Original empirical article

PROFESSIONAL TURKISH SOCCER PLAYERS' PERCEPTIONS TOWARDS DIFFERENT TEACHING METHODS

UDC 796.332..33

Oğuzhan Yoncalik

Kirikkale University, Education Faculty, Department of Physical Education and Sport
Yahsihan/Kirikkale, Turkey

Abstract. *The results of this research have shown that the educational level of soccer players did not cause a difference in their perceptions of the different teaching methods used by their coaches during training sessions. According to the results of the analyses that aimed to reveal the common viewpoints of 157 professional soccer players, members of eight different teams of the 1st and the 2nd Turkish Professional Soccer League, who participated in the research, the coaches mostly prefer the "command style" during the trainings. The soccer players, perceived no differences among the teaching approaches called "practice", "command" and "discovery" as strong education approaches, in terms of their effectiveness in technical tactic and other exercises during the trainings. The soccer players listed the strongest education approaches that could motivate them for trainings techniques such as "command", "discovery" and "practice" styles, respectively. The results also demonstrate that the primary style that can turn the training sessions into pleasant activities is "discovery". From this respect, "practice" follows the "discovery" style.*

Key words: *physical education, teaching styles, soccer player, soccer.*

INTRODUCTION

One might articulate various approaches to the ways in which sports skills are taught and learnt. The differences among these approaches may be a result of the diverse techniques that are adhered to. While these differences could be expressed on a general basis, these might also be taken into consideration in terms of skills. The main approaches to this subject are deduction and induction. Another classification is the presentation method

and discovery method, in other words, student-centered and teacher-centered. When studies on sports education are observed, it can be seen that concepts such as strategy, model, and method are relevant. Technique, style and tactic are used in arranging teaching-learning activities (Demirhan, 2002). A possible harmonious and comprehensible structure composed of various styles is Mosston's Spectrum of Teaching Styles, which has been used and developed for more than 30 years. Mosston's Spectrum is well-developed and thoroughly employed in education programs by physical education teachers all over the world (Kullina & Cothran, 2003; Mellor 1992).

A study by Curtner, Todorovich, McCaughtry and Lacon (2001) demonstrates that, for teaching activities composed of sports, chosen by the teachers for the class, such as the shot put, long jump, high jump, cricket, team games and tennis, the teachers who participated in the research mostly used methods defined as the reproduction or direct teaching style, and rarely used methods that are defined as production styles. The teachers applied similar styles in different activities. The teachers allocated the longest time for practices in practice style. They occasionally used the command and guided discovery styles, whereas they rarely employed reciprocal, self-check, inclusion and divergent thinking styles. Tackling the same subject, Curtner, Hasty & Hasty (1997), Cothran (1999), Banville, Richard & Raiche, (2003) and other scholars also obtained similar results.

Purpose

Comparing several styles and students of different age groups, these studies on the spectrum (teaching styles) provide limited generalizability in that they do not reveal the extent to which physical education teachers employ these styles and they are a part of the dependent practices. There is a necessity to replicate previous studies for confirming our present knowledge on the Spectrum education styles (Kullina & Cothran 2003). In addition to the extent to which physical education teachers prefer or may prefer these teaching styles, and the ways in which the students perceive these styles, investigating how amateur and professional athletes involved in diverse sports conceive of these styles and what approaches they have in terms of different factors would be beneficial for sports pedagogy by providing a diverse viewpoint for confirming and interpreting the present knowledge.

Moreover, in physical education lessons, there are a lot of studies about kinesthetic, cognitive, affective, and social effects of Mosston's teaching styles on the teaching of various types of sport. These are tennis, basketball, volleyball, handball, taekwondo, badminton, hockey, gymnastics, dance and track and field, respectively. When the relative literature is reviewed, it can be seen that there are no Mosston Spectrum studies on the teaching of soccer skills or thoughts of soccer trainers. Furthermore, all the studies that have been conducted so far include only students and teachers involved in formal education. There have been no attempts to conduct a study on the applicability of Mosston's teaching styles for the practices and training of professional young and adult athletes in professional clubs. Also, none of the studies on Mosston's teaching styles examine the thoughts of the professional athletes and trainers involved in the different types of sport. Thus, this study differs from the previous studies on Mosston's teaching styles in terms of its participants. It is significant because it provides a new and distinct point of view.

