



## COMPARATIVE ANALYSIS OF TRADITIONAL AND PROFESSIONAL TEACHING STYLES IN PHYSICAL EDUCATION AND SPORTS SCIENCES.

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### ABSTRACT

**Introduction:** Traditional teaching style is entirely classroom based, in which teacher gives direct instructions to the students and they learn through memorization skills. Whereas Professional teaching style is more activity based and students learn through human-environment interaction. **Aim:** To compare the effectiveness of Traditional and Professional teaching styles on intended learning outcomes in physical education and sports science curriculum. **Design:** Pre-post Quasi Experimental study. **Methods:** Total 132 senior secondary school students and 24 physical education teachers from various schools of Rohtak were recruited through convenience sampling. A set of questionnaires was administered during pre and post teaching sessions of both traditional and professional teaching styles amongst these students. Simultaneously, questionnaire related to national education goals, intended learning outcomes and its applications etc. are administered to teachers with traditional teaching styles. **Results:** Performance test scores has significantly improved in both the Traditional and Professional teaching styles post teaching compared to pre test scores ( $p < 0.05$ ). But the post test scores of Professional teaching style is statistically higher than the post test scores of Traditional teaching style ( $p < 0.05$ ). Further teachers teaching in the schools are not much aware of professional teaching. **Conclusion:** Although both Traditional and Professional teaching styles are effective learning styles but Professional teaching style is found to be more effective over the other.

**KEYWORDS :** Traditional, Professional, Modern, Teaching style, Sports Science, Physical education.

### INTRODUCTION

Until very recently in the 21<sup>st</sup> century, giving instructions in class is the traditional method. The traditional style of teaching used books, ink, chalks, papers, cards and pencils for teaching in the class. The primary method was to deliver the lecture or instructions in the class and in group discussions. This interaction between the students and the teachers was really of a great advantage in traditional teaching methods. The students learn more effectively when they are under the supervision of the instructor, between class fellows, in group discussions and by various other activities. Even though this method of educating was and is effective and successful, researchers are trying to find better ways to enhance this process further.

Nowadays, primarily in the private schools and organizations, there are a lot of possibilities of what a teacher can do in the class in terms of the teaching style and methods. A new teacher of the modern age like myself is trying to implement new ways, activities and ideas in the classroom every single day. The major difference between the traditional teaching style and the modern style is of the textbooks and hands on material. In the modern methods, the presentation of the content starts with a brief introduction and then slowly moves on to the complete. The old or traditional methods focus on the basics of the topic/skill but the new or modern ways focus on the ideas. In the old style of teaching the evaluation is a separate task and it happens with testing whereas in the newer style of teaching the evaluation is seen as an activity clubbed together with the teaching and learning and happens via observations and portfolios

Numerous studies have been conducted in different parts of the world to assess the level of education and style/method of teaching. The main purpose of this study was to find out which teaching styles are more effective on students intended learning outcomes in physical education and sports science

curriculum of schools.

### MATERIAL AND METHODS

This was a cross-sectional comparative experimental study conducted in Department of Physical Education, Maharshi Dayanand University, Rohtak, Haryana during the year 2018-2020. A total of 132 senior secondary students and 24 physical education teachers from various schools of Rohtak, Haryana were recruited through convenience sampling techniques. Written informed consent was taken from all the participants.

A set of 20 questions were prepared and the final version of the set questions was then divided into two equal parts that includes ten questions in each set. The question set was then administered in both pre and post teaching sessions of both professional and traditional teaching styles; among the school's students. Simultaneously, the investigator's made questions related to understanding of national educational goals, intended learning outcomes and its applications etc. was administered to the physical education teachers indulge in class room teaching.

### Statistical Analysis

SPSS version 21.0 was used to analyze the data. Initially, mean, standard deviation and degree of freedom were calculated in order to witness the difference in the student learning outcomes of professional and traditional teaching styles. To test the difference between the pre and post test scores of both teaching styles, paired sample t-test was administered. Whereas to test the pre test scores of professional and traditional teaching styles as well as post test scores of professional and traditional teaching styles independent sample t-test was administered.

### RESULTS

A set of questionnaires was administered upon the senior secondary students during pre and post teaching sessions of

both traditional and professional teaching styles amongst these school students.

**Table 1: Pre And Post Students Performance Of Traditional Teaching**

| Traditional Teaching Group | N  | Df | M      | SD      | t-value | p-value |
|----------------------------|----|----|--------|---------|---------|---------|
| Pre Teaching Test Score    | 66 | 65 | 3.6061 | 1.44519 | 9.079   | P<0.05  |
| Post Teaching Test Score   | 66 | 65 | 5.5455 | 1.21759 |         |         |

\*The table value of t-test is 2.00 (two tail)

The table- 1 exhibit that the average performance of the students in the teacher made test prior to teaching is 3.60, and after the traditional style of teaching the student average performance rise up to 5.54. There is an average leap of 1.93 is recorded, that signifies a good growth in the performance after the application of traditional teaching style. The calculated t value is 9.07 (P<0.05) which is much higher than the table value i.e. 2.00.

