

Effects of the Gender and the Nature of Sport on the Choice of Adoption of Teaching Styles by the Training Teachers

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Abstract: Our objective of research is to disclose styles of teaching the more adopted by the starting teachers (training), in order to assure, to their points of view, an efficient teaching and an active involvement of pupils in the educational act. To this object, we made recourse to a questionnaire addressed to 80 training teachers of the ISSEP of Sfax, distributed according to the gender and the nature of the sport taught. We note that the starting teachers always look for the sense of security that doesn't give them programs based on principles, rather than on a precise organization of progressions or matters to teach, while trying to imply, carefully, the pupil in the simple educational tasks. In general, the reproductive styles are the more used; what inhibits the role of pupils like active actors in the production of their own trainings.

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1 - Introduction:

Some weeks of teaching are enough, so that the young teacher of physical training and Sportswoman, realizes to what point pupils can be different. This one notices a gap between several classes or within one alone; of differences also between levels of teaching, between the college and the high school. In the same way, of differences always as regards to motivation (specificity of our discipline), but also on the one of attitudes, of representations. It is the permanent worry to put the pupil "in the center of the educational" action (Tunisian law of orientation, 1989), not only a didactic differentiation imposes itself, but also educational. In a first time, worries of beginning of the year, concern the choice of situations of training adapted; an anxiety appears insidiously, when it is about teaching the physical training and Sportswoman. A difficulty emerges: the teaching founds above all on the human relations. It is not a question of a pupil but of a pupil group, of all a class (either between 19 and 35 individuals or more). Every pupil transporting with him all his complexity: his personal experience, his representations, his centers of interests, his friends, his enemies, his joys, his pains, his dreams, his frustrations. In summary, his identity. However, a simplification is possible, classes have the more or less marked profiles and pupils who compose them present numerous likeness.

Heterogeneity between members of the class fades away before the relative homogeneity of pupil profiles between every group. The quality of the teaching is considered like a factor determining in the training of pupils. This influence that has the teacher on the training has been studied under many and many angles in the past. One of these angles carries on the style of teaching used by the teacher. Several theoretical models have been developed until this day in attempt to identify the different styles used by teachers (MOSSTON, 1990; JOYCE *et al.*, 1992; GRASHA, 1994; TRIGWELL and PROSSER, 1996). Research done with the help of theoretical models demonstrates that styles of teaching that encourage the pupil's implication (centred on the pupil rather than the teacher) encourage the training and help to motivate pupils. Besides, several works mention the importance, for the teacher, to be able to use the style that invites the more to a precise training situation (MOSSTON and ASHWORTH 1990; JOYCE and WEIL, 1992; GRASHA, 1994). It implies that the teacher must be able to use several styles all along his career.

1-1 Problematic and questions of research:

As an object of a particular attention styles of teaching are used during the practice of the Sportive and Physical Education in our establishments. These styles of teaching should condition and orient the educator's educational gait,

all along the process of teaching, in order to encourage training and an efficiency of suitable sport. It is necessary to answer to the different questions to surround the choice of educators of teaching styles. In this perspective questions that put sum up as follows:

What style of teaching dominates strategies of teaching adopted by the teacher starting?

Is that the teacher starting has the pupil actively contributed (center of reflection) in the process of training?

Is there a possibility of variation of teaching styles without centring themselves on only one style?

1-2 Hypotheses:

Hypothesis 1: the authoritative and repressive style dominates strategies of starting teacher to permit an optimal training and an important implication of pupils in the sitting of physical training and Sportswoman.

Hypothesis 2: the effect of gender and nature of sport taught influences choices of teaching styles and the adoption of teaching strategies by the teacher starting.

Hypothesis 3: the reproductive styles are considered more efficient than the productive styles, to the training teacher consideration, in the process of training.

1-3 Purpose of the research: To verify if the most optimal appropriation of knowledge is possible, while actively implying learning it in the training and while varying styles of teaching.

2 Experimental part:

2-1 Methods of data collection:

In this part, we propose to define the independent variables for our topic that are in relation with styles of teaching of the training teachers. We make the description of different components of the research tool: the questionnaire.

