

A Survey of Teaching Styles used by Tennis Coaches

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Introduction: the purpose of and how to use this survey

This survey questionnaire was designed to collect Australian tennis coaches' beliefs about the teaching styles they use during coaching sessions throughout the year. Acquiring knowledge and information about coaches' beliefs is significant for it provides a baseline of information and a preliminary insight into the coaches' conceptions and understandings in relation to how they conduct their tennis coaching lessons. In addition to the information from the survey questionnaires, the coaches' tennis lessons will be observed in order to verify the degree of congruence between what the coaches' report using and what they actually use.

The description inventory for this survey¹ is an adapted version of Ashworth, S. (2010, 2004)². *Description inventory of landmark teaching styles: A spectrum approach*. (United States). [\[View PDF\]](#) and SueSee, B., Ashworth, S., and Edwards, K. (2006)³. *Instrument for collecting teachers' beliefs about their teaching styles used in physical education: Adaptation of description inventory of landmark teaching styles: A spectrum approach*. Queensland University of Technology, Brisbane, Australia.

The adaptations were implemented to more directly connect to the field of coaching. Permission was granted by Prof. Sara Ashworth and Brendan SueSee to employ the changes.

Survey of Teaching Styles Used by Tennis Coaches

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A Teaching Style is a plan of action that defines the specific decision interaction of the teacher or coach and the learner for the purpose of leading to the development of specific objectives in subject matter and behaviour.⁴ One or more teaching styles may be used during a lesson/session.

PART 1. BACKGROUND INFORMATION

INSTRUCTIONS:

- Please circle your response for the questions below. For example:

1. GENDER: Male Female

QUESTIONS:

1. GENDER: Male Female

2. AGE: 15-20 20-30 30-40 40-50 50+

3. STATE/TERRITORY WHERE YOU CURRENTLY COACH:

VIC NSW QLD SA

WA TAS ACT NT

4. HIGHEST EDUCATIONAL QUALIFICATION:

Secondary School Certificate or Diploma Trade/Apprenticeship

Undergraduate degree Postgraduate degree Masters Doctorate

5. COACHING QUALIFICATION THAT YOU ARE CURRENTLY COMPLETING:

Junior development Club professional

Master club professional High performance

6. YEARS OF COACHING: 0-3 4-10 11-20 20+

7. HOURS PER WEEK COACHING: 1-5 5-10 10-20 20-30 30-40 40+

INSTRUCTIONS:

- For questions 8 and 9 please indicate your response by placing the appropriate number in the box provided

8. AGE GROUP(S) MOST TIME SPENT COACHING PER WEEK:

(Please number in order from most to least e.g. 1, 2, 3 etc; if time is equal use the same number e.g. 1, 2, 2, 3, 4 etc; or not at all – use an X)

4-7	<input type="text"/>	10-12	<input type="text"/>	15-17	<input type="text"/>
7-10	<input type="text"/>	12-15	<input type="text"/>	17+	<input type="text"/>

9. LEVEL(S) MOST TIME SPENT COACHING PER WEEK:

(Please number in order from most to least e.g. 1, 2, 3 etc; if time is equal use the same number e.g. 1, 2, 2, 3 etc; or not at all – use an X)

Beginner	<input type="text"/>	Intermediate	<input type="text"/>
Advanced	<input type="text"/>	Elite Professionals	<input type="text"/>

PART 2. TEACHING STYLES

INSTRUCTIONS:

- Please read the **Scenario Description** for each **Teaching Style** and circle your response for each question.
- Please answer all questions from your coaching situations and respond as honestly as possible about only your teaching experiences.
- There are **NO** right or wrong responses. All teaching **SCENARIO DESCRIPTIONS** are valid. This questionnaire seeks your beliefs and opinions about which teaching styles you believe you use.

