UNIVERSITY OF THESSALY

DEPARTMENT OF PHYSICAL EDUCATION

AND SPORT SCIENCE

TEACHING PERSONAL AND SOCIAL RESPONSIBILITY

THROUGH PHYSICAL EDUCATION

IN ELEMENTARY SCHOOL

BY

ACHILLIOS A. KOUTELIDAS

Supervisor:

Dr. Nikolaos Digelidis

Professor, School of Physical Education, Sport Science & Dietetics

University of Thessaly

A Dissertation

Submitted to the School of Physical Education, Sport Science & Dietetics

University of Thessaly

In Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy

Trikala, 2022

Approved by the Members of the Examination Committee

Dr. Nikolaos Digelidis (supervisor),

Professor, School of Physical Education, Sport Science & Dietetics,

University of Thessaly

Dr. Athanasios Papaioannou,

Professor, School of Physical Education, Sport Science & Dietetics,

University of Thessaly

Dr. Marios Goudas,

Professor, School of Physical Education, Sport Science & Dietetics,

University of Thessaly

Dr. Paul Wright,

Professor, Department of Kinesiology and Physical Education,

Northern Illinois University

Dr. Yiannis Theodorakis,

Professor, School of Physical Education, Sport Science & Dietetics,

University of Thessaly

Dr. Antonis Hatzigeorgiadis,

Professor, School of Physical Education, Sport Science & Dietetics,

University of Thessaly

Dr. Mary Hassandra,

Assistant Professor, School of Physical Education, Sport Science & Dietetics,

University of Thessaly

Dedication

To my parents, Thanasis and Katina Koutelidas, who had to struggle all kinds of adversity to

make a living and to raise me to believe that anything is attainable; anything good that has

come to my life has been because of their lifelong example, guidance, support, and love.

Thanks for giving me the courage to fight for my own dreams. You've given me roots to keep

me grounded and rely on but also wings to fly as high as my dreams take me!

Acknowledgements

Although I have never met the legend in the field of PE Don Hellison, I want to thank him for being an unending inspiration for me to navigate in my professional career and fulfill my sense of purpose as a PE professional by shifting my orientation to a holistic educational perpspective for kids' physical activity. I also offer my thanks to my loving son Paris whose wild adolescence triggered my interest in social and emotional learning through the idea of teaching kids to take personal and social responsibility (known as TPSR or the TPSR model).

Each of the members of my Dissertation Committee has provided me extensive personal and professional guidance and taught me a great deal about scientific research. In particular, I would like to thank my advisor Dr. Nikolaos Digelidis for his openness and support in my Ph.D. pursuit as well as his coaching and insightful feedback through the whole process. Nikos has been an inspirational role model, mentor and friend to my doctoral endeavor. As my teacher and mentor, he has taught me more than I could ever give him credit for here. For his infinite patience, wisdom, encouragement and indescribable mentorship, I want to thank Dr. Athanasios Papaioannou, too. I also acknowledge the conrtibution of my dissertation committee member, Dr. Marios Goudas, for his insightful comments.

It has been my priviledge to have Paul Wright as a friend and a member of my Examination Committee. His unique contribution has no parallel in my professional lifetime. Having studied with the creator of TPSR himself, he brought a wealth of research and experience to my doctoral pursuit. I also offer my thanks and appreciation to my colleague and intimate friend Dr. Ioannis Syrmpas whose deep knowledge of research publication process and active support of my career goals have been invaluable to me.

I could not have accomplished my acacemic goals without the love and support of my family and my friends. Finally, I am grateful to all of those who have supported me, or contributed to my doctoral research by any means possible; how big a challenge was to work

with them! To hundreds of youths who volunteered to complete questionnaires, tens of

teachers and professionals who generously offered their teaching time for questionnaire and

observation administration may not be featured in this dissertation, you have my gratitude!