2-1-1 Variables:

2-1-1-1 Independent variables of the population:

- The sex: it is an important variable that deserves to be kept, since educators investigated are some sexes feminine and masculine.

- Nature of the cycle taught: it is a variable that is in relation with the last taught cycle, either individual or collective.

2-1-1-2 Dependent variables:

Styles of teaching of this variable contain 6 styles: they are defined to orient the training teacher reflection that is interested in their manners to teach. A teacher starting can borrow more a style very well. The important is to identify the dominant style, if there is one.

3-1-1 Tools of measure: Questionnaire

3-1-2-1 Definition: The questionnaire as a mean of research of topic reactions is the main tool that we are going to use in our research. This structured

instrument of research is going to contain a certain number of precise questions in order to permit a communicability and an authenticity of topic answers. The questionnaire of our research contains 18 questions.

3-1-2-2 The goal of questionnaire: Objectives of the survey being formulated; the questionnaire addressed to the training teachers of the institute who are going to tempt to put to the test and to verify hypotheses and in the same way to answer to questions put in the problematic. The content of the questionnaire that is only the dependent variable formulation finally goes from account to permit us to see the causal relation that could exist between the independent variables and representations being part of our research.

3-1-2-3 The construction of the questionnaire: The construction of the questionnaire is done in two stages: The first stage or phase of resourcefulness, while thinking of way continuous about hypotheses and the problematic and while consulting the concerned people and not concerned by our research. We recorded all idea that presents having itself a relation with objectives of our investigation. The second stage or selective phase: we selected ideas to keep only those that are according to two essential criteria: The relation of the idea with hypotheses and the problematic; that means that we are going to keep only ideas that are in relation with objectives of our topic and the transformation of the idea in concrete and communicable question.

3-1-2-4 The actual questionnaire: The questionnaire that we chose to compose our instrument of investigation amounts to a precise content in model. The closed questions: this model of questions has been chosen for its shape total interrogative, and that has for characteristic to fix answers of approval or disapproval in advance and to value a range of judgments foreseen. What answers to our objective of survey in part, it is a generally simple question under shape interrogative and that stationary in advance types of answers (often, sometimes, rarely).

3-1-2-5 Conditions of transfer of the questionnaire: Since the questionnaire applies to the different training teachers and to have a certain interrelationship between topics we opted for the following transfer mode: The necessity to drive and to direct at the end by our own cares the questionnaire of the beginning, in the same way to all chosen training students, in order to be certain that the questionnaire will be filled correctly.

3-1-2 Population of our study: The sample is composed at random of 80 training teachers of physical training and sportswoman of the primary and secondary teaching. They have the following features:

Table number 1: training teacher distribution according to the sex.

| Sex | Number |
|-----------|--------|
| Masculine | 40 |
| Feminine | 40 |

Table number 2: training teacher distribution according to the nature of the cycle taught.

| Taught cycle | Number |
|------------------|--------|
| Collective Sport | 27 |
| Individual Sport | 53 |

3-1-3 Statistical tool: The statistical is a set of mathematical processes that are used in the domain of the scientific research, in order to provide a logical setting for the reasoning (SPSS).

3-1-4-1 Constitution of contingency tables: After having done the hide of the questionnaire to translate in strengths and percentages choices of possibilities we used tables of contingency to compare answers which are investigated.

3-1-4-2 The test of square khi: Information collected in tables requires a calculation for effects of variables that we study before in relation to the stated hypotheses. It brings us therefore to 2 treatments: A global treatment: who is about the totality of the sample in which we make independent variable

abstraction; this treatment is about the marginal strengths and permits to know if the company of possibilities chosen for topics is meaningful or no. We use the test of global square khi. Its rule is the following:

$$X^2G(c - 1) = \frac{(N3 - \frac{N'}{2})^2}{(\frac{N}{2})} + \frac{(N4 - \frac{N'}{2})^2}{(\frac{N}{2})}$$

With (c-1): number of liberty degree, N3 and N4: frequencies to compare the real strengths.

