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Teaching Styles and Learning Motivation in Enhancing Futsal Dribbling Skills among Junior High School

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ABSTRACT

Mastery of dribbling is fundamental for successful futsal performance, yet traditional physical education often struggles with low student motivation and monotonous instruction. This study examined the main and interaction effects of teaching style (reciprocal vs. command) and learning motivation (high vs. low) on futsal dribbling outcomes among junior high school students. Utilizing a true-experimental 2×2 factorial design, 32 eighth-grade students were selected via cluster random sampling and underwent 12 instructional sessions. Motivation was measured using a validated Likert-scale questionnaire, while dribbling skills were evaluated via Nurhasan's standardized test. Data were analyzed separately by gender using two-way ANOVA ($\alpha = 0.05$). The findings revealed that the reciprocal style yielded significantly higher dribbling outcomes than the command style for both male ($M = 88.20$ vs. 86.30) and female students ($M = 89.00$ vs. 87.33). Crucially, a significant teaching style $\times$ motivation interaction was found for both sexes (male: $F(1,16) = 13.83$, $p = .002$; female: $F(1,8) = 12.25$, $p = .008$). The reciprocal style excelled for highly motivated students, whereas the command style was more effective for low-motivated students. These insights demonstrate that instructional effectiveness is highly contingent on student motivation, suggesting that educators should dynamically adapt teaching styles rather than applying a uniform approach.

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1. INTRODUCTION

Physical education plays a central role in developing learners' motor competence, personal character, and social skills through structured Physical, Sport, and Health Education (PJOK) instruction (Aksir et al., 2024; Saqinah et al., 2025; Usman et al., 2024). Within the junior high school curriculum, futsal is one of the core game-based units, and dribbling is widely regarded as its most fundamental technical skill because it underlies ball control and scoring opportunities (Madao et al., 2026; Putra et al., 2026; Usman et al., 2025). Preliminary observation at Junior High School 4 Sungguminasa, however, indicated that students' dribbling performance remained below the school's

Minimum Mastery Criterion, manifested in poor ball control, limited agility, and frequent technical errors.

Two interrelated factors help explain this shortfall. On the instructional side, teaching tends to rely heavily on lecture and brief demonstration, a largely monotonous approach that offers little room for exploration or active interaction. On the learner side, students frequently display low motivation, evident in limited enthusiasm, poor focus, and passive engagement during dribbling practice (Dlis & Humaid, 2020; Mappaompo et al., 2025). These observations align with Mosston and Ashworth's spectrum of teaching styles (Pill et al., 2024; Simonton et al., 2025), which distinguishes teacher-centered approaches such as the command style—characterized by direct instruction, tight structure, and teacher control of all decisions—from more student-centered approaches such as the reciprocal style, in which learners work in pairs, exchange feedback, and take an active role in evaluating movement performance.

Motivation theory offers a complementary lens for understanding these classroom dynamics. Self-determination theory posits that learning environments supporting autonomy, competence, and relatedness enhances intrinsic motivation and, in turn, learning outcomes (Chiu et al., 2024; Englund et al., 2023; Guay, 2022). This suggests that the reciprocal style, which affords learners greater autonomy and peer relatedness, may be particularly beneficial for students who are already motivated, whereas students with low motivation may instead require the explicit structure and external direction that the command style provides (Rohmansyah et al., 2022).

Although prior studies have examined teaching styles and motivation as separate predictors of motor skill acquisition in various sports (de Bruijn et al., 2022; Orangi et al., 2025; Schröder, 2025), evidence on how these two factors interact—rather than operate independently—to shape futsal dribbling performance in junior high school students remains limited. Clarifying this interaction is important because it would indicate whether a single “best” teaching style exists or whether teaching style should instead be matched to students' motivational profile.

This study therefore examined (1) the main effect of teaching style (reciprocal vs. command) on dribbling learning outcomes, (2) the interaction effect between teaching style and learning motivation, and (3) the simple effects of teaching style within high- and low-motivation subgroups. We hypothesized that (H1) the reciprocal style would produce better dribbling outcomes than the command style overall; (H2) teaching style and motivation would interact significantly; (H3) among highly motivated students, the reciprocal style would outperform the command style; and (H4) among students with low motivation, the command style would outperform the reciprocal style. The findings are intended to inform physical education teachers' selection of instructional strategy according to students' motivational characteristics.