Participants

This research was conducted in January 2009, with the participation of 157 professional soccer players, members of eight different teams of the 1st and the 2nd Turkish Professional Soccer League. These soccer clubs included Samsunspor, Tokatspor, Çorumspor, Çankırı Belediyespor, Buğsasspor, Belediye Vanspor, Türk Telekomspor, Maltepespor, respectively. Table 1 shows the age distribution of the participating soccer players. Almost half of the participants indicated that they were 25 years old or older. Among the participants, there were 2 primary school graduates, 72 secondary school (high school) graduates, 73 higher education graduates or students at a university, whereas 10 players did not state their educational status. The higher education program of which most of the soccer players were graduates or students was generally physical education and sports departments/graduate schools. All the soccer players, the technical staff and the coaches of the teams were Turkish citizens. Age distribution of the soccer players is shown in Table 1.

Table 1 Age Distribution of the Soccer Players

Age	N	%	Age	N	%
18	2	1.3	29	11	7.0
19	8	5.1	30	11	7.0
20	11	7.0	31	8	5.1
21	9	5.7	32	8	5.1
22	8	5.1	33	2	1.3
23	11	7.0	34	1	0.6
24	14	8.9	35	1	0.6
25	11	7.0	36	1	0.6
26	14	8.9	Specified age	155	98.7
27	8	5.1	Non specified age	2	1.3
28	16	10.2	Total	157	100

The measuring

The design of the survey, which was defined and developed by Mosston and Ashworth (1994), aimed at depicting the perceptions of professional soccer players was adapted according to the scale developed by Cothran (1999) and Banville, Richard & Raiche (2003). The scale consists of separate brief definitions of 11 education styles. Four questions were posed for each of these education styles and the answers were asked to be given on a 5-point Likert-type scale (1 = I strongly disagree to 5 = I completely agree). The questions were formulated as follows:

I have a teacher who teaches in this way.

I think this might be useful for students' learning.

I think this might motivate me.

I think this might make the class pleasant.

The present research fully employed this structure. However, having considered the sample included in the study, brief modifications were made to the statements above (i.e. coach instead of teacher; training instead of education).

The definitions in the scales used in this study were cited from the explanations provided in a table that summarizes all the educational methods by Himberg, Hutchinson, & Roussell (2003). Instead of 11 education styles, five definitions of the educational methods were included, such as command, practice, reciprocal, self-monitoring and the rest under the heading discovery.

Data Analysis

Transferred into the SPSS 11.0 package program, the rough data were used to apply an independent group t-test for comparing the responses given to the questions by the participant soccer players were related to their educational status, and a dependent group t-test analysis for comparing the responses given to different education methods was used. The derived data were presented in tables and were interpreted. The level of significance was determined as p<.05.

RESULTS

The evaluation of the responses given by the participant soccer players according to their educational status demonstrated that the participants hold a similar view about working with the coach, as stated in the definition (We have a coach who teaches in this way). The responses of the secondary school (high school) graduates and the university graduates and students are almost the same in all the definitions given in the scale and there is no statistically significant difference among these players. As seen in Table 2, the soccer players' responses given to the statement (I think this might be useful for learning what I do during the trainings) are not statistically significant for any definition. Moreover, the analysis of the t-test demonstrates that the footballers' viewpoints on the defined educational method and training do not differ significantly in terms of motivation (I think this might motivate me to the trainings) or pleasantness (I think this might make the trainings enjoyable).

The results of the independent group t-test analysis applied to the results of the questionnaires given to the soccer players show that there is no significant difference in the soccer players' responses to the statements related to the educational methods in terms of their educational backgrounds. However, there is a decline in the mean of the responses given to Definition 3 and 4, reciprocal and self-check, compared to the mean of the responses to Definition 1, Definition 2, and Definition 5. When the mean (4.02) of the responses given to the "discovery" method in Table 2 is observed, it is seen that the means of the responses are higher than those for Definition 1, Definition 2, and especially than Definition 3 and Definition 4.

When the responses given to the statement "We have a coach who teaches in this way" are observed, it is seen that the soccer players work with coaches that train them with an approach in line with the definition of the "command" style or they conceive of their coaches in this manner. There is no significant difference in the responses given to the definition of the "command" style and the other educational styles. As is seen in the multiple comparison presented in Table 3, the soccer players state that the coaches mostly work with the "command style" approach, secondarily with the "practice style", thirdly with the "discovery style" and then with the "reciprocal style" and rarely with the "self-check style".

