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ORIGINAL

SOCIAL GOALS, MOTIVATIONAL CLIMATE, DISCIPLINE AND ATTITUDES OF THE STUDENT ACCORDING TO TEACHER

METAS SOCIALES, CLIMA MOTIVACIONAL, DISCIPLINA Y ACTITUD DEL ALUMNO SEGÚN EL DOCENTE

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ABSTRACT

The aim was to analyze the relationship between gender and work experience of teachers with social goals, motivational climate, discipline strategies and attitudes toward physical education. The sample consisted of 970 boys and 1032 girls aged 12-19. A battery of tests consisting of the EMSEF (Moreno, González-Cutre, and Sicilia, 2007), the LAPOPECQ (Cervelló, Jiménez, Moya, & Moreno, 2010), the SDSS (Gutiérrez, López, & Ruiz, 2009) was applied and CAEFP (Gutiérrez & Ruiz, 2009). Linear Regression Models were analyzed. In the results, only the service time faculty holds significance with performance

climate and intrinsic reasons of discipline. In contrast, the age of students is significant to social goals, and gender with performance climate, both goals, introjected reasons and indifference of the teacher.

KEYWORDS: physical education, teacher, student, teaching.

RESUMEN

El objetivo ha sido analizar la relación existente entre el género y la experiencia laboral del profesorado con las metas sociales, el clima motivacional, las estrategias de disciplina y las actitudes hacia la Educación Física. La muestra estaba constituida por 970 chicos y 1032 chicas con edades comprendidas entre los 12-19 años. Se aplicó una batería de test compuesta por el EMSEF (Moreno, González-Cutre, y Sicilia, 2007), el LAPOPECQ (Cervelló, Jiménez, Moya, y Moreno, 2010), la SDSS (Gutiérrez, López, y Ruiz, 2009) y el CAEFP (Gutiérrez y Ruíz, 2009). Se analizaron Modelos Lineales de Regresión Múltiple. En los resultados, solo el tiempo de servicio del docente mantiene significatividad con el clima rendimiento y las razones intrínsecas de disciplina. En cambio, la edad del alumnado es significativa con las metas sociales, y el género con el clima rendimiento, ambas metas, las razones introyectadas y la indiferencia del profesor.

PALABRAS CLAVE: educación física, profesor, alumno, enseñanza.

INTRODUCTION

The Spanish Organic Law of Education from 2/2006 states in its preamble that successful learning "does not only depend on the students considered individually, but also on their families, the teachers, the learning centers, the educational administrations and, finally, the whole society who is mostly responsible for ensuring the quality of the educational system" (p.17159). This statement highlights and proves the importance and influence that not only the teacher has on the students but also the remaining elements that interact every day with the learners and eventually shape their atmosphere, character, mindsets and the way they cope with different situations.

This law aims, as the previous ones, at a greater and better academic performance, and therefore, the teacher's role is significant as well as their image and the subject they teach. The previously mentioned law states that teachers have to make efforts in order to design rich, motivating and demanding learning environments, which will certainly enable them to teach more or less suitable classes to the students as long as they are capable of tailoring their teaching creating positive environments for the learners. These details, which may influence the teaching and learning process, are the social goals (Moreno-Murcia, Montero, Vera and García, 2012), discipline (Gutiérrez & López, 2012) and, even, the attitude towards the teacher and the subject that is taught (Gutiérrez & Pilsa, 2006) and motivation (Granero-Gallegos & Baena-

Extremera, 2013; Sevil, Aibar, Abós, & García, 2017) or motivational predisposition towards PE (Granero-Gallegos & Baena-Extremera, 2016).

