

The use of teaching methods by the teachers who work at high schools and the reasons of their preference (Ankara province sample)

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Abstract

In this study, the aim is to determine teaching methods that physical education teachers at elementary schools in Ankara use and to define why they prefer those methods. The research group contains 88 physical education teachers. 19 of them are female and 69 of them are male. The questionnaire of the study conducted to a sample group of 30 individuals for its reliability and validity. After the analysis conducted, the factor number was observed to be 2 and the total variance of the test was calculated as 21.083. Reliability study was conducted using Cronbach Alfa (α) Internal Consistency Method and "0.88" figure was found. Findings, showed that participants were experienced teachers at the age of "42 and above", also their teaching experience was "21 years and above." It also showed that more than half of them attended "in-service training" about teaching methods, that they often use "demonstration", "practice and "narration" methods and that they rarely use "assignment method". They think students like demonstration method most. They support the idea that the most important reason while deciding on the teaching method is its convenience to the "opportunities of the school", "course duration" and "the properties of physical education lesson". As a result, property and size of the learning group, teacher's tendency to the method, duration, physical opportunities, financial sources and prospective behaviours should be taken into account while choosing the teaching method. Also there is a need of organizing in-service training courses in the field of teaching techniques to the teachers and of a cooperation between universities and Ministry of National Education in order to lead teachers to the use of teaching methods and techniques.

Keywords: Teaching methods, physical education teacher.

Ortaöğretim okullarında görev yapan beden eğitimi öğretmenlerinin öğretim yöntemlerini kullanma durumları ve tercih nedenleri (Ankara ili örneği)

Özet

Bu çalışmada, Ankara ili ortaöğretim kurumlarında görev yapan beden eğitimi öğretmenlerinin kullandığı öğretim yöntemlerini ve tercih nedenlerini belirlemek amaçlanmıştır. Araştırma grubunu 19'u bayan, 69'u erkek toplam 88 beden eğitimi öğretmeni oluşturmaktadır. Geliştirilen anket, geçerlilik ve güvenilirlik çalışması için 30 kişilik bir örneklem grubuna uygulanmıştır. Yapılan analiz neticesinde, faktör sayısı 2 olarak gözlenmiş ve testin toplam varyansı 21,083 olarak hesaplanmıştır. Cronbach Alfa (α) iç tutarlılık yöntemi ile güvenilirlik çalışması yapılmış ve 0.88 değeri bulunmuştur. Bulgular, katılımcıların "42 yaş ve üzeri", meslek kıdemlerinin ise "21 yıl ve üzeri" olarak tecrübeli öğretmenlerden oluştuğunu, öğretim yöntemleri alanında "hizmet içi eğitim kursuna" yarıdan fazlasının katıldığını, ders işlerken "gösteri", "alıştırma" ve "anlatım yöntemlerini" sıklıkla kullandıklarını, "görevlendirme yöntemine" çok az yer verdiklerini, öğrencilerin ise en çok "gösteri yöntemine" ilgi duyduğunu görüşünde olduklarını, öğretim yöntemlerini tercih ederken en önemli neden olarak, "okulun imkanlarına uygun olması", "ders süresine uygun olması", "beden eğitimi dersinin özelliklerine uygun olması", yönünde görüş bildirdiklerini göstermektedir. Sonuç olarak öğretim yöntemlerinin seçiminde; konunun ve öğrenen grubun özelliği ve büyüklüğü, öğretmenin yöntemle yatkınlığı, ayrılan süre, fiziksel olanaklar, mali kaynaklar, öğrenim sonucunda beklenen davranışlarında göz önüne alınarak, kullanılacak yöntemlerin seçilmesinin gerekliliği, öğretim yöntemleri alanında öğretmenlere hizmet içi eğitim kursları düzenlenmesi ve öğretmenlerin, öğretim yöntem ve tekniklerinin kullanımına yönelik yetiştirilmeleri amacıyla üniversite Milli Eğitim Bakanlığı işbirliğine önem verilmesine ihtiyaç olduğu söylenebilir.

Anahtar Kelimeler: Öğretim yöntemleri, beden eğitimi öğretmeni.

INTRODUCTION

Education; is a series of planned effects that are useful for some certain developments in human behaviours according to the aims arranged before (5). Education is a culture that each generation gives to the next ones to protect the stage of development till that day, and if possible to redound the development attribute (8).

Physical education is an important part of general education. It secures students' rights to play games and to move freely in school life. It makes it possible that students enjoy sports activities by giving physical and mental education. Each student has the right to have his/her abilities developed and to have unbalanced developments removed during the lesson (1).

The contribution of physical education to general education is incomparable and very important. Its aim is to contribute to the progress of bringing up a dignified individual in terms of physical, emotional, intellectual and social aspects by using the right educational methods. Also it aims to contribute to the academic achievement of the students.

Method is defined as "the shortest and the most confident way, whose success and accuracy have been proved, followed to reach the aim. "It also means mobility and work holding manner". Method is a teaching component which leads students to educational aims in the fastest and the most confident way. Besides teaching components, different methods and techniques must be used to enable teaching activities to form the requested learning. The teacher must have the ability to use different strategies and teaching methods according to students' learning styles and to the properties of the subjects s/he will teach (6).