Abstracts

Study 1

Applying Hellison's Responsibility Model in Elementary School Physical Education

Classes: A Practical Inquiry Approach

The aim of the present study was to describe the practical inquiry framework and how it was applied by a full time Physical Education (PE) teacher in a public elementary school, as he tried to increase his understanding of the Teaching Personal and Social Responsibility (TSPR) model in practice and improve implementation of the model; he tried to align his practice with the model by integrating into his teaching various strategies to confront the challenges and difficulties that come with teaching elementary school PE classes. The nine teaching strategies from an observational and post-teaching reflection tool called the Tool for Assessing Responsibility-based Education (TARE) documented and shaped TPSR implementation and curriculum development process. Particular tactics relative to each strategy were adapted or created to meet situational needs of teaching; moreover, every TPSR delivery needs to be contoured to fit the teacher's own style, the students, and the context. This practical inquiry project through in-school PE provided the PE teacher with the opportunity to exploit the structures and strategies of TPSR to change his teaching practice in ways that better reflected his teaching philosophy and what he wanted to impart in his students. These changes in his practice appeared to have established a positive learning environment and to have helped his students to develop personal and social responsibility.

Keywords: personal and social responsibility, Tool for Assessing Responsibility-based Education, teaching strategies

Study 2

Students' Perceptions of Responsibility in Physical Education: A Qualitative Study

The purpose of this study was to investigate students' perceptions of responsibility in the context of physical education. 17 6th-grade students (7 boys and 10 girls) from 9 Greek elementary schools were interviewed. Theory and data driven thematic analysis was conducted. The Teaching Personal and Social Responsibility (TPSR) model provided a conceptual framework to guide data analysis. Most of the students' values, motives, attitudes, intentions, and experiences reflected the foundational responsibility goals included in the TPSR model; however, students' awareness of more advanced manifestations of responsibility in physical education was weaker. Findings shed light on Greek students' perceptions of responsibility in physical education (PE) classes and other settings. The TPSR model provided a relevant framework for describing and interpreting students' perceptions of responsibility. However, there was a marked discrepancy between students' perceived values of responsibility and their reported experiences. Implications for promoting responsibility in physical education are discussed.

Keywords: TPSR model, levels of responsibility, elementary school, personal and social responsibility, definitions of responsibility

Study 3

Measuring Students' Perceptions of Responsibility in Physical Education

Research supports the effectiveness of Teaching Personal and Social Responsibility (TPSR) through physical activity programs in facilitating a positive learning environment and promoting students' responsibility. However, there is a lack of theory-driven, validated, self-report instrument to assess students' responsibility in physical activity settings that aligns directly with all four levels of the TPSR model and provides extensive and nuanced view of behaviors, attitudes, beliefs, values, and intentions of all their respective constituent components. Therefore, this study proposed and validated a new instrument, the Extensive Questionnaire of Responsibility in Physical Education (EQRPE). Methods: Scale-items were developed and assessed for content validity, individual items were assembled in a harmonious and measuring construct, and the complete scale was tested for dimensionality, reliability, and validity. Results: Confirmatory factor analysis, internal consistency estimates, and bivariate correlations were used to affirm reliability and convergent, discriminant or divergent validity. Discussion/Conclusion: The model was a good fit for the data, and the EQRPE subscales correlated positively with conceptually similar constructs of the previously existing Personal and Social Responsibility Questionnaire (PSRQ). These analyses strengthen the expected validation of the EQRPE.

Keywords: TPSR model, levels of responsibility, PSRQ, personal and social responsibility, responsibility questionnaire, confirmatory factor analysis, EQRPE

Table of Contents

List of Articles in Peer-Reviewed Journals

PhD Dissertation Research

Koutelidas, A., Digelidis, N., & Syrmpas, I. (2019). Applying Hellison's Responsibility

    Model in Elementary School Physical Education Classes: A Practical Inquiry

    Approach. *Inquiries in Sport & Physical Education*, *17*(2), 97–110.