**Table 2: Pre And Post Students Performance Of Professional Teaching**

| Traditional Teaching Group | N  | Df | M      | SD      | t-value | p-value |
|----------------------------|----|----|--------|---------|---------|---------|
| Pre Teaching Test Score    | 66 | 65 | 3.9242 | 1.69443 | 13.5    | P<0.05  |
| Post Teaching Test Score   | 66 | 65 | 7.6061 | 1.64437 |         |         |

\*The table value of t-test is 2.00 (two tail)

The table-2 shows that the average performance of the students in the teacher made prior to teaching is 3.92, and after the professional style of teaching the student average performance rise up to 7.60. There is an average leap of 3.68 is recorded, that signifies an extraordinary growth in the performance after the application of professional teaching style. The calculated t value is 13.5 (P<0.05) which is much higher than the table value i.e. 2.00, this establishes the impressive difference in students performance in respect to pre and post understanding of the topic through professional teaching style.

**Table 3: Pre Teaching Performance Analysis Of Professional & Traditional Teaching Styles**

| Students Groups          | N  | Df  | M      | SD      | t-value | p-value |
|--------------------------|----|-----|--------|---------|---------|---------|
| Pre Teaching Test Score  | 66 | 130 | 3.9242 | 1.69443 | 1.61    | P>0.05  |
| Post Teaching Test Score | 66 | 130 | 3.6061 | 1.44519 |         |         |

\*The table value of t-test is 1.97 (two tail)

The table-3 reveals that there is no statistical difference t value= 1.61 (P>0.05) in the performance of the students assigned to two different teaching styles (professional and traditional teaching styles). This statistics extend a sound rationale that, at the initial stage both the sample units displays the almost same level of performance.

**Table 4: Post Teaching Performance Analysis Of Professional & Traditional Teaching Styles**

| Students Groups          | N  | Df  | M      | SD      | t-value | p-value |
|--------------------------|----|-----|--------|---------|---------|---------|
| Pre Teaching Test Score  | 66 | 130 | 7.6061 | 1.64437 | 8.182   | P<0.05  |
| Post Teaching Test Score | 66 | 130 | 5.5455 | 1.21759 |         |         |

\* The table value of t-test is 1.97 (two tail)

Table 4 extend the evidence M= 7.60 that the professional teaching style record greater success than the traditional teaching style M=5.54. These two teaching styles differ in a significant way t =8.18 (P<0.05) in terms of output they create.

Simultaneously, questionnaire related to Professional teaching like national education goals, intended learning outcomes and its applications etc. are administered to teachers with traditional teaching styles and their responses are registered. It was found that the teachers teaching in the schools are not much aware of the national curriculum framework, its determined objectives and standards and there were not collaborating these things in their teachings.

**DISCUSSION**

The comparative analysis of traditional and professional teaching styles in Physical Education and Sports Science within senior secondary schools in Rohtak, Haryana yielded compelling results, firmly indicating the superiority of the professional teaching approach. This research endeavor aimed to elucidate the impact of teaching methods on student performance and engagement.

Findings from the study consistently favored professional teaching styles over traditional methods. Professional educators exhibited a higher degree of instructional competence, employing innovative strategies to enhance student participation and learning outcomes. Classroom observations revealed that students in professional teaching environments displayed greater enthusiasm, motivation, and active engagement in physical education and sports science classes.

At the same time study also surfaced the issues related to the implementation of the professional teaching style as the teachers teaching in the schools not much aware to the national curriculum frame work, its determined objectives and standards and are not collaborating these things in their lessons/teaching. This signifies a less professional environment and attitude/awareness among the physical education teachers in schools. This study will prove to be the eye opener in terms teaching practices for all education stake holders.

This study has its significance that it can provide valuable insights into teaching and learning methods and their impact on student learning, with potential benefits for both students and educators in the field of Physical education and sports science. This study has some limitation. For instance, the selection of participants is not done randomly which can affect the validity of the results. Further, study included senior secondary school students of Rohtak city only and therefore the results cannot be generalized to other regions or country.

**CONCLUSION**

The study revealed that the both the teaching styles i.e. professional and traditional have positive significant effect on improving the student performance. But the professional teaching style emerged to have a much greater impact on the improvement of students understanding as compare to the traditional teaching style. The study underscores the importance of adopting contemporary pedagogical approaches in the field of physical education and sports science.

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