A second analytic treatment to compare the independent variables and their effects on the dependent variables. The rule of the analytic square is as follows:

$$X^2A(L - 1)(c - 1) = \frac{(n1 - n'1)^2}{n1} + \frac{(n2 - n'2)^2}{n2}$$

n: real strengths or experimental interns,: the corresponding theoretical strengths and dds = (1-1) (c-1): it is the number of liberty degree that gets himself while multiplying the number of line decreased of 1 by the number of column decreased of 1.

3-2 Results and interpretation of the questionnaire:

3-2-1 Interpretation of the questionnaire by answer:

Often:

Table (3): Comparative survey between styles of teaching for answer "often".

| | | Often | | | | | | |
|--------|--------|-------|-------|---------|----------|-------------|--------|-------|
| | | COM | TASK | Rec EVA | Ind PROG | Pupils INIT | Guided | Total |
| M COLL | Number | 34 | 20 | 19 | 15 | 19 | 20 | 127 |
| | % | 26,8% | 15,7% | 15,0% | 11,8% | 15,0% | 15,7% | 100% |
| M IND | Number | 58 | 33 | 28 | 29 | 21 | 20 | 189 |
| | % | 30,7% | 17,5% | 14,8% | 15,3% | 11,1% | 10,6% | 100% |
| F COLL | Number | 25 | 17 | 9 | 14 | 9 | 13 | 87 |
| | % | 28,7% | 19,5% | 10,3% | 16,1% | 10,3% | 14,9% | 100% |
| F IND | Number | 59 | 37 | 29 | 27 | 30 | 29 | 211 |
| | % | 28,0% | 17,5% | 13,7% | 12,8% | 14,2% | 13,7% | 100% |
| Total | Number | 176 | 107 | 85 | 85 | 79 | 82 | 614 |
| | % | 28,7% | 17,4% | 13,8% | 13,8% | 12,9% | 13,4% | 100% |

X²G TO 5 DDLS = 68. 48 T. S TO P < 0. 001

The global treatment of this first table permits us to note that it is very meaningful; however 28. 7% of starting teacher totals use the style by command. It denotes the starting teacher tendency to take refuge himself of it and to look there for the sense of security that doesn't give them programs based on principles, rather than on a precise organization of progressions or matters to teach. The starting teacher proportion that makes the preparation

of the material, its investment, to the auto correction and the demonstration, participate their pupils to use the style by task that is 17. 4% of starting teacher totals what means that this style is used in second place by order of merit. However, the style by reciprocal assessment and individual program confides responsibilities to pupils in the educational act takes up the third place by a proportion of 13. 8%, with the proportions near 13. 4% for the style of

guided discovery and 12.9% for the incitement of pupils to the hold of initiative; what comes in last; the less used by the starting teachers. Besides, the pupil is not confided to the decision making: what to learn and how to learn it. The analytic statistical survey (ddl 15) by opposition to the global survey (ddl 5), gave us a not meaningful square khi; what permits us to note that there is not a difference that resides while comparing young masculine and feminine teacher opinions that it is the practice of a collective or individual sport. Indeed, topics answered in the same way; however, differences observed in the global treatment are not owed to categories. For these

categories, the variable sex doesn't intervene in addition, by choice of the answer. Therefore, girl and young boy vote for the style by command. The practice of collective or individual sport is not also revealing of the determination of answer choices. This decreasing assessment illuminates us that the starting and new teachers opt for the decomposition of the cleverness in different parts and to show the good way to execute the cleverness and pupils tempts to move as the teacher. This requirement doesn't motivate pupils to participate in the educational act or to make to produce and to discover.

Sometimes:

Table (4): Comparative survey between styles of teaching for answer "sometimes".

| | | Sometimes | | | | | | |
|--------|--------|-----------|-------|---------|----------|-------------|--------|-------|
| | | COM | TASK | Rec EVA | Ind PROG | Pupils INIT | Guided | Total |
| M COLL | Number | 12 | 22 | 24 | 24 | 22 | 15 | 119 |
| | % | 10,1% | 18,5% | 20,2% | 20,2% | 18,5% | 12,6% | 100% |
| M IND | Number | 9 | 34 | 31 | 30 | 39 | 37 | 180 |
| | % | 5,0% | 18,9% | 17,2% | 16,7% | 21,7% | 20,6% | 100% |
| F COLL | Number | 8 | 13 | 14 | 27 | 12 | 17 | 91 |
| | % | 8,8% | 14,3% | 15,4% | 29,7% | 13,2% | 18,7% | 100% |
| F IND | Number | 26 | 39 | 42 | 41 | 31 | 36 | 215 |
| | % | 12,1% | 18,1% | 19,5% | 19,1% | 14,4% | 16,7% | 100% |
| Total | Number | 55 | 108 | 111 | 122 | 104 | 105 | 605 |
| | % | 9,1% | 17,9% | 18,3% | 20,2% | 17,2% | 17,4% | 100% |