In recent studies (Cecchini, González, Méndez-Giménez, & Fernández-Río, 2011; Gutiérrez & López, 2012; Wang, Liu, Chatzisarantis, & Lim, 2010), the impact and importance of the theoretical bases from the Achievement Goal Theory (Nicholls, 1989) on these factors have been clearly explained. That theory analyzes dispositional (goal orientations) and situational factors (motivational climates), which influence the achievement goal of the individual. But apart from the achievement goal, discipline is another equally significant aspect that determines academic performance, which is refers to the strategies used by the teachers (Siedentop, 1995) as well as those perceived by the students (Papaioannou, 1998; Spray, 2002). Authors such as Moreno, Cervelló, Martínez-Galindo, and Alonso (2007), claim that incidents stemming from misbehavior reduce the time for academic learning in the Physical Education (PE) classes, so if the atmosphere is totally different, the students will enjoy more learning and working time. That is why discipline is one of the most important pedagogical aspects in the educational process (Kiridis, 1999), which subsequently proves highly significant for PE (Moreno, Cervelló, Zomeño, & Marín, 2009).

In relation to these variables, Moreno, Cervelló, Martínez-Galindo and Alonso (2007) show in their research that there are positive and significant relations between the orientation towards the task and the implied motivational climate with greater discipline in the PE classes. Similarly, there are strong connections between the orientation towards the ego and the implied motivational climate with misbehavior in the classes.

Additionally, authors like Figley (1985), Gutiérrez (2003), Gutiérrez and Pilsa (2006) and Rizzo (1985), claim that certain characteristics of the teacher such as gender, training, experience and behaviour are likely to influence the students' attitudes towards PE. He'll in, Hellín and Moreno (2005), claim that the teachers' gender is relevant in the students' attitudes towards PE, with the teacher's attitude affecting variables like interest, satisfaction and discipline in class (Moreno & Cervelló, 2003). Similarly, Moreno and Cervelló (2004) show that the students' attitudes towards PE are more positive when the teacher is female. However, Moreno, Sánchez, Rodríguez, Prieto and Mula (2002) conclude in their study that the students with a male teacher tend to have greater interest in the PE classes since they can perceive a more democratic and serious character when the teacher belongs to that gender.

As it can be noted, the social goals, motivational climate, discipline and the student's attitude are factors, which influence this learning. Therefore, this study aims to analyze the impact of gender and work experience of the teacher on the social goals, motivational climate, discipline strategies and the PE students' attitude. As an initial hypothesis, we believe that both gender and the teacher's work experience will have an impact on the social goals, motivational climate, discipline reasons and attitudes towards PE and the

teacher.

METHOD

Participants

A total of 2002 students (970 boys = 48.5%; 1032 girls = 51.5%) from 17 Secondary Education centers in the provinces of Almeria, Cordoba, Granada, Jaen and Seville took part in this study. They were aged between 12 and 19 ($M=14.99$; $SD=1.43$), with the boys having an average age of 15.06 ($SD=1.43$) and the girls 14.93 ($SD=1.43$). The distribution according to the gender of the teacher was as follows: 84.5% of the students had a male teacher and 15.5% were taught by a female teacher. In addition, the percentage of students whose teachers had between a 0 and 10-year teaching experience was 59.5%, 22.3% between 11 and 20-year teaching experience and 18.2% of the students were taught by teachers with more than 20 years of experience.

This sample stems from a broader research project, from which other studies have already been published such as the *Sport Satisfaction Instrument* adapted to PE (SSI-PE) in the Spanish context (Baena-Extremera, Granero-Gallegos, Bracho-Amador, & Pérez-Quero, 2012) or the study of motivational profiles in PE (Granero-Gallegos, Baena-Extremera, Pérez-Quero, Ortiz-Camacho, & Bracho-Amador, 2012) as mentioned in the bibliography. Those studies and this particular one exclusively share the sample that is used here.

Instruments

The Spanish version (EMSEF) developed by Moreno, González-Cutre and Sicilia (2007) based on the original *Social Goal Scale-Physical Education* (SGE-PE) by Guan, Xiang, McBride and Bruene (2006). The scale measured the *responsibility* goal (5 items) and the *relation* goal (6 items). The response format used was based on the Likert Scale from 1 (*strongly disagree*) to 7 (*strongly agree*). A version for students with the heading "*In my PE classes...*" was applied. The answers were recorded using a scale of polyatomic items ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). The internal consistency analysis found was: *responsibility goal*, $\alpha = 0.84$; *relation goal*, $\alpha = 0.82$. The following internal consistency values were found in the validation research carried out by Moreno, González-Cutre and Sicilia (2007): 0.75 for the *relation goal* and 0.72 for the *responsibility goal*.