2. METHOD

This study used a true-experimental design with a 2×2 factorial arrangement, crossing teaching style (reciprocal vs. command) with learning motivation (high

vs. low). The treatment consisted of 12 instructional sessions focused on fundamental futsal dribbling skills.

The population comprised all eighth-grade students at Junior High School 4 Sungguminasa during the 2025/2026 academic year. A total of 32 students (20 male, 12 female) were selected using cluster random sampling and subsequently classified by learning-motivation level (high vs. low) and assigned teaching style (reciprocal vs. command), yielding four cells per sex: A₁B₁ (command × high motivation), A₂B₁ (reciprocal × high motivation), A₁B₂ (command × low motivation), and A₂B₂ (reciprocal × low motivation). Table 1 presents the factorial design.

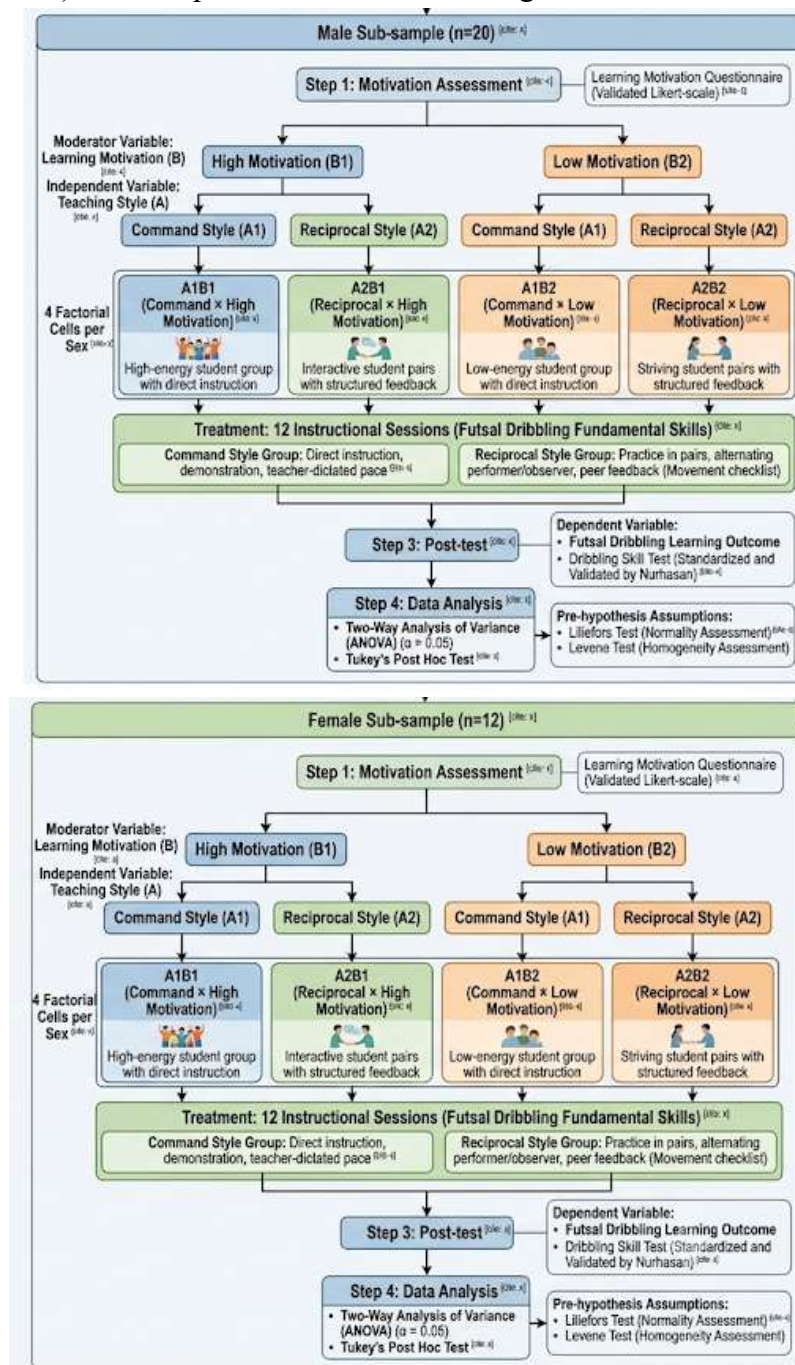


Figure 1. Flowchart of the 2 x 2 Factorial Research Design

Male and female students were analyzed as separate sub-samples (male $n = 20$, female $n = 12$) because the factorial cells were distributed within each sex group, the distribution shown in Figure 1. The independent variable was teaching style (reciprocal vs. command); the dependent variable was futsal dribbling learning outcome; and learning motivation (high vs. low) served as the moderator variable.