Table 2 Results of the Independent Group T-Test Applied to the Soccer Players' Responses to the Definitions of Education Styles Related to Four Different Statements.

Definition	Hypothesis	Level	MEAN	t	Σ MEAN
Definition 1: Command The coach tells the athletes what needs to be done and when and how it will be done. The coach plans the tasks, manages the athletes and provides feedback about what they have done. The athlete follows the commands of the coach.	I have a coach who teaches in this way.	High school	3.97	.334	3.95
		University	4.12		
	I think this might be useful for the soccer players' learning	High school	4.11	.635	
		University	4.06		
	I think this might motivate me	High school	4.03	.854	
		University	4.01		
	I think this might make the training pleasant	High school	3.71	.541	
		University	3.62		
Definition 2: Practice The coach plans and defines the tasks, lets the athletes perform these tasks freely, and provides feedbacks for the positive things and the errors. The athlete can decide on where, how, when to do these tasks and their frequency. The athlete can use personal initiative.	I have a coach who teaches in this way.	High school	4.00	.831	3.99
		University	3.96		
	I think this might be useful for the soccer players' learning	High school	4.19	.930	
		University	4.18		
	I think this might motivate me	High school	3.88	.438	
		University	3.98		
	I think this might make the training pleasant	High school	3.94	.434	
		University	3.83		
Definition 3: Reciprocal The coach plans and prepares the schedules in which the special criteria related to the tasks and the skills involved in these tasks are written and shown. The athletes become partners in order to perform the tasks. The paired athletes embark the role of "the performer" and "the observer" alternately. "The performer" athlete performs the tasks planned by the coach. The observer tells his partner what to do, and whether what he does is right or wrong according to the schedule in which the criteria defined by the coach are written. The coach observes the partners' skill of working together and provides feedback for the things they have done and for their errors.	I have a coach who teaches in this way.	High school	3.65	.979	3.72
		University	3.65		
	I think this might be useful for the soccer players' learning	High school	3.85	.495	
		University	3.95		
	I think this might motivate me	High school	3.71	.865	
		University	3.74		
	I think this might make the training pleasant	High school	3.56	.582	
		University	3.65		
Definition 4: Self-check In this style, the athlete evaluates his own performance. The athlete evaluates himself comparing the criteria for each skill defined in the working schedule prepared by the coach. In this style, the coach observes the skill of personal performance self-check of each athlete. The coach can intervene when an athlete asks for help.	I have a coach who teaches in this way.	High school	3.64	.898	3.78
		University	3.66		
	I think this might be useful for the soccer players' learning	High school	3.87	.515	
		University	3.97		
	I think this might motivate me	High school	3.90	.686	
		University	3.84		
	I think this might make the training pleasant	High school	3.73	.668	
		University	3.66		
Definition 5: Discovery The coach designs the movement form. The coach lets the athletes explore the ways in which the movements are done while the athletes work individually or in pairs. The coach may also help the athletes.	I have a coach who teaches in this way.	High school	3.83	.305	4.02
		University	4.00		
	I think this might be useful for the soccer players' learning	High school	4.03	.555	
		University	4.11		
	I think this might motivate me	High school	4.04	.886	
		University	4.06		
	I think this might make the training pleasant	High school	4.11	.637	
		University	4.05		