The Spanish version (LAPOPECQ) developed by Cervelló et al. (2010) based on the original *Learning and Performance Orientations in Physical Education Classes Questionnaire* (Papaioannou, 1994). This scale measures the students' perception of the motivational climate in the PE classes. It consists of 27 items and has two dimensions: *perception of the motivational climate with regards to learning* (13 items) and *perception of the motivational climate with regards to performance* (14 items). The answers were recorded using a scale of polyatomic items ranging from 0 (*strongly disagree*) to 10 (*strongly agree*). The

internal consistency analysis of the study was as follows: *climate to learning*, $\alpha = 0.91$; *climate to performance*, $\alpha = 0.88$. The following internal consistency values were found in the validation research carried out by Cervelló et al. (2010): 0.85 for the *climate to learning* and 0.83 for the *climate to performance*.

The Spanish version, developed by Gutiérrez et al. (2009), of the original *Strategies to Sustain Discipline Scale* (SSDS) by Papaioannou (1998). The original scale consists of 27 items which measure the students' perception of the strategies used by teachers to maintain discipline in PE classes. Initially characterized by four factors (Papaioannou, 1998), this tool maintained three dimensions in the Spanish validation in secondary education students: *the teacher's emphasis on intrinsic reasons to maintain discipline* (16 items), *the teacher's emphasis on introjected reasons to maintain discipline* (4 items) and *the teacher's indifference to maintain discipline* (5 items), where 2 items are discarded (Gutiérrez et al., 2009) from the original scale: "*This is a reminder that discipline is the norm for the class*". The answers were recorded using a scale of polyatomic items ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The internal consistency analysis proved satisfying: *emphasis on intrinsic reasons*, $\alpha = 0.94$; *emphasis on introjected reasons*, $\alpha = 0.73$; *indifference*, $\alpha = 0.71$. The following internal consistency values were found in the validation research carried out by Gutiérrez et al. (2009): 0.90 on the subscale *emphasis on intrinsic reasons*, 0.72 on the subscale *emphasis on the introjected reasons* and 0.65 on the subscale *teacher's indifference*.

The Spanish version, developed by Gutiérrez and Ruiz (2009), of the original *Students' Attitudes towards Teachers' Behavior and Program in Physical Education Questionnaire* produced by Luke and Cope (1994). This tool consists of 29 items divided into 2 factors: one measures *students' attitudes towards the teacher's behaviour* (15 items) and the other one measures their *attitudes towards the PE content and program* (14 items). The answers were recorded using a scale of polyatomic items ranging from 1 (*strongly disagree*) and 5 (*strongly agree*). The internal consistency analysis produced the following results: *attitude towards the teacher's behavior*, $\alpha = 0.92$; *attitude towards the content of the PE program*, $\alpha = 0.79$. The following internal consistency values were found in the validation research carried out by Gutiérrez and Ruiz (2009): 0.94 for the *attitudes towards the content of the PE program* and 0.87 for the *attitudes towards the teacher's behavior*.

Other demographic and professional variables were used in order to check their interaction with the scales described earlier: the gender of the teachers and their work experience expressed in years.

Procedure

We were granted permission to conduct the research by the boards of the schools and parents as the students were under 18. The students were informed about the aim of the study and their rights as participants. The tests were performed in March, April and May 2010 in their usual classrooms during

the PE lesson prior agreement with the teacher of each subject. Every participant had 20-30 minutes to complete the questionnaires, which were handled and managed by a researcher. The answers to the tool were kept anonymous.

Statistical analysis of the data

The SPSS 22.0 software was used to determine the internal consistency of each tool and the Linear Multilevel Regression Models. Additionally, the Confirmatory Factor Analysis (CFA) was used to evaluate the factor structure of each tool by means of the software LISREL 8.80 (Jöreskog & Sörbom, 2003).

