally, knowledge of pupils was a variable that dictated the teaching style used by NQTs. It was acknowledged by the NQTs, with the exception of Sophie who favoured Guided Discovery, that when they were unfamiliar with pupils the reproductive cluster would be employed. Ffion's reasoning for this was based on the premise that not knowing her pupils' standards or sporting prowess would result in them going off task or performing skills incorrectly. Only when she felt she got to know her pupils would she use styles such as Guided Discovery. This was also made apparent by Steffan who was currently on supply. He outlined that

*I've settled on Command, Practice, Reciprocal, Inclusion but that's with me being supply. I'm sure that when I become a full-time PE teacher I'm sure that will change I like letting the kids learn for themselves mostly with prompts from myself, so probably Guided Discover.*

This reinforces how the younger PE teachers feel about adapting their teaching styles to suit the needs of the pupils in the lesson.

From a health and education perspective there is great emphasis being placed on the importance of PE and the unique skills it teaches. PE teachers are now encouraged to drift away from the Command style of teaching and be more creative and reflective (Green, 2003). This favours the productive cluster. The researcher felt that the NQTs were more inclined to include styles other than the Command and Practice than the experienced teachers, however when confronted with difficult situations (lower ability, discipline issues, unfamiliarity of participants) a teacher-led approach was still favoured.

#### **4.4 Limitations**

An initial limitation with the following study was that the researcher is an undergraduate student. Thus resulting in a lack of experience in the field. Interviewing technique was improving throughout the process enabling more probes and further questioning to take place in the later interviews, which resulted in richer data being obtained.

Another limitation of this thesis was that the data gathered was based purely from an interviewing process. The researcher felt that in a couple of interviews teachers were not sharing a true reflection of their teaching practice, rather they were looking to impress the interviewer.

#### **4.5 Further Research**

The recommendations advised to conduct a follow up study would be to incorporate observations along with interviews to have a clearer insight into what teaching styles are being adopted. Understandably teachers may act out of character if they know their being observed, which was highlighted by Keith in his interview: *There are certain lessons I would never put in front of an inspector*, however, if these observations are conducted over a sufficient period of time, it is more likely a true reflection will be demonstrated.

In addition focus groups could be conducted with pupils of the schools, questioning them what teaching styles do they feel the PE teachers in their school use. Sometimes it is difficult to self-assess, as individuals may believe their incorporating a certain style, when in fact they are using a style that they are unaware of.

## **CHAPTER FIVE**

## **CONCLUSION**

## **5.0 Conclusion**

To conclude all teachers argued that there was no 'best' teaching style, rather a combination of a number of different styles was needed. This incorporates Mosston and Ashworth's revived Spectrum where each style is described as being equally important. Mawer (1995) also supports the non-versus Spectrum claiming that the best teachers have the ability to incorporate different teaching styles within one lesson.

Results from the study concluded that teachers of all ages, experience and backgrounds use the Command approach when health and safety becomes an issue within lessons. It was clear that all teachers agreed that a more learner-centred approach to PE resulted in deeper learning for pupils, however, the more experienced teachers found it more difficult than the NQTs to incorporate these styles into traditional activities in PE as they tend to get *stuck in their ways*. Jaakkola and Watts (2011) disputes a cause for teachers favouring a teacher-centred approach may include a lack of knowledge about the different teaching styles identified by Mosston and Ashworth. This can be related to the current research with only one experienced teacher familiar with the Spectrum due to the fact he went on a skills acquisition course in 1990. Therefore if teachers are educated about the variety of teaching styles that can be utilised may result in a more learner-centred approach.

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## **APPENDICES**

**APPENDIX A**  
**INTERVIEW GUIDE**

**Interview Guide -Teaching Styles**

**Interviewer:- Christopher Morris**

**Interviewee:-**

How long have you been a qualified Physical Education teacher?

Have you always taught in this school?

Q1) Were you aware of Mosston and Ashworth’s Teaching Styles Spectrum prior to the study? (If not are you aware of any other Teaching Styles Spectrums?)

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During your time at University, what forms of teaching styles were recommended to use in a school environment? Why?

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Q2) Can you discuss how you were taught in school as pupils yourselves? What sort of actions and behaviours did teachers demonstrate? Does this have an impact on how you teach yourself? How? Why?

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Q3) What teaching styles do you feel you use within your lessons today? Why?

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Q4 Do you feel there is a 'best' teaching style? (Things to consider ability, age, behaviour of certain class/individual, skill/sport being taught)

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Q5 Has experience within the job altered your style of teaching?

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Have you had to adapt your teaching style to meet the needs of the National Curriculum? Skills Framework? HQPE? AfL? Inclusion?

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Q6 Have you identified any differences in approaches to lessons (concerning teaching styles) between yourself and any newly qualified teachers (NQT) (or vice versa)?

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Q7 Have you ever been afraid to use a specific teaching style because you don't feel you're competent to maximise learning through that specific teaching style? Example- Believe the class are too naughty to try a guided discovery approach.

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Q8 Do you consider what teaching styles you will use when producing a lesson plan? (Do you use the same teaching style for everything?) What determines the styles?

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Q9 Do you take into consideration pupils' learning styles when teaching a class?

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Q10 Would you like to use a greater variety of teaching styles? Why? Or why not?

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