Learning motivation was measured using a validated Likert-scale questionnaire. Dribbling skill was assessed using the standardized and previously validated futsal dribbling skill test developed by Nurhasan. Data was collected through observation, questionnaire administration, skill testing, and documentation. Students in the reciprocal-style group practiced in pairs, alternating between performer and observer roles and providing structured peer feedback based on a movement-analysis checklist, consistent with Mosston and Ashworth's reciprocal style. Students in the command-style group received direct instruction, with the teacher demonstrating the movement, dictating the pace, and providing immediate corrective feedback. Both groups received the same content and duration of practice (12 sessions) to isolate the effect of instructional style.

Data were analyzed separately for the male and female sub-samples using two-way analysis of variance (ANOVA) at a significance level of $\alpha = 0.05$, followed by Tukey's post hoc test where appropriate. Prior to hypothesis testing, the Lilliefors test was used to assess normality, and the Levene test was used to assess homogeneity.

3. RESULTS AND DISCUSSION

Results

Descriptive Statistics

Pretest dribbling scores

Table 1 presents pretest dribbling scores prior to treatment. Male students obtained a mean pretest score of 84.75 (SD = 3.86, range 80–91), while female students obtained a mean of 82.75 (SD = 2.22, range 80–86).

Table 1. Pretest Dribbling Scores by Sex

Statistic	Male	Female
Maximum score	91	86
Minimum score	80	80
n	20	12
Mean	84.75	82.75
SD	3.863	2.221

Distribution of motivation to learn

Table 2 presents the distribution of students across the four factorial cells, stratified by sex, teaching style, and motivation level.

Table 2. Distribution of Students across Factorial Cells

Motivation	Sex	Reciprocal	Command	Total
High	Male	5	5	10

Motivation	Sex	Reciprocal	Command	Total
Low	Male	5	5	10
High	Female	3	3	6
Low	Female	3	3	6

Students were distributed evenly across cells within each sex group (5 male and 3 female students per cell), based on a normal-curve classification in which the upper and lower 27% of the motivation-score distribution were designated as the high- and low-motivation categories, respectively.

Posttest dribbling scores by teaching style

Table 3 compares posttest dribbling scores between the reciprocal and command groups.

Table 3. Posttest Dribbling Scores by Teaching Style and Sex

Statistic	Male – Reciprocal	Male – Command	Female – Reciprocal	Female – Command
Maximum	95	90	92	89
Minimum	82	82	86	86
n	10	10	6	6
Mean	88.20	86.30	89.00	87.33
SD	5.095	2.497	2.366	1.211

For male students, the reciprocal style produced a higher and more variable mean score ($M = 88.20$, $SD = 5.10$, range 82–95) than the command style ($M = 86.30$, $SD = 2.50$, range 82–90). A similar pattern was observed for female students, with the reciprocal style ($M = 89.00$, $SD = 2.37$, range 86–92) outperforming the command style ($M = 87.33$, $SD = 1.21$, range 86–89).

Posttest dribbling scores by motivation category

Table 4 breaks down posttest scores by the combination of teaching style and motivation level.

Table 4. Posttest Dribbling Scores by Teaching Style and Motivation Level

Motivation	Statistic	Male – Reciprocal	Male – Command	Female – Reciprocal	Female – Command
High	n	5	5	3	3
High	Minimum	91	85	90	86
High	Maximum	95	90	92	89
High	Mean	92.80	87.80	91.00	87.00
High	SD	1.483	2.168	1.000	1.732
Low	n	5	5	3	3
Low	Minimum	82	82	86	87
Low	Maximum	86	87	88	88
Low	Mean	83.60	84.80	87.00	87.67

Motivation	Statistic	Male – Reciprocal	Male – Command	Female – Reciprocal	Female – Command
Low	SD	1.817	1.924	1.000	0.577

Among highly motivated students, the reciprocal style produced markedly higher mean scores than the command style for both male (92.80 vs. 87.80) and female students (91.00 vs. 87.00). Conversely, among students with low motivation, the command style produced slightly higher mean scores than the reciprocal style for both male (84.80 vs. 83.60) and female students (87.67 vs. 87.00). This crossover pattern is indicative of an interaction effect, which was formally tested in Section 3.3.