Koutelidas, A., Digelidis, N., Syrmpas, I., Wright, P., & Goudas, M. (2020). Students'

    perceptions of responsibility in physical education: a qualitative study. *Education 3-*

    13, *50*(2), 171–183. https://doi.org/10.1080/03004279.2020.1840607

Other Publications

Agiasotelis, E., Digelidis, N., Koutelidas, A., & Syrmpas, I. (2017). Personal and Social

    Responsibility, Goal Orientations and Motivational Climate in Physical Education.

    Inquiries in Sport & Physical Education, *15*(3), 11–20.

List of Presentations

- Oral presentation entitled "Applying Hellison's Responsibility Model in Elementary School Physical Education Classes: A Practical Inquiry Approach"

  7th Forum 2018: Physical Education as a means of social coexistence and equality promotion - Hellenic Academy of Physical Education

  March 9, 2018 - Department of Physical Education and Sport Science, Aristotle University of Thessaloniki, Thermi

- Oral presentation entitled "Responsible students, responsible citizens: Responsibility teaching through Physical Education"

  Educational seminar for the World Theater/Drama & Education Day: "Facing new challenges of 2017 and tracing citizens' role" - Hellenic Theater/Drama Education Network

  November 26, 2017 - Tsitsanis Meuseum, Trikala

- Oral presentation entitled "Applying Hellison's Responsibility Model in Elementary School Physical Education Classes: A Practical Inquiry Approach"

  2nd Pan-Hellenic Conference of School Psychology - University of Thessaly

  October 20, 2017 - Department of Primary Education, Volos

- Oral presentation entitled "The Concept of Responsibility through students' words"

  2nd International Conference of Sport Science "Physical Education & Sports" - School of Physical Education and Sports Science, Aristotle University of Thessaloniki, Thessaloniki

November 26, 2017 - Research Committee Center, Aristotle University of Thessaloniki, Thessaloniki

- Poster presentation entitled "The Concept of Responsibility through students' words"

  AIESEP 2016 International Conference "Blazing New Trails: Future Directions for Sport Pedagogy and Physical Activity"

  June 9-12th - Corbett Building Gymnasium, Laramie, Wyoming

<h2 style="text-align:center">List of Tables</h2>

List of Figures

List of Appendices

List of Abbreviations

CFA   Confirmatory Factor Analysis

CSRQ   Contextual Self-Responsibility Questionnaire

EQRPE   Extensive Questionnaire of Responsibility in Physical Education

PA   Physical Activity

PE   Physical Education

PSRQ   Personal and Social Responsibility Questionnaire

PYD   Positive Youth Development

SEL   Social and Emotional Learning

SBYD   Sport-Based Youth Development

TPSR   Teachign Personal and Social Responsibility

TARE   Tool for Assessing Responsibility-based Education

ToRQ   Transfer of Responsibility Questionnaire

UNESCO   United Nations Educational Scientific and Cultural Organization

Chapter 1

Introduction

Putting values into perspective, Semprun (1997) persuasively argued that when the citizen-ecologist attempts to pose the most disturbing question by asking "What kind of world shall we leave to our children?", he avoids posing this other, really disturbing question "To what kind of children shall we leave the world?" (p. 5). Hellison (2011) convincingly argues that although teaching personal and social responsibility (TPSR) will not solve the social problems we face today, helping young people take more responsibility for their personal and social development can at least affect their values and their choices and "plant a seed" (p. 14).

The evolution of the Teaching Personal and Social Responsibility model (TPSR) is traced back in the early 1970s to Don Hellison's humanistic approach to teaching physical education through practical inquiry (Hellison, 1973; Georgiadis, 1992). He subsequenlty developed a model focused on the affective domain (Hellison, 1978), further defined humanistic goals and teaching strategies and promoted "continuous tinkering of a living model" (Richards & Shiver, 2020, p. 308). His passion for helping kids with challenges provided the explicit impetus for his achievements throughout his life and academic career (Jacobs & Templin, 2020).