The consultation of results of the respective table to the proposition "sometimes" in the use of styles gives a very meaningful global treatment. We can all time wonder about the 20.2% of the starting teachers that sometimes answered to questions concerning the distribution of roles of the educational act between taught teachers. While taking account of differences between styles concerning the teacher's active presence, the gap appeared considerable, since 20.2%. Sometimes present the task or the exercise to execute and grant to the pupil the opportunity to propose a relative work program to the exercise. While 18.3% of teachers grant to their pupils the responsibility to value and to correct their partners while they only observe them. Values near 17.9%, 17.4% and 17.2% respectively for the style by task, guided discovery and initiative of the pupil; what translates the involvement limited of pupils to the educational act, the few of confidence granted to the pupil and the slowness of the understanding of work pupils asked. For the style by command, the value is

9.1% that is considered like a weak value in relation to starting teacher totals that use the style from time to time in a more regular manner. The analytic statistical treatment reveals a not meaningful difference, because the starting teachers are near a similar way in the implantation of the style by individual program. The variable cycle taught collective or individual doesn't influence behaviours of teachers, because girl and young boy with a percentage raised of 20.2% of the totals investigated are in favour of the use of this style. The starting teachers limit their interventions towards their pupils and they are only in charge of the gathering of pupils, of the explanation of the applied style, goals and the training of tasks to achieve. Weak percentage required on behalf of teachers, who are equal to 9.1% can translate the insistence of these last to control the class to re-establish discipline, to guide the educational act and to make work pupils, without risk and danger.

Rarely:

Table (5): Comparative survey between styles of teaching for answer "rarely".

| | | Rarely: | | | | | | |
|--------|--------|---------|-------|---------|----------|-------------|--------|-------|
| | | COM | TASK | Rec EVA | Ind PROG | Pupils INIT | Guided | Total |
| M COLL | Number | 2 | 6 | 4 | 9 | 7 | 13 | 41 |
| | % | 4,9% | 14,6% | 9,8% | 22,0% | 17,1% | 31,7% | 100% |
| M IND | Number | 5 | 5 | 12 | 13 | 12 | 15 | 62 |
| | % | 8,1% | 8,1% | 19,4% | 21,0% | 19,4% | 24,2% | 100% |
| F COLL | Number | 0 | 3 | 10 | 7 | 12 | 3 | 35 |
| | % | 0,0% | 8,6% | 28,6% | 20,0% | 34,3% | 8,6% | 100% |
| F IND | Number | 2 | 11 | 16 | 19 | 26 | 2 | 76 |
| | % | 2,6% | 14,5% | 21,1% | 25,0% | 34,2% | 2,6% | 100% |
| Total | Number | 9 | 25 | 42 | 48 | 57 | 33 | 214 |
| | % | 4,2% | 11,7% | 19,6% | 22,4% | 26,6% | 15,4% | 100% |

X²G TO 5 DDLS = 40. 74 T. S TO P < .001 X²A TO 15 DDLS = 28. 17 SS TO P < .05

The observation of table 5 shows that the global treatment is very meaningful; however 26. 6% are for the rarity of pupil incitement to take the initiative and 22. 4% for the development of an individual program by opposition to the style centred on the teacher, the one by command that represents 4. 2% for the set of teachers, while for the middle values, the one by order of merit 19. 6% for the correction and assessment of the partner and 15. 4% for the guided discovery and in short proportion of 11. 7% for the pupil's responsabilisation in the educational act (organization, concentration, demonstration). This one happens what the teacher starting has courage or the initiative to make actively participate the pupil in the process of training not again and give him the freedom to produce and to create; what is the case of several factors as the control of the class, the restoration silence and to guide the educational act to work, without risk and danger. On the other hand, the analytic survey of the variables sex influence and nature of the cycle appears meaningful. This