Assumption Testing

Normality

The Kolmogorov–Smirnov/Liliefors test indicated that residuals for both the male ($p = .168$) and female ($p = .199$) sub-samples were normally distributed, as both significance values exceeded $\alpha = 0.05$ (Table 5). This was corroborated by normal probability plots, in which data points followed the diagonal reference line for both sexes (Figures 2 and 3).

Table 5. Normality Test Results

Variable	α	Significance	Conclusion
Dribbling outcome (Male)	0.05	0.168	Normally distributed
Dribbling outcome (Female)	0.05	0.199	Normally distributed

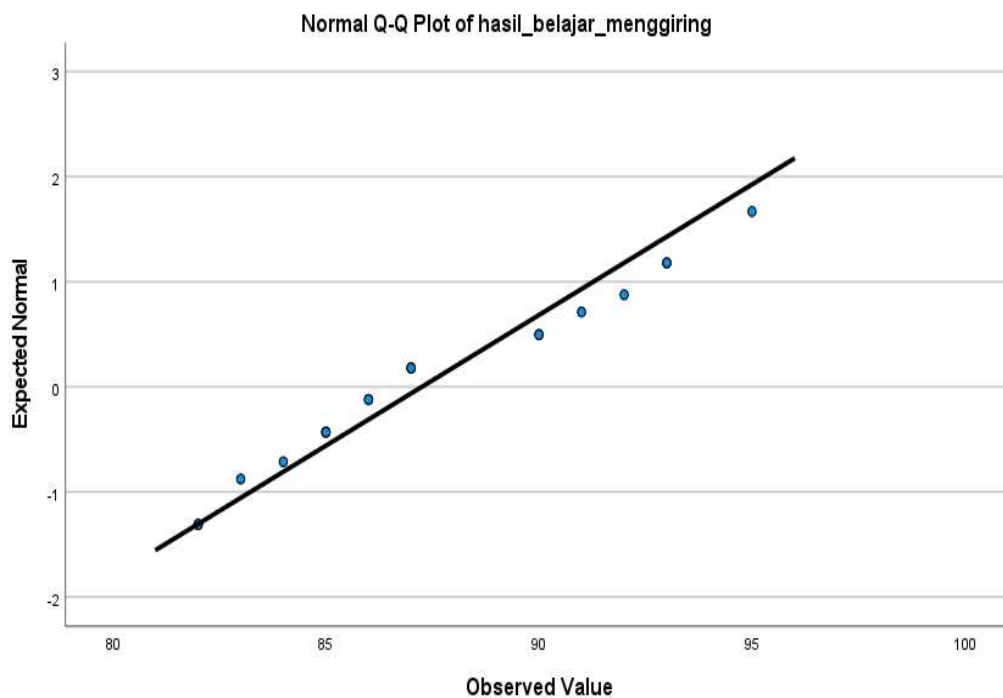
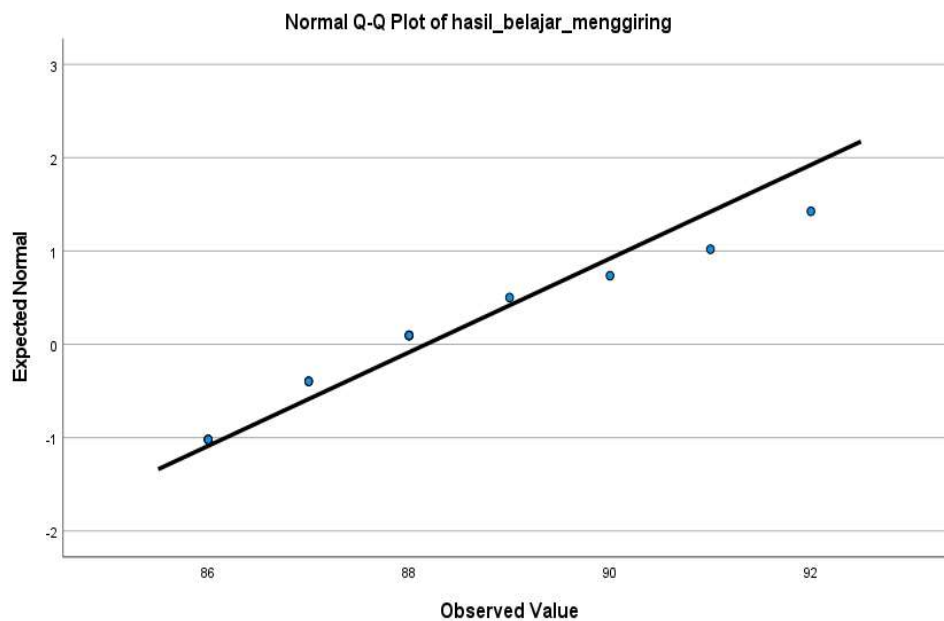