Hellison's experiences, beliefs, and values shaped his life and academic career (Hellison, 2013). Across his career he had been committed to three professional priorities and contributions in the physical education field: (a) a blend of practice and theory in which practice informs theory just as much as the other way around although TPSR was initially developed in practice for a number of years; (b) a focus on underserved youths (i.e. low

socioeconomic status) hoping to help these kids to suceed in life because they often lack the necessary educational and physical-mental health resources; (c) a holistic educational perspective for kids' physical activity-based programs that capitalizes on the uniqueness of physical activity by embedding social, emotional, and cognitive life skills and values in the physical activity content (Hellison, 2008, pp. 6-8). Therefore, Hellison was ultimately established as one of the most influential, creative, and innovative scholars in physical education and sport pedagogy (Wright & Walsh, 2020) and his legacy reached far beyond traditional scholarship (Jacobs & Templin, 2020) while TPSR was regarded as one of the most influential instructional models in PE pedagogy spread around the world (Metzler, 2011).

Hellison emphasized the importance of continually working with at-risk youth. In his reflective teaching approach (Hellison & Templin, 1991, pp. 13-14), he endorses the view that "the larger social, political, and moral issues of our society are connected to teaching physical education and require some serious reflection (and action)". His initial goal was to promote character development through physical education, hoping to help at risk kids - mostly unmotivated and hostile- to become better people. In the early development of TPSR he came to realize that helping his underserved students to take responsibility for themselves and others was the best contribution he could make; however, "to prevent total chaos he needed structure in the form of specific goals (organized into a step-by-step progression of attitudes and behaviors and presented as developmenta levels) and strategies" (Hellison, 1985, p. 156). He needed a clearer purpose, values (simply stated, concise, and few in number), a better grasp of "responsibility" and specific inervention strategies (Hellison, 2003, pp. 5-6).

Hellison recognized the advantages of providing physical activity programs outside of the school schedule (alternative school PE and after-school PA programs); they gave him

flexibility to develop curriculum -by trying things out- and maintain small numbers, thus, creating a sense of belonging for underserved children and youth. His work was followed by others with the intent of applying his ideas and exploring TPSR experiences in ways that aligned the challenges and resources of their setting (Martinek & Hemphill, 2020).

Hellison's work has made a significant contribution to the positive youth development (PYD) movement within out-of-school time contexts (Martinek & Hemphill, 2020). TPSR integrates the principles of youth development into physical education and physical activity (Metzler, 2011). Moreover, the TPSR model seems to be the only model in the Sport-based Youth Development (SBYD) with a focus on marginalized or at risk youth; it includes goals aligned with the needs of contemporary youth, and particularly those from communities affected by poverty (Martinek & Hemphill, 2020).

Currently, there is a surge of interest in social and emotional learning (SEL) (Jacobs & Wright, 2014). However, Hellison had been a champion for such outcomes long before SEL educational research and policy come to prominence (Walsh & Wright, 2020). Within this international trend toward incorporating SEL into school curricula, the TPSR model has an explicit focus on affective outcomes as it aligns strongly with the SEL framework. TPSR integrates social and emotional learning into physical education; it includes five primary goals that have been linked to social and emotional learning outcomes. TPSR is identified as an effective pedagogical approach for facilitating SEL through sport and physical activity contexts (Gordon et al., 2016).

Hellison's work spanned five decades. From its initial conceptualization for humanistic teaching through present day the TPSR model was developed as a working theory-in-practice or curriculum model because it is a framework of values and ideas that are constantly being tested in practice (Hellison & Martinek, 2006). In fact, the development of the model during its formative stages has been an application of practical inquiry (Georgiadis,

1992). Theoretical support and values underlying the model have come out of Hellison's own experiences and thoughts (Hellison, 1985). Hellison's advocacy for service-bonded inquiry led to a continued commitment to practice-informing research, along with research-informing practice (Walsh & Wright, 2020).

