



MOSSTON'S SPECTRUM OF TEACHING STYLES IN DEVELOPING STUDENTS' UNDERSTANDING IN PHYSICAL EDUCATION

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ABSTRACT

This study focused on the exploration of how Mosston's Spectrum of Teaching Styles are being utilized in teaching Physical Education. Respondents of this study were 300 first year students of the College of Business Economics and International Hospitality Management of Batangas State University during the first semester of school year 2021-2022. In this study, the performance of the students was analyzed. Moreover, the students' assessment on the use of the teaching styles was also determined. The areas analyzed included command, practice, self-check and guided discovery.

Furthermore, the problems which students encountered in terms of the styles utilized by the teacher were also determined in this study. Consequently, with basis on the results, the researcher proposed sample learning activities so as to enhance the teaching of Physical Education. Significantly, it was revealed that students exhibited above average performance in Physical Education. It was also disclosed that the teacher always used the Mosston's Spectrum of Teaching Styles in Physical Education classes in terms of command, practice, self-

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check, and guided discovery. On the other hand, it was found that the students encountered problems in performing tasks within the given timeframe and following given instructions. With the identified results, sample activities were developed.

Keywords: *Teaching Styles, Performance Level, Students Assessment, Physical Education*

INTRODUCTION

Physical Education is "education through the physical". It aims develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for students' lifelong and life-wide learning.

Moreover, physical education is beneficial for both the bodies and minds of students. By being more active, students will also benefit by being able to better avoid injury, they will have more confidence, and they can see improved mental health. It's important to educate students on the benefits of playground and in-school physical activity and instruct them on issues related to the human body and other health-related issues to give them a better understanding of how their body works. Today, through physical education, children and young adults are able to participate in activities such as exercise, team and individual sports,

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gymnastics, dance, and much more. In addition, Physical and Health Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college program. Physical and Health Education is the study, practice, and appreciation of the art and science of human movement. Likewise, Physical and Health Education is course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting.

Meanwhile, in physical education setting, the teacher is considered to be the major and first instrument in education. School relies upon teacher in preparing generations of students and in facing problems that hinder their ability to perform duties represented in student progress and leveraging their level. There is no doubt that Physical and Health Education course carries a primary significance among the entire student body with all their differences, status and experience. Thus, teacher is the corner stone in learning and teaching, and the most important factor in education process. This requires the availability of an effective teacher who seeks to be competent and influential. His desire stems from professional commitment to provide the best education possible to his student in one hand, and to his need in facing regulatory process and situations of management in learning environment, on the other hand.

In addition, [1] Abedalbasit, (2013) points out that revealing the importance magnitude of Physical and Health Education is the school's responsibility. This can be achieved through providing sufficient opportunities to sports practicing, achieving physical fitness, adopt health information and habits, and safe attitudes in order to enable a Physical and

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Health Education program that helps in stabilizing their emotions and assure themselves through several activities. The importance of physical education has never been emphasized more than it is today. It is widely recognized that physical education (PE) and sports is relevant and important in developing an active and healthy lifestyle and the solution to rising obesity rates worldwide. Although in most countries, physical education is part of the school curriculum, lessons are not given, thus leading to a reduced experience of physical activity for children and youth. The practice of a physically active lifestyle in combination with healthy nutrition, however, needs to be started in early childhood.

MATERIALS

MOSSTON'S SPECTRUM OF TEACHING STYLES IN DEVELOPING STUDENTS' UNDERSTANDING IN PHYSICAL EDUCATION

Name:

Date:

Section:

PART I. Performance Level of CABEIHM Students in Physical Education.

Rate your level of performance in Midterm Examination;

96 and Above

86-95

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75-85

74 and Below

Part II. Students' Assessment on the Use of Mosston's Spectrum of Teaching

Styles in Physical Education Classes

Always- 4 Sometimes- 3 Seldom- 2 Never- 1

2.1 Command		Indicators	4	3	2	1
	1	The teacher assigns activities which will aim to achieve accuracy and precision in performance				
	2	The teacher ensures that the students adhere to a predetermined model of the tasks assigned.				
	3	The teacher makes sure that the students would achieve immediate results after every activity				
	4	The teacher ensures that the students are focused on achieving conformity with the tasks' requirements				
	5	The teacher ensures that students can follow directions based on cues given				