Figure 2. Normality Test Results (Male)

Normality test plot for male students**Figure 2.** Normality Test Results (Female)**Normality test plot for female students**

Homogeneity of variance. Levene's test indicated homogeneous error variances for both male ($p = .649$, based on mean) and female sub-samples ($p = .241$, based on mean), as both values exceeded $\alpha = 0.05$ (Table 6).

Table 6. Homogeneity of Variance (Levene's Test)

Sub-sample	Basis	Levene Statistic	df1	df2	Sig.
Male	Mean	0.561	3	16	.649
Male	Median	0.215	3	16	.885
Male	Median (adj. df)	0.215	3	14.399	.885
Male	Trimmed mean	0.556	3	16	.652
Female	Mean	1.714	3	8	.241
Female	Median	0.222	3	8	.878
Female	Median (adj. df)	0.222	3	3.429	.876
Female	Trimmed mean	1.524	3	8	.281

Because both normality and homogeneity assumptions were satisfied, parametric two-way ANOVA was deemed appropriate for hypothesis testing.

Hypothesis Testing

Two-way ANOVA was conducted separately for the male and female sub-samples to test the main effects of teaching style and motivation and their interaction on dribbling learning outcomes.

Table 7. Two-Way ANOVA Results — Male Students

Source	Type III SS	df	Mean Square	F	Sig.
Corrected Model	252.150	3	84.050	24.187	.000
Intercept	152251.250	1	152251.250	43813.309	.000
Motivation	186.050	1	186.050	53.540	.000
Teaching style	18.050	1	18.050	5.194	.037
Motivation × Teaching style	48.050	1	48.050	13.827	.002
Error	55.600	16	3.475		
Total	152559.000	20			
Corrected Total	307.750	19			

$$R^2 = .819 \text{ (Adjusted } R^2 = .785)$$

For male students, dribbling outcomes differed significantly by teaching style, $F(1, 16) = 5.19$, $p = .037$; by motivation level, $F(1, 16) = 53.54$, $p < .001$; and the teaching style × motivation interaction was also significant, $F(1, 16) = 13.83$, $p = .002$, indicating that the effect of teaching style on dribbling outcomes depended on students' motivation level.

Table 8. Two-Way ANOVA Results — Female Students

Source	Type III SS	df	Mean Square	F	Sig.
Corrected Model	33.000	3	11.000	8.250	.008
Intercept	93280.333	1	93280.333	69960.250	.000
Motivation	8.333	1	8.333	6.250	.037
Teaching style	8.333	1	8.333	6.250	.037
Motivation × Teaching style	16.333	1	16.333	12.250	.008
Error	10.667	8	1.333		
Total	93324.000	12			
Corrected Total	43.667	11			

$$R^2 = .756 \text{ (Adjusted } R^2 = .664)$$

For female students, both teaching style, $F(1, 8) = 6.25$, $p = .037$, and motivation level, $F(1, 8) = 6.25$, $p = .037$, significantly affected dribbling outcomes, and a significant interaction was again observed, $F(1, 8) = 12.25$, $p = .008$. Taken together, the results for both sexes support Hypotheses H1 and H2: the reciprocal style outperformed the command style overall, and its relative advantage depended on students' motivation level. The interaction pattern shown in Table 5—where the reciprocal style was superior for highly motivated students, but the command style was superior for less motivated students—supports Hypotheses H3 and H4.