Once the validity of the object was verified, an analysis of the association of the teacher's gender and work experience with the social goals, motivational climate, discipline strategies, student's attitudes towards the teacher's behavior and the PE program dimensions was undertaken, all of which was influenced by the students' age and gender. Subsequently, Multilevel or Mixed Linear Regression Models (MRM) (Gelman & Hill, 2007) were used considering the groups or the level of the school and the courses as random effects. Different models of multilevel regression underwent adjustment considering the possible combinations of the levels of the centers, courses and cycles, which however was achieved through the measures of goodness of fit of the model: -2log-likelihood and the Bayesian and Akaike Information Criteria (BIC, AIC) (Gelman & Hill, 2007). The models, which took into account random effects according to school and course best suited and explained the variability of the data. In order to study the association of gender and the teacher's experience, the models were adjusted according to such variables apart from age and student's gender. Moreover, possible interactions between independent variables were verified and their possible confusing effect on the model was analyzed. In case the interactions proved irrelevant, they were discarded from the final model presented here in order to achieve a higher precision in the obtained estimates. The numerous comparisons between the marginal or adjusted medians according to service time were performed through the contrasts adjusted by the corrections of SIDAK (Field, 2009).

Furthermore, the normality assumption of the residuals was checked in every case for all the models. The reduction or exclusion of possible interactions between the independent variables of the models, apart from the verification of the hypothesis contrasts linked to the intersection parameters, was achieved using the measures of goodness of fit mentioned in the methodology.

RESULTS

Construct validation

The validation of the construct and items, corresponding to each of the dimensions, was carried out through an internal consistency analysis (Cronbach's alpha) as showed in the section about the tools. Additionally, a

Confirmatory Factor Analysis (CFA) of each instrument was performed. The results of the adjustment indexes can be found in the Table 1.

Table 1. Adjustment indexes of the models.

	χ^2	df	p	χ^2/df	GFI	NFI	NNFI	CFI	RMSEA
EMSEF	144.61	43	0.000	3.36	0.99	0.96	0.96	0.97	0.06
LAPOPECQ	725.2	323	0.000	2.24	0.96	0.93	0.96	0.91	0.05
SDSS	388.63	272	0.000	1.42	0.98	0.92	0.97	0.97	0.05
CAEFP	855.64	376	0.000	2.27	0.98	0.92	0.95	0.95	0.04

The findings recorded in this table show adequate values for each of the instruments used in this research.

Effects of gender and service time of teachers

A multilevel analysis needs to be carried out considering the fact that the structure of the research design and the method used imply a relation between the students' answers within the same class since all the students in that class share the same teacher. Therefore, in order to study the effects the teacher produces on the analyzed constructs, a multivariate multilevel regression analysis was performed for the dependent variables (the construct dimensions), in which the independent variables were the teachers' gender and service time, which was adjusted to the students' age and gender.

Table 2 shows the results from the adjusted mixed (multilevel) regression model. It shows the estimated medians according to the teacher's gender and service time adjusted to the students' age and gender. In the table, we can notice the medians, typical errors, 95% confidence intervals! the statistical test corresponding to the model where the equality of medians hypothesis is contrasted in the dimensions between the answer categories and the reference category, as well as the *p-value* associated with statistical comparison tests of marginal medians corrected through multiple comparisons with SIDAK. It is noted, for the learning climate dimension, that neither the teacher's gender nor their service time, adjusted to the student's gender and age, is significantly associated (*p-value* 0.394 and 0.244 respectively). Although not expressed in Table 3 from the results summary, the parameters associated with the students' gender and age were not associated with the learning climate.

As regards the performance climate, the teacher's service time is significantly associated (*p-value* 0.043), where lower answers are noticed (5 points less on average) in students with teachers who had 11 and 20 years of experience in comparison with responses from students whose teachers have more than 20 years of experience. The student's gender is significantly associated with the learning climate, where the boys have 7.5 points on average [Typical Error (TE) 0.8] more than the girls with a significant difference (*p-value* < 0.001).