2.2 Practice						
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	1	The teacher allows students to practice independently reproducing the skill				
	2	The teacher activates students' memory cognitive operations necessary for the task				
	3	The teacher determines proficiency results from task repetition				
	4	The teacher seeks feedbacks to understand the acquisition of skill proficiency				
	5	The teacher allows development of independent decision making among the students.				
2.3 Self-check						
	1	The teacher allows students to gain independence in performing the task				
	2	The teacher allows students to correct errors in one's task performance				
	3	The teacher tries to decrease students' reliance on instructor or peer for acquisition of skills				
	4	The teacher allows students to gain self-awareness of one's proficiency				
	5	The teacher provides activities which could develop independence and				

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		personal motivation				
2.4						
Guided- Discovery						
	1	The teacher allows students to discover the interconnection of steps within a given task				
	2	The teacher allows students to experience a step-by-step discovery process and develop sequential discovery skills that logically lead to broader concepts				
	3	The teacher provides activities which could engage the learner in the discovery of concepts and principles representing convergent thinking				
	4	The teacher allows students to develop an effective and affective climate conducive to engagement in the act of discovery				
	5	The teacher enables learners to come-up with generalization of the lessons discussed.				

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Part III. Problems that students encounter in terms of the use of Mosston's

Spectrum of Teaching Styles in terms of Learning Physical Education Lessons.

Always- 4 Sometimes- 3 Seldom- 2 Never- 1

Problems			4	3	2	1
1	The students have difficulty following instructions independently.					
2	The students take too much time completing the tasks.					
3	The students encounter difficulty understanding lessons and tasks.					
4	The students have difficulty finishing the tasks on time.					
5	The students tend to give focus more on results not on the process of achieving results.					
6	The students get confused on how the tasks should be accomplished.					
7	The students are not given enough feedback as to their performance of tasks.					

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8	The students have difficulty mastering the skills required in different lessons.				
9	The students feel unmotivated to perform the tasks.				
10	The students find difficulty in assessing and determining their own performance.				

METHODOLOGY

This part presents the research design, subject of the study, data gathering instrument and procedure and data analysis plan.

Research Design

This study utilized descriptive method of research in order to attain the results of the performance of first year students in Physical education with focus on the use of Mosston's Spectrum of Strategies. [2] According to Calderon (2013), this method can be defined as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause and effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical method.

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Subjects of the Study

The respondents of the study are First Year College students of the College of Accountancy Business Economics International Hospitality Management (CABEIHM) of Batangas State University during the first semester of school year 2021-2022. Particularly, a total of 300 students participated in the study from 15 sections. Slovin's formula was used to determine the sample size which will participate in the study. They are students of the subject Physical Education. They were chosen to be the respondents of this study since they are the ones whom the researcher has direct contact with. At the same time, they are the ones whose skills are needed to be improved. In this study, convenience sampling was employed in this study since the researcher chose students who can easily be contacted.

Data Gathering Instrument

Construction of Questionnaire. The study utilized researcher-made questionnaire as the main data gathering instrument to get students' assessment on the use of Mosston's Strategies. Meanwhile, the researcher also used documentary analysis as the students' grades were also determined. The researcher read several articles relevant to various strategies in teaching Physical education. The researcher-made questionnaire was divided into three main parts. The first part consisted the performance of the students based on their midterm grades. On the other hand, the second part includes the students' assessment of the use of Mosston's Strategies. Meanwhile, the third part centered on the issues or problems which students encountered in the use of strategies.

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Validation of Questionnaire. The researcher then submitted the constructed questionnaire to the research adviser for validation. After it was approved by the research evaluator, three experts were requested to do further evaluation and validation of the questionnaire. Their ideas and suggestions were included in the finalization of the questionnaire.

Administration of Questionnaire. The researcher asked the permission of Dr. Bendalyn Landicho, Dean of College of Accountancy Business Economics and International Hospitality Management (CABEIHM), and the department chair Ms. Gregoria J. Doble to allow her to administer questionnaire to the students as respondents on the study. The students were given a day to answer the questionnaire which was facilitated in by the researcher.

Retrieval of Questionnaire. After the students were given ample time to answer the questionnaire, they were then collected personally by the researcher.

