

ARTICLE REVIEWED

Teaching Personal and Social Responsibility Model-based Programmes in Physical Education: A Systematic Review

Pozo, P., Grao-Cruces, A., & Pérez-Ordás, R. (2018). Teaching personal and social responsibility model-based programmes in physical education: A systematic review. *European Physical Education Review*, 24(1), 56-75.

THE PROBLEM:

The Teaching Personal and Social Responsibility (TPSR) model is one of the most valuable models that can be used in physical education. This model ensures the practicing of students' responsibilities, values, life skills, and character. This model also helps students to positively control their social environments in and outside of school.

Over the past 40 years, TPSR has been tested in multiple settings and has yielded positive results in student attitude and behavior. Interestingly enough, this model is typically implemented in after-school and community-based programs, rather than school-based programs such as physical education. Naturally, physical education is a climate that caters to a variety of student personalities. Even though the TPSR model has been deemed an effective pedagogical approach, very little research has been dedicated to the TPSR model in physical education.



Research Summary:

The purpose of this systematic review was to identify studies that included the TPSR model in a physical education context. A literature search was conducted using four databases: ERIC, SCOPUS, Sport Discus, and Web of Science. Search terms included, but were not limited to, responsibility model, personal and social responsibility, and physical education. Articles were selected if they were published between 1989-2016. Additional selection criteria included articles from peer-reviewed journals that contained data analysis and results on the impact of the TPSR model. An initial search identified 640 articles. Of the 640 articles, 98 were deemed potential studies to include in the systematic review. Upon further examination, the final number of articles that met the selection criteria for this systematic review was 22.

Conclusion:

Most studies on the TPSR model in physical education have taken place in Spain, followed by the United States, South Korea, Canada, and New Zealand. Majority of studies within this systematic review analyzed the impact TPSR had on its students. Some of those findings included a reduction in off-task behavior, improvements in personal feedback and self-control, increases in enjoyment and sportsmanship, and reductions in aggressive and disruptive behavior. When it came to educational outcomes related to the implementation of the TPSR model in physical education, tardiness decreased, and positive conduct and good grades increased.

Key Takeaway:

The TPSR model has been proven to foster a positive class climate and favorable student behavior in physical education. Implementing this model has the potential to motivate students and promote positive values. All in all, this model has the ability to help students become responsible citizens, in and outside of school.



ADDITIONAL RESOURCES:

- Balderson, D., & Sharpe, T. (2005). The effects of personal accountability and personal responsibility instruction on select off-task and positive social behaviors. *Journal of Teaching in Physical Education*, 24(1), 66-87.
- Lee, O. (2012). Teacher candidates' implementation of the personal and social responsibility model in field experiences. *Physical Educator*, 69(2), 150.
- Li, W., Wright, P. M., Rukavina, P. B., & Pickering, M. (2008). Measuring students' perceptions of personal and social responsibility and the relationship to intrinsic motivation in urban physical education. *Journal of Teaching in Physical Education*, 27(2), 167-178.