

ABSTRACT

RESEARCH PAPER: A Comparison of Teaching Behaviors Among Elementary Education Specialists, Nonspecialists, and PETE Teacher Candidates

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This study compared the teaching behaviors of elementary physical education specialists, elementary physical education nonspecialists (also known as generalists), and physical education teacher candidates (PETE). Previous research showed mixed findings on activity time provided by nonspecialists and specialists. Feedback distribution was higher for specialists (Faucette & Patterson, 1990; Placek & Randall, 1986). Gender treatment interventions show that teachers made aware of their gender stereotyping can provide more equitable feedback (Dunbar & O'Sullivan, 1986). Six participants took part in the study, one female and one male from each teacher group. Each participant was videotaped four times totaling 24 visits. The observational instruments included three classroom management forms: activity time, feedback, and gender-interaction. The instruments are commonly used to evaluate teacher education students.

Descriptive statistics were used to provide means and standard deviations within teacher types for dependent variables. Non-parametric Independent t-tests, Mann-Whitney U, were used to compare teachers and gender. The hypotheses were that specialists have significantly higher activity times, provide more total feedback, and show a more balanced gender interaction in their classrooms than nonspecialists and PETE teacher candidates. Secondly, it was hypothesized that

differences would not be evident between nonspecialists and PETE teacher candidates in the three variables. Lastly, male students would receive more interaction from teachers than female students. Results supported one hypothesis that teacher would provide more interactions with male students than female students as supported through previous findings (Papaioannou, 1995; McBride p. 255, 1990; Dunbar & O'Sullivan, 1986). Results in the remaining six hypotheses were not proven. However, PETE candidates did provide significantly more total feedback than nonspecialists. Future studies should examine a larger population and examine the effects of an intervention on these teacher behaviors.