Table 3 Comparison of all the Responses Given to the Teaching Styles

I have a coach who teaches in this way.	Mean $\overline{X}$	t	df	P	I think this might motivate me.	Mean $\overline{X}$	t	df	P
COMMAND	4.04	2.064	154	.041*	COMMAND	4,05	.877	150	.382
PRACTİCE	3.89				PRACTİCE	3,98			
COMMAND	4.04	4.356	152	.000*	COMMAND	4,05	4.133	150	.000*
RECIPROCAL	3.65				RECIPROCAL	3,64			
COMMAND	4.04	4.123	153	.000*	COMMAND	4,05	2.599	149	.010*
SELF-CHECK	3.62				SELF-CHECK	3,78			
COMMAND	4.04	2.164	152	.032*	COMMAND	4,05	.301	150	.764
DISCOVERY	3.88				DISCOVERY	4,02			
PRACTİCE	3.88	2.528	152	.013*	PRACTİCE	3,96	2.739	153	.007*
RECIPROCAL	3.65				RECIPROCAL	3,66			
PRACTİCE	3.88	2.728	153	.007*	PRACTİCE	3,95	1.409	152	.161
SELF-CHECK	3.62				SELF-CHECK	3,79			
PRACTİCE	3.88	-0.88	152	.930	PRACTİCE	3,96	-8.44	153	.400
DISCOVERY	3.88				DISCOVERY	4,03			
RECIPROCAL	3.65	.264	152	.792	RECIPROCAL	3,68	-1.160	153	.248
SELF-CHECK	3.62				SELF-CHECK	3,80			
RECIPROCAL	3.65	-2.796	151	.006*	RECIPROCAL	3,66	-3.827	153	.000*
DISCOVERY	3.88				DISCOVERY	4,03			
SELF-CHECK	3.62	-2.934	152	.004*	SELF-CHECK	3,79	-2.661	152	.009*
DISCOVERY	3.88				DISCOVERY	4,04			
I think this might be useful for the soccer players' learning	Mean $\overline{X}$	t	df	P	I think this might make the training pleasant.	Mean $\overline{X}$	t	df	P
COMMAND	4.05	- .517	151	.606	COMMAND	3,68	-2.551	153	.012*
PRACTİCE	4.09				PRACTİCE	3,90			
COMMAND	4.05	2.347	152	.020*	COMMAND	3,66	.892	153	.374
RECIPROCAL	3.82				RECIPROCAL	3,57			
COMMAND	4.05	2.093	150	.038*	COMMAND	3,66	.311	152	.756
SELF-CHECK	3.85				SELF-CHECK	3,63			
COMMAND	4.04	.000	149	1.000	COMMAND	3,66	-3.963	153	.000*
DISCOVERY	4.04				DISCOVERY	4,02			
PRACTİCE	4.10	2.961	153	.004*	PRACTİCE	3,90	3.169	152	.002*
RECIPROCAL	3.81				RECIPROCAL	3,59			
PRACTİCE	4.09	2.109	150	.037*	PRACTİCE	3,89	2.719	151	.007*
SELF-CHECK	3.85				SELF-CHECK	3,62			
PRACTİCE	4.10	.724	149	.047*	PRACTİCE	3,90	-1.485	152	.140
DISCOVERY	4.04				DISCOVERY	4,02			
RECIPROCAL	3.83	-.173	151	.863	RECIPROCAL	3,58	-.423	152	.673
SELF-CHECK	3.85				SELF-CHECK	3,63			
RECIPROCAL	3.80	-2.339	150	.021*	RECIPROCAL	3,58	-5.141	152	.000*
DISCOVERY	4.04				DISCOVERY	4,02			
SELF-CHECK	3.85	-2.083	148	.039*	SELF-CHECK	3,63	-4.151	151	.000*
DISCOVERY					DISCOVERY				

According to the analysis of the results of the soccer players' responses given to the statement "I think this might be useful for learning what I do during the trainings"*,* they do not differentiate among the educational approaches named "practice, 4.09", "command, 4.05" and "discovery, 4.04", and they consider all of them strong educational approaches. When compared to these three educational styles, the soccer players assign a lower value (3.82-3.85) to the "reciprocal style" and the "self-check style" in terms of the statement "I think this might be useful for learning what I do during the trainings". According to the results of the analysis (the dependent group t-test) of the responses given to the definitions of the educational styles, there are significant differences among the "command, practice and discovery" styles and the "reciprocal" and "self-check" style (see Table 3). When the values derived from the results of the analysis of the data of the study presented in Table 3 were analyzed, we could infer that the soccer players consider the "command", "practice" and "discovery" styles equally the strongest educational approaches in motivating them, observing their responses to the statement "I think this might motivate me to the trainings". The mean values of the responses given to the definitions of these styles are almost the same and there is no statistically significant difference among them.