Influenced by the philosophy of such scholars as Paulo Freire and Carl Rogers Hellison delineated students as reflecting-acting beings and built in gradual responsibility for their own intentions and behaviors. "The values offered in TPSR are not etched in granite" they are provisional; ultimately students are free to accept, reject, or modify them (Hellison, 2011, p. 31). He managed to reduce the possibility that the strategies would be perceived as prescriptions for a great program rather than options that need to be carefully selected, adapted and implemented. Model innovation and adaptation by scholars and practitioners has been critical to its dissemination and growth. Proliferation of TPSR continues due to Hellison's philosophy of empowering others to make the model their own by placing their personal stamp on TPSR to meet the needs of their own students in ways that aligned with their own interests and their own contexts (Gordon & Beaudoin, 2020).

The TPSR Model

TPSR is a widely implemented sport and physical activity based instructional model. The current version of the TPSR model[1] as articulated in the most recent edition of Teaching Responsibility Through Physical Activity (Hellison, 2011) is generally "composed of interdependent, defining features related to curriculum, teaching, and learning that facilitate the interplay between the subject matter and teaching context" (Richards & Shiver, 2020, p. 300). The TPSR model focuses on integrating SEL into PE by balancing affective (personal and social responsibility) development with psychomotor (technical sport skills)

---

[1] The three editions of Teaching Responsibility Through Physical Activity: Hellison, 1995, 2003, 2011

development. It has a number of components that inherently connect to SEL (Gordon et al., 2016).

The TPSR model includes five primary goals for students to achieve that have been linked to SEL outcomes. These goals are often referred to as *levels* because they represent a loose teaching and learning progression from I to V. They are described as respect (Level I), participation and effort (Level II), self-direction (Level III), caring and leadership (Level IV) and transfer (Level V). The first goal focuses on respect for the rights and feelings of others while showing restraint and control over one's own behaviors and emotions. The second highlights the importance of meaningful participation in lesson activities and showing effort when things get difficult or challenging, whereas the third encourages motivation and showing self-direction through activities such as making and achieving personal goals (goal setting). The fourth goal relates to developing a sense of empathy, the capacity to help others, and leadership; this is often even more difficult because it involves going beyond one's self-interest and becoming less egocentric. The fifth and final goal is then to transfer lessons learned through lesson activities to other areas of participants' lives, including the broader school, home, and community spaces, where the environment is less supportive. Transfer is often viewed as the overarching or primary goal of the model. Unfortunately, this goal is often excluded in TPSR programs (Hellison, 2011). Together, the goals related to participation, effort, and self direction correspond to the personal responsibility construct, whereas those focused on respect and helping others are more aligned with the social responsibility construct (Li et al., 2008).

In addition to the goals, the TPSR model follows a typical *lesson format* that can be adapted to meet the particular contextual demands of a teaching environment. Lessons typically begin with relational time, a few minutes of unstructured time, during which youth are encouraged to socialize freely and establish rapport with one another and the instructor.

Following relational time, instructors typically lead a group awareness talk during which they set the stage for responsibility learning by introducing and discussing one or more TPSR and psychomotor goals for the day. This typically involves a series of questions in which youth are asked to consider the goal (e.g., helping others) and what it may look like or sound like in a physical activity space, thus, ensuring that the participants understand the true purpose of the program. Next, the instructor transitions into the lesson focus, which takes up the majority of the lesson time during which physical activity instruction is paired with a focus on the selected and explicitly stated responsibility goal(s) woven into the physical activity. The class concludes with a group meeting where students collectively discuss their performance for the day in relation to both the TPSR goals and sport skills and propose improvements. This is usually paired with self-reflection time during which participants are asked to consider their personal performance on the specific goals for the day; they can evaluate how personally and socially responsible they were. This time is also used to discuss the transferability of these lessons to their family, school, and community settings (Hellison, 2011).