Scoring of Responses. After getting the results through questionnaire, the researcher tallied the responses of the respondents.

The researcher made use of the following scale to analyze and interpret the results.

Option	Verbal Interpretation	Scale Range
4	Always	3.50 – 4.49
3	Sometimes	2.50 – 3.49
2	Seldom	1.50 – 2.49
1	Never	1.00 – 1.49

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Data Gathering Procedure

To formally conduct the study, the researcher needed to gather information from the respondents through questionnaire. The researcher sought the permission of the dean and the department chair of the college before the questionnaire was administered.

After the researcher had made all the necessary communications. The researcher then proceeded to the administration of the questionnaire. He gave the students enough time to answer the questionnaire. Afterwards, the researcher collected the questionnaires.

Data Analysis Plan. The following statistical tools were used in analyzing and interpreting the data:

Percentage. This was used to determine the part of the number of the respondents from the whole.

Weighted mean. This was used in this study to determine the typicality of responses on the students' assessment on the use of Mosston's strategies. This was likewise used in quantifying the results on the problems encountered in using the strategies.

RESULTS AND DISCUSSIONS

Based on the analysis of the gathered data, the research arrived with the following results:

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In this study, the researcher analyzed the performance of students in Physical Education in order to gain view of how the use of the Mosston's Spectrum of Teaching Strategies might be considered.

1. Performance Level of First year CABEIHM students in Physical Education based on their Midterm Grade

Table 1 presents the performance level of first year CABEIHM students in Physical Education based on their midterm grades.

Table 1
Performance Level of First Year CABEIHM students in Physical Education in their Midterm Grade

Grades	Level of Performance	Frequency	Percentage
74 and Below	Below Average	3	1.0
75-85	Average	119	39.7
86-95	Above Average	170	56.7
96 and Above	Excellent	8	2.7
Total		300	100

The data revealed that majority of the students exhibited an above average grade as 56.7 percent of them obtained a grade of 86 to 95 percent as their midterm scores in Physical

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Education. This indicates that many students were able to understand the needed competencies in the subject for them to be able to acquire satisfactory scores and grades. This result further denotes that many students do their tasks of extending efforts in order to comprehend the lessons in the subject and perform the required tasks and activities.

Meanwhile, it was also found that 119 students or 39.7 percent of the total number of respondents obtained an average score ranging from 75 to 85. This denotes that these students were able to meet the needed standards for the subject. At the same time, this result indicates that these students were able to somehow understand the lessons as prescribed by the syllabus. On the other hand, this result may also suggest that there are still many students who were not able to fully master the lessons in Physical education in order for them to acquire a truly outstanding performance in the subject.

Furthermore, the data disclosed that there were eight students who obtained an excellent grade of 96 and above which comprised 2.7 percent of the respondents. This indicates that these students were able to fully master the lessons in Physical education. This further implies that these students were able to gain full grasp of the presented lessons. Among the major factors contributing to their high performance is their good study habits and positive view toward the subject.

On the other hand, it was revealed that there were three students or 1.0 percent of the total respondents who obtained below average score ranging from 74 and below. This indicates that these pupils failed to understand the lessons in Physical Education. At the same

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time, these pupils did not really exert the needed efforts so as to obtain passing score in the given examination and tasks. This could be attributed to the students' low interest toward the subject. At the same time, the change in the format of education delivery might have also affected their performance.

[3] According to the Organization for Economic Co-operation and Development (2013), marks and grades are not supposed to be a synonym for assessments. Therefore, according to their research, the grading of information on the achievements and performance of the student to make career-path or instructional decisions is not the perfect way to communicate the abilities of a student.

2. Students' Assessment of the Use of Mosston's Spectrum of Teaching Styles in Physical Education Classes

This study focused on the enhancement of the students' performance in Physical Education. With this aim, among the means which was determined was the use of Mosston's spectrum of styles so as to uplift the teaching of the subject which could later on be turned into the enhancement of students' performance.

Table 2 presents the students' assessment on the use of Mosston's Spectrum of teaching styles in Physical Education in terms of command.