The responses to one of the four statements used as a measure in this research, the statement "I think this might make the trainings enjoyable" are also shown in Table 3. When Table 3 is further observed, it is seen that the style that can render the trainings most enjoyable is "discovery". It could be inferred that the soccer players who participated in the research consider training with the approach named "discovery" and the explanations provided in Definition 5 obviously much more pleasant than training with the approaches (styles) provided in other definitions. From the perspective of pleasantness, "discovery" is followed by "practice". While there is a difference in the mean values of "discovery" and "practice" (4.02-3.90), this difference is not statistically significant (p=.140). However, there is a statistically significant difference in all other styles in terms of mean values and according to the results of the dependent group t-test analysis. The same situation could be seen among the "practice" style and "command", "reciprocal", and "self-check" styles. From the perspective of the soccer players, there is almost no difference among the practices performed with the "command", "reciprocal", and "self-check" approaches in terms of making the trainings more pleasant (3.68-3.57-3.63).

CONCLUSION

The results of this study have shown that the educational backgrounds of the soccer players do not cause a difference in the way they conceive of the varying educational methods applied by their coaches during the training sessions. The soccer players perceive the activities performed and the order applied by the coaches during the trainings similarly, regardless of their educational status. Similarly, the education level did not cause a significant difference in the viewpoints of the soccer players considering whether what is done during the trainings could be useful for learning, whether it could motivate the players or whether it could render the trainings more enjoyable in terms of the defined educational styles. Among 157 soccer players who participated to the research, 73 stated that they were either university graduates or university students. Moreover, 91 soccer players indicated that they were 25 years old or older. This could mean that the educational background and the age of the soccer players might not be an important factor in their preferences of the applied educational style during the training sessions.

According to the results of the analysis conducted for depicting the shared views of the 157 professional soccer players that participated in the research, the coaches mostly prefer the approach in line with the "command style", followed by the "practice style", the "discovery style", the "reciprocal style", respectively, and the "self-check style" being the least preferred one for the training sessions. The soccer players did not differentiate between the educational approaches named "practice", "command", and "discovery" in relation to the efficiency of the technical tactic and other practices and they consider these strong educational approaches. They gave less importance to the "reciprocal" and the "self-check" styles compared to these three educational styles. A study including 1436 physical education teachers in 7 different countries has shown that the teachers from America, Canada and France use "Practice (Style B)" most frequently. In the case of teachers from Portugal, Australia and Korea, the most common style is "Command (Style A)", whereas the counterparts from England mostly employ "Reciprocal (Style C)". According to the results of the research, the teachers considered "teacher centered" styles more practical and effective in comparison to the "student centered" ones (Cothran et al., 2005). Another study including 438 European American university students (215 females, 219 males) that aimed at investigating the students' experiences prior to Mosston's educational styles and their perception of these styles showed that most of the participants had teachers who used more than one of the educational styles (Cothran, 1999). Another study with 20 physical education teachers demonstrated that during the 1992 and 1994 summer periods, the teachers assigned most of the time to practice style. This was followed by the command style, the reciprocal style, self-check style and inclusion style, respectively (Curtner, Hasty & Hasty, 1997).

Another result of the research is that the soccer players consider the "command", "discovery" and "practice" styles the strongest educational approaches for motivating them for the trainings. It is observed that the mean values of the responses to the definitions of these styles are almost equal and there is no statistically significant difference among them. As a result of the research by Kullina & Cothran (2003) conducted with 212 physical education teachers employed in several primary and secondary schools which aimed at investigating their thoughts on the styles they apply and various other styles, the "practice style" ranked higher in terms of the potential for motivating the students to learn. The same research showed that "practice style" is one of the three styles that are considered the most pleasant. A striking point of the research is that the teachers grade the "command style" lower than other styles in terms of fun and motivation, whereas consider it a highly effective style for learning. Morgan, Kingston & Sproule (2005) state that it is observed that with the reciprocal style and the "guided discovery style", the students focus more on learning, developing, diversity and fun, and in addition they move away from boredom and repetitiveness. Cothran (1999) pointed out that the students who evaluate themselves as "very good" at physical education classes notably prefer the direct educational styles more than all the other student groups. This situation is observed in an entirely contrary way for the "self-check style". However, the result of the same research underlined that the "practice style" is the most positive one for all the students.