Teaching methods which are approved in physical education and sports field are instruction, exercise, exercising in pairs, self-assessment, participation, directed finding and problem solving. The teacher is active in instruction, exercise, exercising in pairs, self-assessment and participation. On the other hand, the student is active in directed finding and problem solving. Among these methods, instruction is a method which centralizes the teacher intensively. The teachers make each decision about the activities himself/herself. The student; on the other hand, follows these decisions and does what is asked him/her to do (7).

Any teaching method is not a magical stick for any lesson. One cannot say: "use this for this lesson and use that for that lesson". The teacher must choose the most appropriate methods for the class with the help of his/her own efforts and sensibilities. Also, he/she will change the method according to the signals from the class. What is important here is that the teacher must have method abundance to provide the best way of teaching (9).

MATERIAL & METHOD

Research scope contains 283 physical educational teachers who work in centre towns in 2004 and 2005. These centre towns were bound to Ankara Provincial Directorate of National Education. The number of teachers in the research scope has been acquired from Statistical Branch of Ankara Provincial Directorate of National Education.

Research sample contains 88 physical education teachers chosen with the help of random method. The questionnaire, developed by the researcher, has been used as a data collection tool during the research. The questionnaire has been applied to a sample group of 30 individuals. After that, it has been analysed as a second validity method. In factor analysis, factor number has been tried to be defined. Factor number has been observed as 2 during the factor analysis and in the situation total variance has been calculated as 21.083 with the help of the test.

Cronbach Alfa (α) Internal Consistency Method has been used for reliability study. Reliability has been found as 88. SPSS 11.0 packet programme has been used for data analysis. Descriptive basic statistical techniques (such as frequency and percentage distribution) has been used; moreover, Chi-square (χ^2) test has been used to find out if there is a relationship between genders of physical education teachers and their taking a part in "in-service trainings" about teaching methods. Relevance level has been defined as 0.05.

RESULTS

The number of Physical Education Teachers who participate in the research according to gender, age, and years of office is as seen in table 1. According to data in table 1, 78.4% of the physical education teachers in sample group is man (N=69), 21.6% of them is woman (N=19), when the age category of sample group is regarded, 22-26 aged 2.3% (N=2), 42 and over aged 44.3% (N=39), according to acquired data it is determined that age

intensity of physical education teachers is 42 and over aged.

The number related to that how many years is the sample group physical education teacher ; it is seen that 'from 1 to 5 years' 12.5%, 'from 6 to 10 years' 28.4%, 'from 11 to 15 years' 14.8%, 'from 16 to 20 years' 14.8%, '21 years and over' service, 29.6%.

According to data in table 3 it has been determined that most of the physical education teachers (81.8%) have chosen "Demonstration Method", those of 63.6% has used "Exercise Method", and those of 52.3% have often used "Verbal Method". Also it has been stated that methods which were least used by participators are "Task Method" (3.4%), "Directed Finding Method" and "Problem Solving Method" with the percentage of 4.5.

According to data in the table it has been determined that half of physical education teachers in the sample group (52.3%) attended "in-service training courses in the field of teaching methods".

As seen in table 4 it has been determined that with reference to the question of which teaching methods students are most interested in, participators answered "Demonstration Method"

(38.6%), and "Question and Answer Method" (2.3%).

Table 1. The demographic acuirements of research group.

Factor	Variant	f	%
Gender	Woman	19	21.6
	Man	69	78.4
	Total	88	100
Age	22-26	2	2.3
	27-31	18	20.5
	32-36	26	29.5
	37-41	3	3.4
	42 and over	39	44.3
	Total	88	100.0
Years of office	1-5	11	12.5
	6-10	25	28.4
	1-15	13	14.8
	16-20	13	14.8
	21 and over	26	29.6
Total	88	100	

Table 2. Conditions of attendance in-service training courses in the field of teaching methods of the research group.

Factor	Variant	f	%
Have you ever attended any in-service training course in the field of teaching methods?	Yes	46	52.3
	No	42	47.7
	Total	88	100

Table 3. Conditions of using teaching methods of physical education teachers.

Factor	Variant	I don't use		I partly use		I use		Total	
		f	%	f	%	f	%	f	%
Which ones do you use from teaching methods in physical education?	Verbal Method	36	40.9	6	6.8	46	52.3	88	100
	Instruction Method	44	50.0	9	10.2	35	39.8	88	100
	Demonstration Method	12	13.6	4	4.5	72	81.8	88	100
	Exercise Method	17	19.3	15	17.0	56	63.6	88	100
	Task Method	71	80.7	14	15.9	3	3.4	88	100
	Pair-work Method	32	36.4	31	35.2	25	28.4	88	100
	Directed Finding Method	74	84.1	10	11.4	4	4.5	88	100
	Problem Solving Method	72	81.8	12	13.6	4	4.5	88	100
	Independent Study Method	60	68.2	17	19.3	17	19.3	88	100
	Ask and Answer Method	70	79.5	13	14.8	5	5.7	88	100

Table 4. Teachers' opinions about teaching methods students are most interested in.