significance is owed to differences of the sex. Besides, according to the table number5 girls who teach the individual sport answered by rarely with proportion of 34. 2% for the pupil's initiative, while for command is 2. 6%. Besides, a meaningful analytic survey for feminine that teaches a collective sport is according to table number5, with a percentage of 34. 3% for the initiative, while it doesn't exist answers in favour of the style by command, in fact that the feminine sex always tries to re-establish calmness and to really manage the group not to have losses of the time or concentration and thereafter of losses of efficiency of training. On the other hand, the analytic survey according to table5 has no significance for the masculine sex, that it is individual or collective sport. Indeed, the young teacher although he is always for the style by command, the masculine shows more courage again to imply advantage pupils in the educational act through the physical training.

3-2-2 interpretation of the questionnaire by style Command:

Table (6): Comparative survey of percentages of use of the style by "command".

| | | Command | | | | |
|--------|--------|---------|-----------|--------|-------|--|
| | | Often | Sometimes | Rarely | Total | |
| M COLL | Number | 34 | 12 | 2 | 48 | |
| | % | 70,8% | 25,0% | 4,2% | 100% | |
| M IND | Number | 58 | 9 | 5 | 72 | |
| | % | 80,6% | 12,5% | 6,9% | 100% | |
| F COLL | Number | 25 | 8 | 0 | 33 | |
| | % | 75,8% | 24,2% | 0,0% | 100% | |
| F IND | Number | 59 | 26 | 2 | 87 | |
| | % | 67,8% | 29,9% | 2,3% | 100% | |
| Total | Number | 176 | 55 | 9 | 240 | |
| | % | 73,3% | 22,9% | 3,8% | 100% | |

X²G TO 2 DDLS = 185. 15 T. S TO P < .001

X²A TO 6 DDLS = 8. 16 N. S

The global treatment of this table permits us to note that it is very meaningful; however, (73. 3%) starting teacher totals prepare the material individually before the beginning of the sitting, make the demonstration and explain the balance of the sitting. The proportion of teachers that solicits the pupil and gives him the initiative to show the remained exercise limited is (3. 8%). Opinions for the permanent use of the style by command (answer: sometimes) is (22. 9%) that remains weak before proportions of often (73. 3%). The calculated analytic square Khi is not meaningful; it is equal to (8. 16); there is not any difference between the opinion of topics, masculine or feminine sex as it is illustrated by table number6. For answer, we have 70 often. 8% M COLLAR and 80.

6% M INDS and 75. 8% F COLLAR and 67. 8% F IND. Still in the same perspective of an analytic survey within the same category (training teacher), it is proved that the variable nature of the cycle is not a factor determining that judges the difference of point of view concerning the use of the style by command. By comparison to what precedes the answer is indeed, rarely 4. 2% M collar and 6. 9% M INDS and 0% F COLLAR and 2. 3% F IND. It explains that the difference between the two sexes doesn't exist, view that they received the same formation during the 3, to see the 4 years and that they are influenced by the method and styles with which they were taught.

Task:

Table (7): Comparative survey of percentages of use of the style by "task".

| | | Task: | | | |
|--------|--------|-------|-----------|--------|-------|
| | | Often | Sometimes | Rarely | Total |
| M COLL | Number | 20 | 22 | 6 | 48 |
| | % | 41,7% | 45,8% | 12,5% | 100% |
| M IND | Number | 33 | 34 | 5 | 72 |
| | % | 45,8% | 47,2% | 6,9% | 100% |
| F COLL | Number | 17 | 13 | 3 | 33 |
| | % | 51,5% | 39,4% | 9,1% | 100% |
| F IND | Number | 37 | 39 | 11 | 87 |
| | % | 42,5% | 44,8% | 12,6% | 100% |
| Total | Number | 107 | 108 | 25 | 240 |
| | % | 44,6% | 45,0% | 10,4% | 100% |

