

Chatoupis, C. (2008, April). The effects of two teaching styles on physical fitness of fifth graders. Paper presented at the 11th annual Pan-Hellenic physical education teachers congress, Athens, Greece.

Abstract: The purpose of this study was to examine the effects of Mosston and Ashworth's (2002) Practice style (B) and Inclusion style (E) on measures of physical fitness (power of the lower limbs, muscular endurance of the abdominals, and agility) of 120 fifth-grade students. The students were chosen from three primary schools. The three components of physical fitness were assessed by means of three *EUROFIT* tests, namely the standing long jump, the shuttle run and the sit-ups tests. Teaching styles were systematically applied for 8 weeks. Measurements were assessed on two different occasions (pre- and post- test). Analysis of covariance on the post-test scores showed that there were significant differences between the two teaching style groups in the sit-ups, standing long jump, and shuttle run tests. Also, both groups did significantly better than the control group ($p < .01$). In the standing long jump test and the sit-ups test the Practice style group significantly outperformed the Inclusion style group ($p < .01$) while the Inclusion style group outperformed the Practice style group in the shuttle run test ($p < .01$). 2 x 3 analyses of variance with repeated measures on the time factor showed that the Practice style and the Inclusion style were effective in developing students' agility, power, and muscular endurance of the abdominals over time ($p < .01$). The control group did not significantly improve over time in any of the physical fitness measures. The above results indicate that both teaching styles may have differential effects on some measures of child development.

Mosston, M., & Ashworth, S. (2002). Teaching Physical Education (5th ed.). San Francisco: Benjamin Cummings.