Neither the teacher's gender nor their service time is significantly associated with the *responsibility* or the *relation goal*. However, the student's gender and

age are significant factors in both goals. As matter of fact, for the *responsibility goal*, the boys have on average 0.16 (TE 0.96) points more than the girls (*p-value* 0.009) and the older the students the fewer score on the *responsibility goal* with a significant relation (*p-value* 0.001). Especially those students aged between 12 and 14 have on average 0.44 (TE 0.11) points more than those aged between 17 and 19. The difference between the students aged 15-16 in comparison with those aged 17-19 is 0.13 (TE 0.1). The relation goal is significantly lower in boys than girls, where the average difference is 0.15 points (TE 0.06, *p-value* 0.012) and the older the participants, the lower value on the *relation goal* (*p-value* <0.001). Significant average differences of 0.43 points (TE 0.11) between the group of students aged 12-14 in comparison with those aged 17-19, and 0.14 points (TE 0.1) between the group of students aged 15-16 in contrast to those aged 17-19.

No significant values were noticed according to the teacher's gender and their service time in the *attitudes towards the teacher* or *PE*, even though there is a tendency in these differences (*p-values* 0.07 and 0.06) since a higher score is recorded between students who had teachers with less than 10 years of experience in comparison with those students who had teachers with work experience of between 11 and 20 years. The student's gender and age are significantly associated with the attitudes.

As regards the *emphasis* of the intrinsic reasons, a significant association of the teacher's service time is noticed so that the students whose teacher has lower experience got higher scores on the *emphasis of the intrinsic reasons* in comparison with those students whose teachers had more than 11 years of experience (*p-value* 0.034). Indeed, those students whose teachers had work experience was less than 11 years had approximately 7 points more than the students whose teachers have work experience of between 11 and 20 years. No significant statistical associations are noticed according to the teacher's gender nor the students' gender or age.

The *emphasis of the introjected reasons* is only associated with the student's gender (*p-value* < 0.001), which are the highest scores boys in comparison with girls, where an average difference of 7 points (TE 0.83) between both groups is noted.

Finally, in relation to the *teacher's indifference*, only the students' gender is significantly associated (*p-value* < 0.001), where the boys got on average 6.2 points (TE 0.75) more than the girls on this dimension.

Table 2. Results from de mixed regression model.

	Adjusted median	Typical Error	95% IC		Statistical Test Adjusted Mixed Model				SIDAK
			Inferior	Superior	Adjusted differences according to the reference value	F	df	<i>p-value</i>	<i>p-value</i>
MALE	68.52	1.05	66.4	70.64	2.09	0.74	39,47	0.394	

Learning climate	FEMALE	66.42	2.28	61.81	71.04					
	From 1 to 10 years	69.18	1.4	66.35	72.01	1.60	1.46	39.57	0.244	0.864
	From 11 to 20 years	65.66	2.12	61.38	69.93	-1.92				0.859
	More than 20 years	67.58	2.05	63.44	71.72					
	From 1 to 10 years vs 11 to 20 years					3.52				0.272
Performance climate	MALE	54.33	0.83	52.65	56.01	-0.22	0.01	31.4	0.91	
	FEMALE	54.54	1.78	50.91	58.18					
	From 1 to 10 years	55.19	1.1	52.96	57.43	-1.42	3.48	32.48	0.043	0.811
	From 11 to 20 years	51.50	1.66	48.13	54.88	-5.11				0.061
	More than 20 years	56.61	1.59	53.37	59.86					
	From 1 to 10 years vs 11 to 20 years					3.69				0.091
Responsibility goal	MALE	5.33	0.06	5.21	5.45	-0.03	0.05	41.21	0.833	
	FEMALE	5.36	0.13	5.1	5.63					
	From 1 to 10 years	5.41	0.08	5.25	5.58	0.02	1.21	41.26	0.308	0.998
	From 11 to 20 years	5.23	0.12	4.99	5.47	-0.16				0.644
	More than 20 years	5.39	0.12	5.16	5.63					
	From 1 to 10 years vs 11 to 20 years					0.18				0.342
Relation goal	MALE	5.46	0.06	5.34	5.58	0.07	0.3	40.76	0.587	
	FEMALE	5.38	0.13	5.13	5.64					
	From 1 to 10 years	5.39	0.08	5.23	5.55	-0.03	0.15	41.02	0.863	0.992
	From 11 to 20 years	5.45	0.12	5.21	5.69	0.03				0.996
	More than 20 years	5.42	0.11	5.2	5.65					
	From 1 to 10 years vs 11 to 20 years					-0.06				0.937
Teachers's attitude	MALE	3.89	0.06	3.77	4.02	0.10	0.48	44.18	0.493	
	FEMALE	3.79	0.14	3.52	4.07					
	From 1 to 10 years	3.98	0.08	3.81	4.14	0.10	2.74	42.13	0.076	0.836
	From 11 to 20 years	3.69	0.13	3.43	3.94	-0.19				0.594
	More than 20 years	3.87	0.12	3.62	4.12					
	From 1 to 10 years vs 11 to 20 years					0.29				0.072
Attitude towards PE	MALE	3.79	0.04	3.70	3.88	0.08	0.60	41.45	0.444	
	FEMALE	3.71	0.10	3.52	3.91					
	From 1 to 10 years	3.85	0.06	3.73	3.97	0.08	2.91	39.51	0.066	0.80
	From 11 to 20 years	3.64	0.09	3.46	3.82	-0.13				0.595
	More than 20 years	3.77	0.09	3.59	3.95					
	From 1 to 10 years vs 11 to 20 years					0.21				0.063
	MALE	74.68	1.24	72.19	77.18	3.05	1.10	41.33	0.301	