2.1. Command

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Table 2

**Students' Assessment on the Use of Mosston's Spectrum of Teaching Styles in
Physical Education Classes in terms of Command**

Indicators	Weighted Mean	Verbal Interpretation
The teacher assigns activities which will aim to achieve accuracy and precision in performance	3.86	Always
The teacher ensures that the students adhere to a predetermined model of the tasks assigned.	3.84	Always
The teacher makes sure that the students would achieve immediate results after every activity	3.80	Always
The teacher ensures that the students are focused on achieving conformity with the tasks' requirements	3.90	Always
The teacher ensures that students can follow directions based on cues given	3.90	Always
Composite Mean	3.86	Always

The data revealed that the students observed that the strategies under command as part of Mosston's spectrum of teaching style were always implemented as it obtained a

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weighted mean of 3.86. This indicates that the students acknowledged the teacher's use of commands in the performance of students' tasks. This also denotes that the teacher ensures that the students would be able to follow directions provided in performing tasks as prescribed by the subject and the syllabus. This result coincides with the findings of Jeganathan & Ratnavadivel (2018) which highlighted that teachers' lessons predominantly used command style.

Particularly, it was found that the students agreed that the teacher always ensures that the students are focused on achieving conformity with the tasks' requirements as it obtained the highest weighted mean of 3.90. Likewise, the students agreed that the teacher always ensures that students can follow directions based on cues given as it also obtained a weighted mean of 3.90. This result indicates that the teacher provides clear instruction to the students for them to be able to perform the assigned tasks properly. At the same time, this result indicates that the teacher ensures that the students would be able to guide the students so as they would be able to follow instructions as required by the subject and the syllabus so as the students would be able to acquire the needed competencies. This result is parallel with the contentions of [5] Gumbo et al. which disclosed that teaching styles utilized by teachers should give focus on students' capacity to follow rules.

Furthermore, it was also disclosed that the teacher always assigns activities which will aim to achieve accuracy and precision in performance as it obtained a weighted mean of 3.86. This reveals that the teacher utilizes activities aiming to develop students' skills in performing tasks which require exactness. This could be attributed to the fact that in physical education

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there are numerous activities and sports wherein one's acuity in the performance of elaborate details would be required. This result is in connection with the findings of Schneider which disclosed that with the teaching of Physical Education, students would be able to develop their cognitive skills relevant to their performance of varied tasks.

Furthermore, these findings conformed to the contentions of [6] Chatoupis (2018) that the reproduction teaching styles were used more often than the production teaching style while the use of the command, practice, and inclusion styles dominated in the classrooms.

[7] Bonsol et.al (2017) on their study of the perception of high school students on their TLE teacher's teaching style showed that the teacher's teaching style was greatly observed in terms of formal authority, demonstrator, facilitator and delegator. It also revealed that there is significant difference between the age and grade level of the students and their TLE teachers teaching styles. This is study is relevant to the results showed since command coming from the teacher is also a form of formal authority.

The result of the study is also similar on the study of [8] Alamag, et. Al (2014) on the teaching styles of Grade VII teacher in selected national high schools towards TLE subject were most of the respondents believed that they can learn more in formal authority and student centered styles of teaching.

2.2. Practice

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Table 3

Students' Assessment on the Use of Mosston's Spectrum of Teaching Styles in Physical Education Classes in terms of Practice

Indicators	Weighted Mean	Verbal Interpretation
The teacher allows students to practice independently reproducing the skill	3.82	Always
The teacher activates students' memory cognitive operations necessary for the task	3.83	Always
The teacher determines proficiency results from task repetition	3.75	Always
The teacher seeks feedbacks to understand the acquisition of skill proficiency	3.79	Always
The teacher allows development of independent decision making among the students.	3.78	Always
Composite Mean	3.79	Always

In this study, the researcher explored on use of Mosston's spectrum of teaching style as to practice. This is presented in table 3. In terms of the use of Mosston's spectrum of teaching styles under practice, it was revealed that the teacher always makes use of activities in line with practice as evidenced by the weighted mean of 3.79. This further indicates that the teacher would allow the students to practice the various tasks indicated in the lessons so

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as they would be able to master them. This also indicates that in order for the students to fully understand the various concepts as presented in the lessons, the teacher allows the students to have consistent repetition of the various tasks and activities so as they would be able to fully understand them. This result coincides with the findings of [9] Schneider which revealed that it is necessary for teachers to provide the learners of Physical Education with activities which improve their psychomotor skill.

