

Higher-Order Factors and Measurement Equivalence of the Spectrum of Teaching Styles' Questionnaire Across Two Cultures
in Journal of Teaching in Physical Education

Ioannis Syrmpas, Athanasios Papaioannou, Nikolaos Digelidis, Gokce Erturan, and Mark Byra

DOI: <https://doi.org/10.1123/jtpe.2019-0128>

Keywords: cross-cultural; motivation; preservice teachers

First Published Online: 23 Jul 2020

In Print: Volume 40: Issue 2

Page Range: 245–255

Purpose: This study aimed to test the invariance of perceptions of the Spectrum teaching styles across Turkish and Greek preservice physical education teachers and to examine whether the styles could be classified into two clusters through self-determination theory. Greek ($n = 298$) and Turkish ($n = 300$) preservice teachers participated. **Method:** Cothran, Kulinna, and Ward's questionnaire based on teachers' use of and beliefs about teaching styles was used to examine their perceptions of the styles. **Results:** Confirmatory factor analysis revealed 11 factor indices and parameter estimates, suggesting that the 11-factor model fit the data. Multigroup confirmatory factor analysis established metric measurement invariance across samples. Multigroup confirmatory factor analysis showed that, for all higher-order models, the minimum requirement for invariance factor loading was met. The model comparison revealed that the styles could be categorized into four clusters from less to more autonomy-oriented. **Conclusion:** These findings might be useful to practitioners who want to use teaching styles in the promotion of students' motivation in physical education.