Intrinsic emphasis	FEMALE	71.63	2.72	66.15	77.11					
	From 1 to 10 years	76.46	1.65	73.12	79.80	3.34	3.68	39.39	0.034	0.545
	From 11 to 20 years	69.89	2.52	64.81	74.97	-3.23				0.694
	More than 20 years	73.12	2.45	68.17	78.08					
	From 1 to 10 years vs 11 to 20 years					6.56				0.035
Introjected emphasis	MALE	53.00	0.86	51.25	54.74	1.10	0.30	34.23	0.587	
	FEMALE	51.89	1.90	48.04	55.74					
	From 1 to 10 years	54.28	1.16	51.93	56.63	2.11	2.22	34.08	0.124	0.601
	From 11 to 20 years	50.88	1.75	47.34	54.42	-1.30				0.915
	More than 20 years	52.18	1.68	48.75	55.60					
	From 1 to 10 years vs 11 to 20 years					3.41				0.154
Teacher's indifference	MALE	47.77	1.17	45.41	50.14	-1.99	0.52	40.49	0.475	
	FEMALE	49.76	2.58	44.55	54.98					
	From 1 to 10 years	49.56	1.57	46.39	52.73	-0.16	0.64	38.75	0.533	1.000
	From 11 to 20 years	47.02	2.38	42.22	51.83	-2.70				0.764
	More than 20 years	49.72	2.32	45.03	54.41					
	From 1 to 10 years vs 11 to 20 years					2.54				0.634

Table 3 shows the intra-class correlation coefficient found from the estimates of the random effects of the variances. The variability level of the answers found between the different courses and schools in comparison with the variability found between students from the same school and course is determined by the intra-class correlation coefficient expressed in percentage. Therefore, it is noted that for all the dimensions the effect of the random factor is significant since the contrast of hypothesis that the random effect variance is zero is rejected at a significance level of 5% and, thus the response level is not the same in all the schools and courses.

Table 3. Intra-class correlation coefficient.

	Parameter	Covariance parameter estimates(a)				
		Estimate	Typical error	Wald Z	Sig.	CCI (%)
Learning climate	Residuals	302.22	10.66	28.34	0.000	7.144
	Variance [subject = Center * COURSE_student]	23.25	7.48	3.11	0.002	
Performance climate	Residuals	260.47	9.21	28.29	0.000	4.309
	Variance [subject = Center * COURSE_studen]	11.73	4.91	2.39	0.017	
Responsability goal	Residuals	1.61	0.05	30.26	0.000	3.452
	Variance [subject = Center * COURSE_studen]	0.06	0.02	2.58	0.010	
Relation goal	Residuals	1.57	0.05	30.27	0.000	3.315
	Variance [subject = Center * COURSE_studen]	0.05	0.02	2.53	0.011	
Attitude towards the teacher	Residuals	0.46	0.01	30.74	0.000	18.912
	Variance [subject = Center * COURSE_studen]	0.11	0.03	4.00	0.000	
Attitude towards PE	Residuals	0.34	0.01	30.74	0.000	12.802
	Variance [subject = Center * COURSE_studen]	0.05	0.01	3.64	0.000	
Intrinsic emphasis	Residuals	185.51	6.04	30.71	0.000	18.761
	Variance [subject = Center * COURSE_studen]	42.84	11.10	3.86	0.000	
Introjected emphasis	Residuals	334.71	10.90	30.72	0.000	3.601
	Variance [subject = Center * COURSE_studen]	12.51	5.21	2.40	0.016	
Teacher's indifference	Residuals	268.07	8.73	30.72	0.000	11.396
	Variance [subject = Center * COURSE_studen]	34.48	9.78	3.53	0.000	