Specifically, the teacher always activates students' memory cognitive operations necessary for the task as evidenced by the weighted mean of 3.83. This indicates that the teacher would usually allow the students to think critically in order to perform the tasks well. At the same time, this result reveals that the teacher would usually relate the lessons in physical education particularly the tasks to lessons requiring reasoning which eventually would lead to better understanding of the lessons' concepts. This result supports the contentions of [9] Schneider that teaching Physical Education should give focus on the cognitive development of students as well.

Meanwhile, the teacher always allows students to practice independently reproducing the skill as evidenced by the weighted mean of 3.82. This indicates that the teacher would provide activities in Physical Education wherein the students would be able to utilize their own understanding of the concepts and directions. Furthermore, it could be deduced that the teacher believes that through independent work, the students would be able to fully understand the lessons and apply them in the tasks and activities assigned. As postulated by

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[6] Chatoupis, the use of independent reproduction of activities has been usually used by teachers.

In addition, it was found that the teacher always seeks feedbacks to understand the acquisition of skill proficiency as posed by the weighted mean of 3.79. This reveals that the teacher considers the feedbacks of the students as to how they performed and found the tasks and concepts being learned in P.E. Moreover, this also means that the teacher finds the students valuable in order to determine the appropriate assistance which they need so as to fully understand the lessons. This result is parallel with the findings of [4] Jeganathan and Ratnavadivel which revealed that feedback are necessary in order to enhance the learning experience of learners.

More so, this result is parallel with the postulations of [5] Gumbo that teaching strategies employed by some teachers may increase student responsibility for learning and feedback while others enable learners to progress through a sequence of learning activities without immediate presence of the teacher.

Further, it is also in line with the study of [10] Andino, et.al (2017) on the preferred teaching style in Grade 11 students in Balayan Senior High School. The result showed that the Delegator or Group style and the Demonstrator or Coach Style were the top two teaching styles they believed would be of great help in understanding the food and beverages subject. The respondents also agreed that the group style will enhance their ability to deal in organizing

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work or an activity. The Delegator or group style, as well as the teaching style in terms of practice allows to students to experience doing the task by themselves.

2.3 Self-Check

Another area which was analyzed in this study was the students' assessment on the use of Mosston's Spectrum of Teaching Styles in Physical Education classes in terms of self-check which is presented on Table 4.

Table 4

Students' Assessment on the Use of Mosston's Spectrum of Teaching Styles in Physical Education Classes in terms of Self-Check

Indicators	Weighted Mean	Verbal Interpretation
The teacher allows students to gain independence in performing the task	3.89	Always
The teacher allows students to correct errors in one's task performance	3.75	Always
The teacher tries to decrease students' reliance on instructor or peer for acquisition of skills	3.53	Always
The teacher allows students to gain self-awareness of one's proficiency	3.87	Always

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The teacher provides activities which could develop independence and personal motivation	3.87	Always
Composite Mean	3.78	Always

Based on the results, it was found that the students assessed that the teacher would always utilize the styles as indicated under self-check dimension as it obtained a composite mean of 3.78. This indicates that many students believed that the teacher allows them to do independent activities so as they would be able to determine their strengths and weaknesses relevant to their performance of tasks in the subject. This also signifies that the instructor permits the students to assess their own performance so as they would be able to identify areas which they need to enhance in order to improve their performance in the subject.

In addition, it was revealed that the teacher always allows students to gain independence in performing the task as evidenced by the weighted mean of 3.89. Based on this result, it could be deduced that the instructor believes that providing independence among the learners would assist them so as to concretize their understanding of the lessons discussed. At the same time, it could be implied that the teacher believes that independent learning would allow the students to appreciate the lesson more.

Furthermore, it was also found that the teacher always allows students to gain self-awareness of one's proficiency. Likewise, the teacher always provides activities which could develop independence and personal motivation as these gained a weighted mean of 3.87. This result is an indication that the teacher has a belief that it is necessary for the learners to

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gain awareness of their strengths and weaknesses for them to perform effectively the assigned tasks. At the same time, results also reveals that the teacher gives importance to motivation of the learners which greatly affects their understanding of the lessons which could later impact their performance as well.

These results support the contentions made of [5] Gumbo that some teaching strategies allow learners to progress at their own pace while others develop in pupils, the capacity to solve situations previously not encountered through combining old rules and principles into new higher order ones.