$X^2_{G TO 2 DDLS} = 56.73$ T. S TO $P < 0.001$

$X^2_{AS TO 6 DDLS} = 1.69$ N. S

The consultation of the table number7 shows us that the style by task gives a very meaningful global treatment. Indeed, to the values near of answers for often (44. 6%) and sometimes (45%) some total partially frees itself of the organization function to permit some decision transfer toward the pupil. The proportion of the answer rarely decorated very weak (10. 4%); what gives that the teacher tends to imply of advantage the pupil in the task of the decision making. The analytic survey of variable sex and nature of the cycle at teachers reveals not meaningful, translated by

41. 7%, 45. 8%, 12. 5% for a boy making a collective sport and 42. 5%, 44. 8% and 12. 6% for girl practicing an individual sport respectively often for answers, sometimes and rarely. Therefore, as much for men as for women, view that the present pedagogy insists on the interaction teaching taught that produces a bigger autonomy of the pupil's behaviour and encourage a certain individualization, as good in the quantity of work that in the volume, the rhythm and the intensity of the activity.

Reciprocal assessment:

Table (8): Comparative survey of percentages of use of the style by "reciprocal" assessment.

| | | Reciprocal assessment | | | |
|--------|--------|-----------------------|-----------|--------|-------|
| | | Often | Sometimes | Rarely | Total |
| M COLL | Number | 19 | 24 | 4 | 47 |
| | % | 40,4% | 51,1% | 8,5% | 100% |
| M IND | Number | 28 | 31 | 12 | 71 |
| | % | 39,4% | 43,7% | 16,9% | 100% |
| F COLL | Number | 9 | 14 | 10 | 33 |
| | % | 27,3% | 42,4% | 30,3% | 100% |

| F IND | Number | 29 | 42 | 16 | 87 |
|-------|--------|-------|-------|-------|------|
| | % | 33,3% | 48,3% | 18,4% | 100% |
| Total | Number | 85 | 111 | 42 | 238 |
| | % | 35,7% | 46,6% | 17,6% | 100% |

$\chi^2_{G TO 2 DDLS} = 30.62$ T. S TO $P < 0.001$ $\chi^2_{AS TO 6 DDLS} = 6.98$ N. S

The treatment of answers collected in table number 8 permits to note that it is very meaningful, however, (35.7%) of teachers who answered by often and (46.6%) answered by sometimes; what indicates that teachers give more liberty to their pupils facing their limitations of their interventions in the organization, the demonstration and the assessment. By opposition, (17.6%) some starting teachers prefer to organize them same pupils in groups of level, to demonstrate the exercise (technical gesture) and to make the assessment individually. The difference of opinions between the two sexes proves to be not meaningful. Besides, we have the same distribution of percentages by comparison with the global treatment. Indeed, for the answer is illustrated

sometimes by 51.1%, 43.7%, 42.4%, 48.3% respectively for M COLLAR, M IND, F COLLAR, F IND. What makes, according to opinions, that teachers confirm more and more responsibilities to their pupils in order to develop their autonomies and to make approach to the individualization. Indeed, the role of teachers limits itself to a simple observer to the correction of the pupil, he can enter in communication to teach him to observe, to show him that one believes in his action, to help him in his action, to incite him to maintain the relation with his partner and to develop at the pupil the necessary criteria for a good application of the style.

Individual program:

Table (9): Comparative survey of percentages of use of the style by "individual program".

| Individual program | | | | | |
|--------------------|--------|-------|-----------|--------|-------|
| | | Often | Sometimes | Rarely | Total |
| M COLL | Number | 15 | 24 | 9 | 48 |
| | % | 31,3% | 50,0% | 18,8% | 100% |
| M IND | Number | 29 | 30 | 13 | 72 |
| | % | 40,3% | 41,7% | 18,1% | 100% |
| F COLL | Number | 14 | 12 | 7 | 33 |
| | % | 42,4% | 36,4% | 21,2% | 100% |
| F IND | Number | 27 | 41 | 19 | 87 |
| | % | 31,0% | 47,1% | 21,8% | 100% |
| Total | Number | 85 | 107 | 48 | 240 |
| | % | 35,4% | 44,6% | 20,0% | 100% |

$\chi^2_{G TO 2 DDLS} = 22.23$ T. S TO $P < 0.001$ $\chi^2_{AS TO 6 DDLS} = 3.02$ N. S

