



Effect of Inclusion and Mastery Teaching Styles on Learning Long Jump Activity for the Physical Education Students

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ABSTRACT

This study investigated the effect of inclusion and mastery teaching styles on learning long jump activity for the physical education students. Forty physical education students, from University of Babylon in the Iraq were divided in 2 groups (control and experiment) each group involved 20 students were participated in the study, control group used an approach which included mastery style and experiment group used an approach which included inclusion style. Experimental research design was used to conduct present study. Two different teaching styles were included in current study such as inclusion and mastery teaching styles. Researchers filmed long jump performance activity and was evaluated by 3 experts. Results exposed that both groups were developed on level of students in long jump activity. In addition, significant differences were revealed on effect of inclusion and mastery teaching styles on developing level of performance of long jump activity but in favor of inclusion style.

Keywords: Inclusion style, Mastery styles, Long jump activity, Physical education students.

1. Introduction

General teaching styles and physical education teaching styles are important on the scientific developing, in the recent years has appeared different advanced styles in physical education fields which led to achieve advanced results in teaching and develop of skills and activities. These styles were used to transition some of specific teaching decisions from teacher-centered approach to student-centered approach and then student will be center of teaching action, a new styles have discovered to be one of them is mastery learning style which means improve of learners into mastery degree, stability, and automatic in learning and performance before transference to learning other skill that is more difficult (Yaroub, 2002).

Inclusion style is method which takes into consideration students levels to perform motor skills in which teachers determine duties of each exercise during skills learning, so this style rely on student's ability to perform skills according to physical and skill abilities. In addition, main decision in this style returns to the student himself where he can start the suitable level. Esmael (1992) showed that teacher provides different tasks for the student to be selected the suitable with his abilities to achieve the requirements of the last motor task. These styles are conducts of presenting and organizing the learning experiences to students. The methods range from a direct, teacher-centered approach to an indirect, more student-centered approach.

In the past direct, teacher-centered styles have been used predominately, however recently the trend appears to be stable towards a more indirect, student-centered approach. Usually the student-centered teaching style is more time consuming and needs more preparation by the teacher, however the benefits to be gained from these styles are certainly worth the further time spent improving the lesson. The styles are not easy for a teacher to hold without putting an effort into it. So as to a teacher to become relaxed and effective with using these styles it will take significant practice on the part of the teacher complicated (Amer., 2010).

In student-centered approach style is teacher responsible for planning and student selects his work as he likes, moreover will be given motivation to the learners to achieve their jobs with more stimulus which results in facilitate of teaching process. These methods have a basic effective role on development performance of different sports activities such as track and field which is included long jump activity. According to Mahmoud (2011) the main goal of physical education teacher mastering for the number of styles and methods is first to improve teacher's abilities and increasing opportunities for positive dealings and inadvertent contact with students. Little is investigated the importance and the effect of inclusion and mastery teaching styles on learning long jump activity for the physical education students.

2. Methodology

Experimental research design was used to conduct study problem and table (1) shows the design.

Table (1)
Shows design of research groups

Groups	Pre-test	Depended variable	Post-test
Control	Long jump performance level	Mastery teaching style	Long jump performance level
Experiment	Long jump performance level	Inclusion teaching style	Long jump performance level

2.1 Participates

Forty physical education students, from University of Babylon in the Iraq were divided in 2 groups (control and experiment) each group involved 20 students were participated in the study, control group used an approach which included mastery style and experiment group used an approach which included inclusion style. Two different teaching styles were included in current study such as inclusion and mastery teaching styles. Researchers filmed long jump performance activity and was evaluated by 3 experts. Study was conducted on November 1, 2012 to January 30, 2013. Researchers were achieved homogenous and equal between two groups in long jump performance level as shown in table (2).

Table (2)
Shows homogenous and equal of subject

Statistical Variable	Control		Experiment		F value		T value		Significant
	Mean	SD	Mean	SD	Calculate	Tabulate	Calculate	Tabulate	
Long jump performance level	4,48	0.78	4.88	0.71	1.33	1.83	1.66	2.05	No

F value at freedom degree (19, 19) and P value (0.05).

T value at freedom degree (38) and P value (0.05).

2.2 Selected skills

Researchers selected long jump skill as a variable by depending on approach of a track and field lesson.

2.3 Long jump performance level test

Researchers are designed an evaluation form of long jump skill in order to evaluate the level of students performance by specialist experts in track and field. The researchers took into account the phases of the performance of the three parts (preparatory, primary, final), evaluation degree has been divided as follows.

- Degree of speed phase and final three steps \ 4 degrees
- Degree of take-off \ 3 degrees
- Degree of hang \ 3 degrees
- Average of evaluate degrees \ 10 degree for each attempt
- Three attempts are given for each student and then account the best attempt
- Long jump skill performance of each student is filmed and print on CD to send to experts so as to be given the degree of performance. Figure (1) shows long jump skill performance.