Further, the findings also support the results of the study of [8] Almag, et. Al (2014) on the teaching styles of Grade VIII teacher in selected national high schools towards TLE subject, where most of the respondents believed that they can learn more in formal authority and student centered styles of teaching.

2.4. Guided - Discovery

In this study, the students' assessment as to the Use of Mosston's Spectrum of Teaching Styles in Physical Education Classes in terms of guided-discovery was also determined in this study as presented in Table 5.

Table 5

Students' Assessment on the Use of Mosston's Spectrum of Teaching Styles in Physical Education Classes in terms of Guided-Discovery

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Indicators	Weighted Mean	Verbal Interpretation
The teacher allows students to discover the interconnection of steps within a given task	3.85	Always
The teacher allows students to experience a step-by-step discovery process and develop sequential discovery skills that logically lead to broader concepts	3.85	Always
The teacher provides activities which could engage the learner in the discovery of concepts and principles representing convergent thinking	3.88	Always
The teacher allows students to develop an effective and affective climate conducive to engagement in the act of discovery	3.83	Always
The teacher enables learners to come-up with generalization of the lessons discussed.	3.84	Always
Composite Mean	3.85	Always

Based on the gathered data, it was found that the students assessed that the teacher would always employ the activities under guided discovery as evidenced by the composite mean of 3.85. This implies that the teacher would still believe that it is necessary for the

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teacher to provide the learners with assistance as they try to explore the lessons. At the same time, this result indicates that the teacher utilizes activities which would allow the learners to concretize understanding of concepts through discovery tasks but at the same time assisting them in the course of discovery. This result coincides with the findings of [4] Jeganathan and Ratnavadivel which revealed that guided discovery style was among the most used teaching style among the teachers.

In addition, it was revealed that the teacher always provides activities which could engage the learner in the discovery of concepts and principles representing convergent thinking as this obtained a weighted mean of 3.88. This indicates that the teacher utilizes varied tasks so as to develop the students understanding of concepts. With the kind of learners now, it is important they are actively engaged in learning process. Furthermore, this result is parallel with the contentions of [11]Trost that the teaching styles of teachers should give attention to the intellectual development of learners.

Meanwhile, the teacher always allows students to discover the interconnection of steps within a given task and allows students to experience a step-by-step discovery process and develop sequential discovery skills that logically lead to broader concepts which obtained a weighted mean of 3.85. This signifies that the teacher would provide activities which show connection among the tasks. In this sense, the teacher would be able to highlight the relevance of each step and task. At the same time, with step-by-step process of performing varied tasks, the students could follow easily the tasks thus having ease in performing them.

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This result is in consonance with the discussions of [4] Jeganathan and Ratnavadivel which revealed that student teachers' lesson predominantly used practice style, followed by command style especially in teaching fitness topics in their practical teaching session. More so, he stated that practice style was the most perceived teaching style is followed by divergent production style and guided discovery style among student teachers.

Lastly, the results are of similarity in terms of guided discovery on the study of [12] Cipriano, et.al (2018) on the traditional and modern teaching styles of TLE teachers where it is revealed that the use of technology has a positive effect on student's academic performance. Hence, in this study, the use of technology in implementing guided discovery can also be effective in improving student performance.

3. Problems that Students Encounter in terms of the Use of Mosston's Spectrum of Teaching Styles in terms of Learning Physical Education Lessons

Another area which was analyzed in this study was the problems encountered by the learners toward learning Physical Education lessons with the use of Mosston's Spectrum of Teaching Styles. This is presented in Table 6.

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Table 6

Problems encountered on the Use of Mosston's Spectrum of Teaching Styles in terms of Learning Physical Education Lessons

Problems	Weighted Mean	Verbal Interpretation	Rank
The students have difficulty following instructions independently	2.53	Sometimes	4
The students take too much time completing the tasks.	2.72	Sometimes	1
The students encounter difficulty understanding lessons and tasks.	2.34	Seldom	7
The students have difficulty finishing the tasks on time.	2.30	Seldom	8
The students tend to give focus more on results not on the process of achieving results.	2.54	Sometimes	3
The students get confused on how the tasks should be accomplished.	2.65	Sometimes	2
The students are not given enough feedback as to their performance of	2.03	Seldom	10