To confide responsibilities of educational order to the pupil as the organization, the demonstration, it reveals an individualization of work and the certain decision transfer to the pupil who sees himself more responsible. The global analysis shows that (35.4%) starting teachers limit their interventions towards their pupils and they are only in charge of the gathering of pupils, of the explanation of the applied style and its goal, the training of tasks to achieve, the explanation of execution modes and the presentation of success criteria in every task. Same analysis shows that (44.6%) teachers answered by sometimes; what makes their opinion towards the use of style by individual program is from time to

time permanent by opposition to (20%) of teachers who don't prefer this style and the implication of pupils in the process of assessment. On the other hand, the analytic survey of the variable sex influence and nature of the cycle reveals a not significance that could be explained by the equality of answers concerning questions 4; 10; 15 for the affirmation or the negation. Men and women behave in the same way. Teachers use strategies of this style to the middle and sometimes weak percentages, view that it is a little difficult to especially apply him for pupils who don't have enough skills before acquirement.

Initiative of pupil:

Table (10): Comparative survey of percentages of use of the style by "initiative of pupil".

| | | Initiative of pupil | | | |
|--------|--------|---------------------|-----------|--------|-------|
| | | Often | Sometimes | Rarely | Total |
| M COLL | Number | 19 | 22 | 7 | 48 |
| | % | 39,6% | 45,8% | 14,6% | 100% |
| M IND | Number | 21 | 39 | 12 | 72 |
| | % | 29,2% | 54,2% | 16,7% | 100% |
| F COLL | Number | 9 | 12 | 12 | 33 |
| | % | 27,3% | 36,4% | 36,4% | 100% |
| F IND | Number | 30 | 31 | 26 | 87 |
| | % | 34,5% | 35,6% | 29,9% | 100% |
| Total | Number | 79 | 104 | 57 | 240 |
| | % | 32,9% | 43,3% | 23,8% | 100% |

X²G TO 2 DDLS = 13. 83 T. S TO P <0. 001X²AS TO 6 DDLS = 11. 23 N. S

The global statistical survey of table number10 gives us a very meaningful square khi; the number of teachers that requires the development of a level raised of independent realization at pupils sometimes reaches its maximum for answers (43. 3%) and (32. 9%) of answers often. However, (23. 8%) answered by rarely; what is considered like important value and what indicates that an important number of starting teachers doesn't encourage the incitement of pupils to take the initiative and to contribute to the development of tasks. Besides, to ask questions of educational, authorized or technical order reveals an

incitement on behalf of the teacher who pushes the pupil to make recourse to his acquisitions and his knowledge to be able to answer questions. The analytic survey carrying on the variable sex and as nature of the cycle proves to be not meaningful. However, the young teacher for answer rarely reveals 14. 6%, 16. 7%, 36. 4% and 29. 9% respectively for M COLLAR, M IND, F COL and F IND; what could be explained by the equality of answers concerning questions 6, 12, 18, structural on pupil's initiative.

Guided discovery:**Table (11): Comparative survey of percentages of use of the style by "guided discovery".**

| | | Guided discovery | | | |
|--------|--------|------------------|-----------|--------|-------|
| | | Often | Sometimes | Rarely | Total |
| M COLL | Number | 20 | 15 | 13 | 48 |
| | % | 41,7% | 31,3% | 27,1% | 100% |
| M IND | Number | 20 | 37 | 15 | 72 |
| | % | 27,8% | 51,4% | 20,8% | 100% |
| F COLL | Number | 13 | 17 | 3 | 33 |
| | % | 39,4% | 51,5% | 9,1% | 100% |
| F IND | Number | 29 | 36 | 22 | 87 |
| | % | 33,3% | 41,4% | 25,3% | 100% |
| Total | Number | 82 | 105 | 53 | 240 |
| | % | 34,2% | 43,8% | 22,1% | 100% |