DISCUSSION

This study has analyzed the relation between the teachers' gender and work experience on the one hand and the social, motivational goals perceived in PE classes, strategies developed by the teachers to maintain discipline in class as well as the students' attitudes towards PE.

First of all, we need to point out that the SGE-PE, LAPOPECQ, SATP-PE and SSDS have all showed reasonable adjustment indexes in their CFA, which proves that this study is essentially rigorous. Similarly, it needs to be noted that the adjustments in the studies mentioned previously, in their original version as well as their adaptation to the Spanish educational context, were equally satisfying.

As regards the mixed model, it must be underlined that not only the teacher but also the students (including their gender and age) are taken into account when performing the statistical analysis. Thus, the model has been adjusted considering the possible underlying correlation between the students from the same class and school. For all this, the values found relate to the analysis of the reality.

As regards the initial hypothesis, it is worth pointing that it has not completely materialized. The results show that significant differences were found only for the performance climate in the teacher's service time, where the greater the service time the higher the obtained values. This aspect may result from the teachers' lack of planning during the class sessions. For instance, at the beginning of their teaching career, teachers tend to dedicate, due to their inexperience, more hours to planning, organizing and preparing the lessons (Baena-Extremera, Ruiz, Granero-Gallegos, & Sánchez-Fuentes, 2010). Such aspects are unconsciously transmitted to the students. Hall and Smith (2006) claim that expert teachers do not usually design their class planning in great details. They simply take notes instead or even resort to improvisation on many occasions. Thus, the expert teacher may in those improvised sessions use certain "top" games and activities which they, by experience, know are successful with students, such as those involving competition. In contrast, inexperienced teachers' lessons are often fully and well-organized, which aim to achieve a high motor commitment with mixed organizations and which, especially, rather favor the learning process over the final result. Similarly, this result together with this analysis share a link with Gotzens, Badia, Genovard and Dezcallar's contributions (2010), which show that years of experience in the teacher lead to an increase in the classrooms of the concern about social behavior among students mainly owing to the fact that those teachers aim more at the ultimate result and forget about other equally important aspects for the students' learning.

Moreover, significant differences are found according to the students' gender with regards to the performance climate with the highest values being found in boys. These results match those obtained by Flores, Salguero and Márquez (2008) and Ntoumanis and Biddle (1999). They may stem from different reasons such as the need to compete for the boys, the need to create a better social image than that of their classmates or even the need to emulate their favorite sport stars.

With regard to the goals, it is surprising that no significant differences were found according to the teacher in any of these subscales. However, there are significant differences in both goals according to the students' gender. In relation to responsibility, the boys get higher values than the girls. That score decreases as the learner get older, which may results from the fact that younger boys, particularly, think that if they behave responsibly and according to the established class rules, they will achieve success more easily. This proves a rather selfish behavior, which, as already seen, is found in boys. In addition, this goes in line with previous studies such as those conducted by Patrick, Hicks,

Ryan (1997) and Wentzel (1993) who show that students with responsibility goals consider themselves more competent, which is equally typical of selfishness in boys.

As regards the relation goal, the values showed by boys are lower than those found in girls since the older they grow, the more it decreases. This also goes in line with the previous results as boys, prone to selfishness, expect their competence, improvement and value to be socially recognized as they compare themselves with the others and try to be better than the rest. In connection with this, González-Cutre (2009) claims that in order to promote the relation goal in boys it would be necessary to do something just contrary to the boys' inherent selfish character, that is to say, to positively evaluate each student's personal progress and improvement, to avoid comparisons, to guarantee the same opportunities for the achievement of rewards, to focus on every one's self-value, etc.