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tasks.			
The students have difficulty mastering the skills required in different lessons.	2.43	Seldom	5
The students feel unmotivated to perform the tasks.	2.06	Seldom	9
The students find difficulty in assessing and determining their own performance.	2.38	Seldom	6

Based on the gathered data, it was found that the students sometimes take too much time completing the tasks as it gained a weighted mean of 2.72 and ranked first among the problems which they encounter. This reveals that many students are usually challenged by the idea of completing the tasks on time. Perhaps the bulk of tasks in different subjects affect their completion of given tasks in Physical Education. At the same time, other factors like the complexity of tasks might be affecting their accomplishment of the activities on time. This result supports the findings of [13] Chen (2014) which disclosed that among the issues which hamper the success of a Physical Education curriculum is the time element wherein learners encountered problems in accomplishing tasks at certain periods of time.

In addition, the students also sometimes get confused on how the tasks should be accomplished as it obtained a weighted mean of 2.65 and ranked second among the identified

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problems. This indicates that the students find difficulty in accomplishing the tasks since there are usually confusing instructions. At the same time, the fact that the students needed to perform the tasks independently affected their accomplishment of required activities. Moreover, the limited chance to be able to communicate with their instructor since most classes are being done online also contributed to this issue. In fact, this result is in connection with the assertions of [14] Groves and Welsh (2014) that students' attitudes toward the study of Physical education could also be affected by the clarity of delivery of instructions affecting the students' understanding of various topics and lessons.

Another issue which surfaced is that the students sometimes tend to give focus more on results not on the process of achieving results as evidenced by the weighted mean of 2.54 and ranked third among the identified problems. This could be due to the fact that with the bulk of activities which the students needed to finish, they become more concerned on finishing them rather than understanding the concepts embedded in the lessons. Likewise, with issues on time element alongside the completion of tasks also affected the quality of comprehension which they exerted as they perform varied activities. Significantly, this result coincides with the assertions of [14] Groves and Welsh (2014) which disclosed that there was a necessity for learners to understand processes as they learn the lessons rather than give focus on results alone.

Further, it was revealed that sometimes the students have difficulty following instructions independently as posed by the weighted mean of 2.53. This indicates that many students encountered difficulty in performing tasks and activities since they are unsure of the

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given directions for each. The fact that they needed to perform tasks independently perhaps is a challenge for them. At the same time the limited guidance which could be provided by the teacher might also be a contributing factor as well. In addition, this result is in connection with the assertions made by [5] Gumbo that students' capacity in terms of independent learning would sometimes be a an issue and there was the need to highlight this skill in the teaching styles of teachers.

4. Sample Learning Activities Using Mosston's Spectrum of Teaching Styles Prepared to Enhance Teaching of Physical Education

In order to enhance the teaching of Physical Education, there is really a need for teachers to make use of different strategies, approaches and methodologies in teaching. Likewise, it must be realized that the teaching of this subject is immensely necessary for the holistic development of all learners. In the same manner, teachers must be equipped with needed competencies so as to deliver quality instruction among the learners. A teacher must be adept with different styles which he or she can utilize so as to ensure that learning transpires within a physical education class. Thus, it is significant that a teacher consistently improves learning delivery by continuously embracing different styles.

With the aim to assist teachers in discovering styles which can be utilized inside a Physical education class, the researcher offered sample activities based on Mosston's Spectrum of Teaching Styles with the results of the study as reference. These activities aim to enhance the delivery of various lessons in Physical Education and in a long run improve the learning of the students as well. It is deemed that with the suggested activities, teachers

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 would be able to enhance learning experience of the students. On the other hand, teachers are still given the freedom to incorporate more activities along with the dimensions of teaching styles as proposed by Mosston should they deem it necessary.