X²G TO 2 DDLS = 13. 83 T. S TO P <0. 001X²A TO 6 DDLS = 11. 23 N. S

Observations made from table number11 determine the significance of the global square Khi that consists in raising the difference of answers; however, (34. 2%) are for the encouragement of pupils to provide answers until they discover the answer that the teacher wanted to make discover them and (43. 8%) are for a not regular use of this style; whereas the remainder that represents (22. 1%) doesn't prefer the guided discovery. Still in the same sense of the pupil encouragement to ask for explanations and to

intervene to enrich the sitting of the course. Men and women declare more similar opinions while affirming their points of view concerning the importance of the development of the sense of the responsibility and the cognitive aspect at the pupil. Indeed, the analytic survey reveals not meaningful. Besides, we can sometimes notice the same distribution for answer 31. 3%, 51. 4%, 51. 5%, 41. 4% and for answer rarely 27. 1%, 20. 8%, 9. 1%, 25. 3% respectively for M COLLAR, M IND, F COLLAR and F IND. ; what

sums up indeed that the educational act (organization, demonstration and correction) remains a big worry for the teacher starting that must cope there all alone. Which can be realized is to encourage the masculine sex regularly in relation to the feminine in the diversification of use of the style usable as the guided discovery.

4. Discussion:

The statistical analysis used in our research permits us to know styles of teaching of the training teachers of our institute. We can judge necessary the application of styles of a progressive way teaching so that we won't have access to a style that the pupil asks for some signs of hold of initiative and decision. The style by command: to put a term to items 1,7,13 it is obvious to signal that the main phases of the course are the organization, the demonstration, the explanation and the correction, remain a big worry for the teacher who must organize all items alone. This style reigns on all other way to teach, and that it probably remains the more used, since it is considered like an excellent mean to assure an efficient teaching. The style by task: all presented results affirm that teachers use strategies of teaching by tasks that make reference to an organization of training conditions that allows pupils to enter into the different tasks. At the same moment, principles of the style by task are expressed through questions 2, 8, 17 that have for object the pupil's incitement to organize, to prepare the material, to choose tasks and to make the demonstration. The style by reciprocal assessment: questions landed in the survey of the style are in the order 3, 9, 14 specify criteria of application of the reciprocal assessment. Indeed, the teacher's role limits himself to a simple observer to the correction of the pupil and it can enter in communication. The style by individual program: teachers use strategies of this style to the middle and sometimes weak percentages, view that it is a little difficult to especially apply him for pupils who don't have enough skills before acquirement. At the level of the practice of this style, answers to questions 4, 10, 15 demonstrated us that the lack of experience at the level the decision making at pupils constitutes a major handicap for the setting up of this style. Style by Initiative of pupil: in the same way, this style is rarely used by the training teachers for questions 6, 12, 18, in fact that the teacher's role minimizes himself more and more; however, the teacher can provide information. All two develop criteria of basis, but it is the pupil who decides what to learn and how to learn. Style by guided discovery: answers to questions 5, 11, 16 show the weak frequencies of uses of this style where the teacher asks for a set of specific questions to pupils

who provide answers until they discover the just answer. This style is essentially based on the training by solution - problem what is difficult to apply. In spite of the significance of global square khi, the analytic treatment doesn't show a significance and the weak effect of variables on the choice of teaching styles; what can be the homogeneous formation received by the starting teachers where the influence of appraisal level and the continual practice that will be able to influence strategies.

Conclusion:

All teacher anxious of the educational success of his sitting must be careful not to loose any time and to optimise the maximum periods of the physical training. To reach his objectives, the teacher starting must increase opportunities of practice provided to pupils and must procure them of advantage of information on their benefits to improve the motor acquirements of pupils. These finalities don't conceive themselves without a precise organization of work to do in class, while starting with the essential choice of the teaching style to land in the sitting. To the term of our present research that consists to achieve a comparative survey of teaching styles so much for feminine that for the masculine as good for a collective sport that for an individual sport in order to determine which of this styles manifests a major abundance in the teaching. We can say that in spite of the abusive use of the style by command at the different training, it is proved that styles of teaching are complementary. However, the stake in different productive style remained to see, view the big hold of initiative that must acquire the pupil, in addition of the big risks of accidents that can degenerate in the sitting. To allow all this, it is permitted to wonder about the faculty to adopt an efficient and adequate teaching to the pupil who would be beneficial, especially on emotional plan.

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