COMPLETED EXAMPLE:

Scenario Style	Scenario Description of Teaching Style				
A	The coach selects the task that the students perform in a unison, choreographed or precision performance image following the exact pacing and rhythm (cues) set by the coach.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

PLEASE COMPLETE THE FOLLOWING:

Scenario Style	Scenario Description of Teaching Style				
A	The coach selects the task that the students perform in a unison, choreographed or precision performance image following the exact pacing and rhythm (cues) set by the coach.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
B	The coach selects the subject matter tasks, the quantity, and the time limits so that students can practice individually and privately. The coach circulates among all students and offers private feedback. The students learn to set a pace to practice tasks within an allocated time frame.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
C	The coach selects the subject matter tasks and presents the expectations for students to work with a partner. One student (the doer) practices the task, while the other student (the observer) uses coach prepared criteria (checklist) to offer immediate feedback about the performance to the doer. When the first set of tasks are finished, the students switch roles and continue to the second set of tasks. The coach interacts with the observer to affirm the use of the criteria and the accuracy of the feedback comments and/or to redirects the observer's focus to specific performance details on the criteria.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
D	The coach selects the subject matter tasks and designs the criteria (performance checklist) for the students. Students individually practice the tasks and check their own performance using the checklist. The coach privately communicates with students to listen to their self-assessment comments and either reinforces the learner's use of the criteria or redirects the learner's focus to specific performance details on the criteria.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
E	The coach selects the subject matter tasks and designs multiple levels of difficulty for each task. Students select the level of difficulty that is appropriate to their performance. If inappropriate level decisions are made, the student may change the level choice. Students check their performance using the coach prepared performance checklist (criteria sheet). The coach circulates to acknowledge the choices the students have made and to ask questions for clarification to affirm the accuracy of the students' assessment process and/or to redirect the learner's focus to specific performance details on the criteria.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
F	The coach asks one student a series of specific questions; each question has only one correct answer. The questions are sequenced in a logical pattern so that each answer leads the student step by step to discover the anticipated concept, principle, relationship or solution.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
G	The coach designs a situation or one question that has only one specific correct response—the situation or question is new and the response is not previously known to the students. The learners are given individual and private time to use their thinking and questioning skills to sequentially and logically discover the anticipated answer.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
H	The coach designs a single or series of problems, situations or questions that seek multiple solutions to the <i>same</i> problem. The task is new to the students; therefore, each student is invited to discover new possibilities, as they produce multiple responses to the specific problem. The coach acknowledges the production of multiple ideas, rather than any singular idea.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
I	The coach designates a broad subject matter/topic. Within that topic each student is responsible for producing an individual learning program that includes setting goals and the process for accomplishing the goals. The learners design, implement, refine the program, and create performance criteria for their individual learning programs. The coach acknowledges the production of ideas and asks questions for information or clarification about the learning program.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
	1	2	3	4	5

Scenario Style	Scenario Description of Teaching Style				
J	A learner initiates a request to the coach to plan his/her own learning experience. In this experience the student makes all the decisions: selects the subject matter intent, designs, executes, and identifies the assessment criteria for the learning experience. The coach participates when and how the learner requests. The coach acknowledges the learner's successful implementation of the plans and initiates questions where discrepancies emerge between the learner's intent and actions. It is not the coach's job to evaluate, rather to act as a reference source between the indicated intent and action when asked by the student.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
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Scenario Style	Scenario Description of Teaching Style				
K	The learner takes the role of both student and coach setting all learning objectives. The learner makes decisions about subject matter intent, design, execution, and assessment of the learning experiences. This style is independent of a coach and not initiated by a coach. Feedback from others occurs only IF the learner seeks it.				
How frequently do I use this teaching style in my coaching sessions throughout the year?	Not at all	Minimally	Here and there	Often	Most of the time
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³SueSee, B., Ashworth, S., and Edwards, K. (2006). *Instrument for collecting teachers' beliefs about their teaching styles used in physical education: Adaptation of description inventory of landmark teaching styles: A spectrum approach*. Queensland University of Technology, Brisbane, Australia. (Australia).

⁴Ashworth, S. (2009). *Teaching a Spectrum Repertoire*. Keynote presentation for 26th ACHPER International Conference. Brisbane, Australia, July.

Thank you!

Thank you for the time you have taken to complete the questionnaire. Perhaps you would like to take a break, before checking that you have answered all the questions.

Would you be interested in receiving a summary of the research findings?

NO

YES If yes, please provide a mailing address below.

If there are any comments you would like to make regarding this questionnaire, please use the space below.

Thank you for your time and consideration.

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