Figure (1) shows long jump skill performance

2.4 Teaching styles

2.4.1 Mastery teaching style

The goal of mastery learning approaches is to have all students learn instructional material at roughly equivalent, high levels. Instructors who use mastery learning break down course material into manageable units and create formative tests for students to take on each of the units. Mastery teaching style means help the learners to reach mastery degree in learning of performance stages before transfer to difficult advanced teaching stages, this method takes into account individual differences among members of one group and one team. Teaching units are sometimes enough in teaching some of individuals but not enough for others. In this case, others need more repetitions and concern in order to reach to mastery degree.

2.4.2 Inclusion teaching style

The Inclusion Style allows for more practice time by all learners because it accommodates individual differences to the greatest extent. Therefore, the teaching-learning climate of inclusion style provides active participation and success in the tasks, and continuous development in the physical and emotional domains (Mosston & Ashworth, 2002).

2.5 Pre-test

Researchers were conducted pre-test on November 18, 2012 for both groups in long jump performance skill after have been giving two learning units. Camera was adjusted suitably in order to insurance clear film.

2.6 Teaching program

Teaching approach was continued a period of 6 weeks, 2 learning units per week, and total average 12 learning units started on November 19, 2012 to December 28, 2012. Teaching approach included long jump performance skill as its stages (speed stage, take-off, hang, and landing), experiment group used inclusion style and control group used mastery style. Both groups achieved the same exercises and used walking method in air through hang, finally the time of learning unit was 90 minutes.

2.7 First Post-test

Researchers were conducted first post-test under same pre-test conditions on December 29, 2012 for both groups in long jump performance skill.

2.8 Second post-test

To confirm the stability of the performance of the subject and give an opportunity for learners to develop their performance and a statement of preference in both methods, researchers conducted this test two weeks after the first of the post-test on Thursday, January 3, 2013.

2.9 Statistical analysis

SPSS was conducted in present study which included mean, SD, dependent T test, independent T test, and F test for homogenous (Mohamad and Marwan, 2001).

3. Results and Discussion

Table (3)

Shows mean, SD, and T-test for both groups (prior to and post teaching) in long jump performance skill

Statistical Groups	Pre-test		Post-test		T value		Significant
	Mean	SD	Mean	SD	Calculate	Tabulate	
Control	4,48	0.78	5.88	0.69	4.4	2.14	S
Experiment	4.88	0.71	6.4	0.60	7.2		S

T value at freedom degree (19) and P value (0.05).

Table 2 showed significant differences for both groups control and experiment between pre and post-tests. To clear the effect of teaching approach through using mastery and inclusion styles, researchers used dependent T-test where result of calculate T value was (4.4 and 7.2) respectively which is larger than tabulate T-test of (2.14) at the freedom degree (19) and p value (0.05), this means a significant effect of teaching program through using inclusion and mastery styles in learning long jump performance skill for physical education students. The researchers attribute the reason for the appearance of such results to the programming and the continuity of the teaching process according to scientific bases and students continuously to keep up with all the course of the experiment and interact which led to the final outcome of progress is evident in the level of their performance to the effectiveness of the long jump.

Table (4)
Shows differences among two groups in first post-tests

Statistical Variable	Control		Experiment		T value		Significant
	Mean	SD	Mean	SD	Calculate	Tabulate	
Long jump performance level	6	0.65	6.8	0.55	1.26	1.90	No

No significant differences were showed in table (4) for long jump performance skill for both groups in post-tests because of using the same teaching steps for both groups as well as equal of members of both groups which indicate the use of mastery learning lead to reach the learner performance level to the same level in which the learner reaches to it through the method of inclusion.

Table (5)
Shows differences among two groups in second post-tests

Statistical Variable	Control		Experiment		T value		Significant
	Mean	SD	Mean	SD	Calculate	Tabulate	
Long jump performance level	5.56	0.48	7.64	0.78	3.38	1.90	S

Experiment group which used inclusion style was showed more development than control group which used mastery style in long jump performance level. The superiority of the experimental group results in get the positives that can be derived from the use of the inclusion learning style, dynamic practice through using inclusion style led to saving number of positive actions which increased effective of learning. Distinguishing characteristics of inclusion style that teacher is planned and learner select his work as he likes, this will give high motivation for the learners to achieve their tasks strongly (Wajih, 2000).

4. Conclusion

Results exposed that both groups were developed on level of students in long jump activity. In addition, significant differences were revealed on effect of inclusion and mastery teaching styles on developing level of performance of long jump activity but in favor of inclusion style.

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