Finally, it is seen that the style used to make the trainings the most pleasant is "discovery". The soccer players who participated in the research state that training with the approach that we name "discovery" is obviously much more pleasant than training with the approaches (styles) provided in other definitions. "Practice" follows "discovery" from the perspective of pleasantness. Except "discovery" and "practice", there is a statistically significant difference in all other styles in terms of mean values and according to the re-

sults of the dependent group t-test analysis. The same situation is observed among the style "practice" and "command", "reciprocal", and "self-check". The soccer players do not made a difference between the practices performed with the "command", "reciprocal", and "self-check" approaches in terms of making the training sessions more pleasant.

REFERENCES

Banville, D., Richard, J. F., & Raiche, G. (2003). French Canadian physical education teacher's usage of Mosston spectrum of teaching styles. *Research Quarterly for Exercise and Sport*, 74 (1), Supplement A-36.

Caı, S. X. (1998). Student enjoyment of physical education class in three teaching style environment. *Education*, 118 (3), 412-420.

Cothran, D. (1999). Students' experiences with and perceptions of Mosston's spectrum of teaching styles. *Research Quarterly for Exercise and Sport*, 70 (1), Supplement A-84-85.

Cothran, J. D., Kullina, P. H., Banville, D., Choi, E., Escod, A. C., MacPhail A., et al. (2005). A cross-cultural investigation of the teaching styles. *Research Quarterly for Exercise and Sport*, 76 (2), 193-201.

Curtner, M.,D., Hasty, D., L., & Hasty, S. (1997). Influence of national curriculum physical education on teachers' use of teaching styles. *Research Quarterly for Exercise and Sport*, 68 (1), Supplement A-75-76.

Curtner, M. D., Todorovich, J. R., McCaughtry, N. A., & Lacon, S. A. (2001).Urban teachers' use of productive and reproductive teaching styles within the confines of the national curriculum for physical education. *European Physical Education Review*, 7 (2), 177-190.

Demirhan, G. (2002). Spor eğitiminde yöntem, strateji, teknik kavram ve uygulamalar [In sports education; method, strategy, technique concept and applications] .7th International Sport Sciences *Congres, 27-29 October*, Antalya. Congress Book p. 80-87.

Himberg, C., Hutchinson G. E., & Roussell, J. M. (2003). *Teaching secondary physical education (Preparing adolescents to be active for life)*, USA: Human Kinetics. 180-181.

Kullina, P. H., & Cothran, D. J. (2003). Physical education teachers' self-reported use and perception of various teaching styles. *Learning and Instruction*, 13, 597-609.

Mellor, W. (1992). The spectrum in Canada and Great Britain. *JOPERD*, 63 (1), 47.

Morgan, K., Kingston, K., & Sproule, J. (2005). Effects of different teaching styles on the teacher behaviours that influence motivational climate and pupils' motivation in physical motivation in physical education. *European Physical Education Review*, 11 (3), 257-285.

Mosston, M., & Ashworth, S. (1994). *Teaching physical education*, *(4th ed.).* New York: Macmillan.

PERCEPCIJE TURSKIH PROFESIONALNIH FUDBALERA O RAZLIČITIM METODAMA UČENJA TOKOM TRENINGA

Oğuzhan Yoncalik

Rezultati ovog istraživanja su pokazali da nivo obrazovanja fudbalera nije uticao na njihove percepcije o različitim metodama učenja koje su njihovi treneri koristili tokom treninga. Prema rezultatima analiza koje su za cilj imale da otkriju zajedničke stavove 157 profesionalnih fudbalera, članova osam različitih timova prve i druge turske profesionalne lige, a koji su učestvovali u istraživanju, treneri su uglavnom više koristili stil "komande" tokom treninga. Fudbaleri nisu uvideli razlike između različitih pristupa pod nazivom "vežbanje", "komande" i "otkrivanje," koji spadaju u jake pristupe, u pogledu njihove efikasnosti u tehničko-taktičkim i drugim vežbanjima tokom treninga. Fudbaleri su tehnike kao što su "komande", "otkrivanje" i "vežbanje" naveli kao najjače pristupe koji bi mogli da ih motivišu tokom treninga, tim redosledom. Rezultati takođe ilustruju da je primarni stil koji treninge može pretvoriti u prijatne aktivnosti "otkrivanje". Gledano iz ovog ugla, "vežbanje" prati stil "otkrivanja".

Ključne reči: *fizička kultura, stil učenja, fudbaleri, fudbal.*