Discussion

Consistent with Hypothesis 1, dribbling learning outcomes were significantly higher for students taught with the reciprocal style than for those taught with the command style, for both male (88.20 vs. 86.30) and female students (89.00 vs. 87.33). This is consistent with Mosston and Ashworth's characterization of the reciprocal style, in which peer feedback, cooperative practice, and active involvement in movement

evaluation promote deeper understanding of technique (Jones, 2025; Pitsi et al., 2026). In contrast, the teacher-centered command style tends to position students as passive imitators rather than active problem-solvers, which may limit conceptual understanding of the skill (Weissblueth & Hirsh, 2025).

More importantly, and consistent with Hypothesis 2, a significant interaction between teaching style and motivation was found for both male ($p = .002$) and female students ($p = .008$), indicating that the effectiveness of a given teaching style is contingent on students' motivational profile rather than uniform across learners. Among highly motivated students, the reciprocal style produced substantially better outcomes than the command style (male: 92.80 vs. 87.80; female: 91.00 vs. 87.00), supporting Hypothesis 3. Highly motivated students appear able to make effective use of the autonomy, peer feedback, and reflective opportunities the reciprocal style affords (Daniel et al., 2024), consistent with self-determination theory's proposition that autonomy-supportive environments optimize intrinsic motivation and engagement (Shogren & Raley, 2022; Standage et al., 2025).

Conversely, and supporting Hypothesis 4, students with low motivation performed better under the command style than the reciprocal style (male: 84.80 vs. 83.60; female: 87.67 vs. 87.00). Less motivated students may benefit more from direct instruction, structured repetition, and close teacher supervision, which help sustain focus and discipline during practice (Jamhour, 2026). Without such external structure, students with low intrinsic motivation may struggle to self-regulate the more autonomous demands of reciprocal practice.

Overall, these findings indicate that successful acquisition of futsal dribbling skill is not determined by teaching style or motivation in isolation but by the alignment between the two. This extends prior single-factor studies on teaching styles in physical education by demonstrating an aptitude-treatment interaction (Sana & Fenesi, 2025; García-Cazorla et al., 2026): physical education teachers may achieve better outcomes by adapting teaching style to students' motivational characteristics—reciprocal instruction for highly motivated learners to foster active participation and ownership of learning and command instruction for less motivated learners to build discipline and foundational technique—rather than applying either style uniformly across a class.

This study has several limitations that should be considered when interpreting the findings. First, the sample was drawn from a single school ($N = 32$, unevenly split by sex), which limits generalizability to other settings and warrants replication with larger, more balanced samples. Second, the study focused exclusively on the reciprocal and command styles; other points along Mosston and Ashworth's teaching-style spectrum were not examined. Third, dribbling outcomes were assessed with a single standardized skill test administered at one time point after the 12-session intervention, without a longer-term retention assessment. Future research should employ larger, multi-site samples, compare a broader range of teaching styles, and include follow-up measurements to assess the durability of skill gains.

4. CONCLUSION

This study demonstrated that (1) futsal dribbling learning outcomes differed significantly between students taught with the reciprocal style and those taught with the command style; (2) teaching style interacted significantly with learning motivation in predicting dribbling outcomes; (3) among highly motivated students, the reciprocal style produced significantly better dribbling outcomes than the command style; and (4) among students with low motivation, the command style produced significantly better dribbling outcomes than the reciprocal style. These findings indicate that the effectiveness of a teaching style in physical education is conditional on students' motivational characteristics, underscoring the value of adaptive, learner-centered instructional decision-making.

Physical education practitioners should move away from a "one-size-fits-all" instructional paradigm and instead adopt an adaptive, learner-centered approach by alignment-matching teaching styles with students' baseline motivational profiles—utilizing the reciprocal style to foster autonomy and peer-learning among highly motivated students, while leveraging the structured, explicit guidance of the command style to support low-motivated learners in mastering futsal dribbling skills. Furthermore, future research should expand upon these structural insights by conducting longitudinal investigations to evaluate whether these motivation-contingent effects persist across diverse sports disciplines and distinct demographic cohorts, while also utilizing advanced neurocognitive metrics to fully elucidate the underlying psychological mechanisms that mediate the interaction between instructional delivery and student motivation.

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