Factor	Variant	f	%
In your opinion which ones are teaching methods are students are most interested?	Verbal Method	10	11.4
	Instruction Method	12	13.6
	Demonstration Method	34	38.6
	Exercise Method	16	18.2
	Task Method	-	-
	Pair-work Method	5	5.7
	Directed Finding Method	3	3.4
	Problem Solving Method	-	-
	Independent Study Method	5	5.7
	Question and Answer Method	2	2.3
Total	88	100	

Table 5. Which is the most significant reason for your preferences of the teaching methods used in teaching your subject?

Factor	Variant	f	%
Which is the most significant reason for your preferences of the teaching methods used in teaching your subject?	They are common methods.	10	11.4
	They are convenient for the duration of the lessons.	23	26.1
	They are convenient for the facilities of the school.	26	29.5
	The cost of the methods is low.	2	2.3
	They are convenient for the number of the students at school.	3	3.4
	They are convenient for the features of physical education lesson.	22	25.0
	They are convenient for the desired behavior changes in the students.	2	2.3
Total		88	100

Table 6. The relationship between the genders of teachers and their participation in In-Service Training Courses in the field of teaching methods.

Gender	Have you ever participated in In-service training course in the field of teaching methods?				Total	
	Yes		No		f	%
	f	%	f	%		
Women	6	31.6	13	68.4	19	100
Men	40	58.0	29	42.0	69	100
Total	46	52.3	42	47.7	88	100

As you see in the table 5, related to the question that is the reason for the preferences of the teaching methods used in teaching subjects, it is clear that the physical education teachers in the sample group declare that 29.5% of the reasons for the preferences is that the methods are convenient for the facilities of the school, 2.3% of them is that the cost of the methods is low and again the same rate is that they are convenient for the desired behavior changes in students.

$\chi^2=3.169$ and $P=.037$ have been calculated in the test done in order to find out whether there is a relationship between the genders of teachers in the research group and their participation in In-Service Training Courses in the field of teaching methods or not. Therefore, as it is $P < \alpha$, there is a logical relationship between the genders of teachers and their participation in In-Service Training Courses in the field of teaching methods.

Looking over table 6, it has been proved that 58.0% of male teachers and 31.6% of female teachers answered "I participated in an in-service training course in the field of teaching methods." 42.0% of male teachers and 68.4% of female teachers "I didn't participate in any in-service training courses in the field of teaching methods."

DISCUSSION

According to the research results, 78.4% of physical education teachers is male (N=69) and 21.6% of them is female (N=19). 44.3% of them (N=39) is usually at the age of 42 and over. 29.6% of them (n=26) have been working for more than 21

years and 28.4% of them (n=25) have been working for 6-10 years (table 1).

According to the research, it has been found that 52.3% of physical education teachers participated in an in-service training course in the field of teaching methods. It is quite expressive that almost half of the teachers (47.7%) didn't participate in any in-service training courses in the field of teaching methods (table 2).

According to the research, when "I use" and "I partly use" answers that teachers use mostly are considered, 86.3% is Demonstration, 80.6% is Exercise, 63.6% is Pair work and 59.1% is Verbal Method (table 3).

According to researchers in 4, 11 and 12, the finding of physical education teachers' level of using different teaching methods and techniques, demonstration method have been detected as "very often". Exercise, Verbal and Pair work method has been detected to be used "often". On the other hand, Media Assisted Teaching method has been detected as the least preferable teaching method. This is parallel with our study. 38.6% of Physical education teachers express that the most preferred method by students is Demonstration method (table 4).

In our study, the teachers' using Demonstration method often with a percent of 81.8 can be said to be an important factor in raising their interest in physical education lesson.

It has been detected that the physical education teachers answered the question, "why do you prefer the method you use", as "It is

appropriate to school's facilities" with a percent of 29.5, as "It is appropriate to lesson duration" with a percent of 26.1 and as "It is appropriate to the properties of physical education lesson with a percentage of 25 (table 5).

When the relationship between the genders of teachers in the research group and their participation in In-Service Training Courses in the field of teaching methods has been checked, the test has been calculated as $\chi^2=3.169$ and $P=.037$. Therefore, as it is $P<\alpha$, there is a logical relationship between the genders of teachers and their participation in In-Service Training Courses in the field of teaching methods (table 6).

Choosing the proper method is directly bound to the effectualness of learning and teaching process. Teachers can be selective about the methods if they know and use many different methods(3). Because of this:

- Teachers should be supplied with the necessary implements to use less preferable teaching methods like Assignment, Problem Solving and Media Assisted Method more.
- In-service training courses in the field of teaching methods should be organized for teachers.
- University and school cooperation should be more important for leading teachers to use teaching methods and techniques.
- While choosing teaching method, subjects' and learner groups' properties, learner groups' size, learner groups' tendency to the method, duration, physical opportunities, and financial sources, prospective behaviors should be taken into account.
- Programs about teaching methods should be more important in Institutions which raise physical education teachers.

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