Table 7

Proposed Learning Activities Using Mosston’s Spectrum of Teaching Styles

Ch.	Topics / Reading List	Objectives	Suggested Activities Utilizing Mosston’s Spectrum of Teaching Style
1	<p>Review on the Foundation of Physical Education</p> <p><i>Subtopic: Introduction to Physical Education; Legal Bases of Physical Education; Objectives of Physical Education; Purpose of Physical Education Reading List: 2, 5, 6, 7</i></p>	<p>Discuss the definition and legal bases, objectives and purpose of physical education</p>	<p>Discover foundations of physical education through a comprehensive research study.</p> <p>Conduct a presentation on the foundations of physical education</p>

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			<p>based on a given outline.</p> <p>Provide and receive feedbacks based on presentations.</p>
2.	<p>Review on the Foundation of Physical Education</p> <p><i>Subtopics: Physical Fitness (Concept of Fitness; Components of Physical Fitness; Benefits of Physical Fitness; Physical Fitness Test)</i></p> <p><i>Reading List: 2, 3, 4, 5</i></p>	<p>Discuss the concept, components, categories and benefits of physical fitness. Demonstrate physical fitness test Safely.</p>	<p>Independently present different evidences showing fitness. Perform different physical fitness task based on given guidelines.</p> <p>Provide close assistance and guidance to students as they demonstrate different physical fitness tests.</p>

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3.	Gymnastics	<p>Recognize the underlying concepts of gymnastics.</p> <p>Familiarize with the Locomotor and Non- Locomotor skills.</p> <p>Demonstrate with confidence the advance gymnastics skills.</p>	<p>Reproduce basic routines based on given guidelines.</p> <p>Monitor his or her own performance based on a given criteria.</p> <p>Provide feedback on peers' performance of various simple routines.</p> <p>Compare and contrast performances of the class.</p> <p>Follow a set of instructions in performing different activities in rhythmic gymnastics.</p>
	<p><i>Subtopics: Introduction to Gymnastics; Basic Position in Gymnastics; Rhythmic Gymnastics</i></p> <p><i>Reading List: 2, 5, 6,</i></p>		

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<p>4.</p>	<p>Aerobics and other Related Activities</p> <p>Subtopics: Introduction to Aerobics; Zumba</p> <p>Reading List: 2, 5, 6, 7</p>	<p>Recognize the concepts of Aerobics and Zumba.</p> <p>Create and perform Zumba routine</p>	<p>Perform various aerobics activities based on a set of guidelines</p> <p>Analyze and criticize one's performance of different aerobic activities.</p> <p>Correct one's errors in terms of performing different tasks.</p>
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Conclusions and Recommendations

Conclusions

Based on the findings of the study, the following conclusions and recommendations were drawn:

1. Majority of first year CABEIHM students exhibited above average performance in

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Physical Education based in their Midterm Grade. This shows that many students were able to comprehend the needed competencies in the subject for them to be able to acquire satisfactory scores and grades. This means that many students do their tasks of extending efforts to comprehend the lessons in the subject and perform the required tasks and activities.

2. The Mosston's Spectrum of Teaching Styles in Physical Education classes in terms of command, practice, self-check; and guided-discovery was assessed as always used. This means that the students agreed that the teacher provides them with guidance and clear instructions in order for them to achieve the tasks' requirements. Further, the students also assessed that the teaching style allows them to practice task repetition which results to skills proficiency. Moreover, the respondents also evaluated that the teacher allows them to do independent activities and assess their own performance. Lastly, the students assessed that the teacher always provides activities which could engage the learner in the discovery of concepts and principles.

3. The main problems which students encountered were performing tasks within the given time-frame and following given instructions in terms of the use of Mosston's Spectrum of Teaching Styles in terms of learning Physical Education lessons. This reveals that many students are usually challenged by the idea of completing the tasks on time. Perhaps the bulk of tasks in different subjects affect their completion of given tasks in Physical Education. In addition, the students find difficulty in accomplishing the tasks since there are usually confusing instructions. At the same time, the fact that the students needed to perform the tasks independently affected their accomplishment of required activities.

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Recommendations

Based on the conclusions of the study, the following are recommended:

1. In order to validate the teachers' effectiveness and later on enhance the quality of teaching-learning process of Physical Education that would result to improved performance of students, the proposed teaching styles utilizing Mosston's Spectrum of Teaching Styles may be analyzed and used.
2. Teachers may continue to implement the assessed Mosston's Spectrum dimensions to achieve good results of students. On the other hand, other dimensions of the spectrum may also be assessed and analyzed to determine their effectiveness as well.
3. The teachers may enhance the implementation of command and self-check dimensions to address the problem of students in accomplishing their tasks on time and in understanding instructions.
4. For future researchers, other teaching styles may also be explored to determine their impact on students' learning.

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