With regard to the Students' attitudes towards Teachers' behavior and Program in Physical Education Questionnaire, no significant difference whatsoever was found, neither from the teacher nor the students' gender and age viewpoints.

In relation to the emphasis on intrinsic reasons, significant differences were exclusively found with the teacher's service time, so there is a higher score in connection with lower service time. These findings are presented in accordance with those produced by Papaioannou (1998) and Spray (2002). Explaining these results would require referring to Gutiérrez and López's analysis (2011). These authors claim that in order to make students perceive the subject through intrinsic reasons, self-determined motivational climates in students need to be created because of their effects on behavior in class. In general, the lower service time the teachers have, the likelihood is that they also are younger with less time since they finished their studies and they, therefore, have greater theoretical knowledge, put greater efforts in their academic work in order to pass their state civil exams, etc., that is to say, they are eager to "change the world". In contrast, a teacher with many years of service, is occasionally passive with less recycling and, therefore, unaware of the theoretical developments and advances in PE. Thus, intrinsic reason are probably more common in teachers with less work experience.

Finally, there are significant differences in the emphasis on introjected reasons as well as the teacher's indifference with regard to the students' gender, with these being greater in boys in both cases. These results are, in turn, associated with the previously mentioned orientation towards ego in boys. Indeed, Gutiérrez, Ruíz and López (2010), claim that the students with an orientation towards ego usually hold a perception of the subject based on introjected reasons and indifference towards the teacher. Similarly, Martínez-Galindo, Alonso, Moreno and Cervelló (2009), found in their cluster analysis that students with an ego profile were more similar to both discipline reasons than the intrinsic one, which is logical since the latter one is the most self-determined, which is unusual in students with a performance climate.

CONCLUSIONS

Como conclusiones de este trabajo, se puede aportar las siguientes:

- The teacher's gender holds no significance with any of the analyzed variables, which proves crucial for the elimination of possible sexist stereotypes transmitted from the teachers.
- The students whose teachers have few years of work experience show low levels of performance climate and high values in the teacher's emphasis on discipline intrinsic reasons.
- The students' age only holds significance with the social goals whereas their gender is significant for the performance climate, social goals, introjected reasons to maintain discipline and the teacher's indifference to maintain discipline.

Despite the importance of the teacher's role in the teaching-learning process, it is very common for studies to focus on the analysis of the students. This study, despite also focusing on students, introduces something new and unprecedented as it analyzes the teenagers' perception of the teachers and their performances. Thus, considering the findings and from the point of view of practicality, the elimination of sexist stereotypes is the first thing that needs to be taken into account since no significant differences are found in the lessons received by the students as long as the teacher's gender is concerned. This may be seen as a relevant contribution of the current research. The differences found in relation to the teacher's service time are another aspect that needs consideration. In fact, according to the findings, it seems that the innovation and organization of the lessons may shrink as years go by apparently as a result of automatism and confidence in the program and contents. This aspect has to be taken into consideration as some crucial issues in the PE sessions may be overlooked after many years of work and, hence, the teachers' constant training may turn out highly important in the recycling of more innovative skills and methodologies.

CONSTRAINTS AND FUTURE PROSPECTS

This study, among the constraints and despite the important large number of participating students, could have been improved with a more appropriate sampling design as regards the conglomerates and representativity. In a future study, the teachers' service time, contents and the methodologies used in PE classes and another important aspect that requires improvement and consideration as the future findings will be more relevant. Another future prospect would imply comparing state school students with those from private teaching-learning centers since there is in general a belief in state schools that civil servant teachers with some years of experience are more stagnant and less recycled, which may influence and make some of the findings look different

a regards the type of school. Moreover, it would be highly interesting if a Spanish population could be compared with that of another country with better results on the PISA program in order to see if whether the teachers' influence is more or less significant the analyzed variables. Finally, the same ample is still being used, based on the results of this study, in the analysis of the teachers' role according to the students' opinions, especially, in the design of profiles through cluster analysis in accordance with the teacher's strategies to maintain discipline.

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