

ABSTRACT

The purpose of this study was to examine the effects of Mosston and Ashworth's (1994) Practice style (B) and Inclusion style (E) on measures of physical fitness (power of the lower limbs, muscular endurance of the abdominals and agility) and perceived athletic competence of 111 fifth-grade students (62 boys and 49 girls). The students were chosen from three primary schools in one area of Athens. 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, while perceived athletic competence was measured with Harter's (1985) athletic competence subscale from the *Self-Perception Profile for Children*. Teaching styles were systematically applied for 15 weeks. Measurements were assessed on two different occasions (pre- and post- test). 2 x 2 analyses of covariance on the post-test scores showed that there were no significant differences between the two teaching style groups in the sit-ups and shuttle run tests and in perceived athletic competence. However, both groups did significantly better than the control group ($p < .01$). In the standing long jump test style B group significantly outperformed style E and the control groups ($p < .01$) but style E did not do significantly better than the control group. Also, the interactive effects of style by gender and the effects of gender on each dependent variable were not significant. 2 x 2 x 3 analyses of variance with repeated measures on the time factor showed that style B and style E were effective in developing students' agility and muscular endurance of the abdominals over time ($p < .01$) but only style B proved to be effective in promoting students' power of the lower limbs ($p < .01$). The control group did not significantly improve over time in any of the physical fitness measures. Results on the perceived athletic competence questionnaire yielded significant gains between pre- and post- test only for the style E group ($p < .01$). The control group showed a significant decrease in perceived athletic competence over time ($p < .01$). The interactive effects of time by gender and time by gender by style were not significant. The above results indicate that style E and Style B may influence some measures of child development but have little impact on other variables.