There has been a rapid expansion in scholarship related to the TPSR model (Walsh & Wright, 2020). The TPSR model has disseminated across the United States and internationally, in Spain, New Zealand, Finland, South Korea, Taiwan, Australia, Canada, Brazil, Portugal, Belize, Sri Lanka, Serbia, Scotaland, Japan, Turkey, Greece (Hassandra & Goudas, 2010), etc.; it has also been introduced into new contexts (out-of-school extracurricular sports-based contexts, in-school-based programs, professional development programs) and with different populations (preschool, elementary, high school children, college students, children with disabilities, underserved communities) and diverse cultures. This situation raises questions about the levels of fidelity of model implementation; therefore, it is important for everyone implementing the model that their programs are evaluated for fidelity, so they can be confident that they are using the TPSR model to its full potential

(Gordon & Beaudoin, 2020). Nonetheless, when considering the geographical spread of TPSR along with its implementation in new contexts and with different populations and culturally diverse settings, it is acknowledged that ensuring fidelity to the model can be difficult. Herein, Hellison (2011) further developed nine responsibility-based teaching strategies that can be used to support model implementation. Using the TARE systematic assessment instrument as an observation or self-reflection tool is one option of checking for fidelity. Adopted from the "Tool for assessing responsibility-based education" (Wright & Craig, 2011) these strategies included: (a) modeling respect, (b) setting expectations, (c) providing opportunities for success, (d) fostering social interactions, (e) assigning management tasks, (f) promoting leadership, (g) giving choices and voices, (h) involving students in assessment, and (i) promoting transfer.

When considering issues of fidelity, we first need to have a firm grasp of the essence of the TPSR model and the fundamental underpinnings that define it. The purpose of teaching kids to take responsibility through physical activity implies a values orientation but "values fall outside the boundaries of science; they are not derived from data-based findings anchored in rigorous research methods" (Hellison, 2011, p. 18). Fidelity to the underpinning philosophy of TPSR, rather than the structure of the model, is essential (Gordon & Beaudoin, 2020). In this respect, the question is whether the most visible and easily observed indicators of a TPSR-based program (that is, the five levels/values and the five-stage teaching format) define the model and whether a model needs all or most of these elements to be truly TPSR based (Gordon & Beaudoin, 2020). Even in the case of program adaptability to suit the needs of the teachers, the participants and the context, program leaders must receive a clear and unambiguous notice that these modifications need not to ignore program philosophy and values but to maintain them as the essence of the program. Hellison (2011) addressed the issue of what he considered were the *core values* in TPSR: (a) putting kids first and being

youth centered, (b) holistic self-development described as the successful development and integration of physical, social, emotional, and cognitive, and (c) a way of being rather than a way of teaching especially for the program leaders.

Along with the core values, Hellison (2011) also defined five program leader responsibilities or *themes* to be a constant presence; for TPSR-based programs daily themes are essential to guide an authentic day-to-day implementation process. These themes are: (a) gradual and progressive empowerment of participants (shifting responsibility to kids), (b) practicing critical self-reflection, (c) embedding TPSR in the physical activities, (d) facilitating transfer, and (e) being relational with kids by recognizing and respecting their qualities.

Except for a prominent, widely implemented and validated instructional model in the field of physical education, TPSR is one of the leading best practices to facilitate social and emotional learning in physical education, as TPSR-based approaches and strategies align strongly with SEL framework (Gordon et al., 2016). The interest in TPSR is spread beyond the United States and the physical education domain. The United Nations Educational Scientific and Cultural Organization (2019) recently released a TPSR model-based curriculum for instilling values and teaching transferable life skills to 8-12 year-old students in any subject area.

Using a variety of formal and informal ways, Hellison conveyed his approach to teachers and other physical activity professionals for nearly 50 years either directly through his apprenticeships, workshops, or conference presentations or indirectly through other TPSR experts, learning communities, or available online resources (Dunn & Doolittle, 2020). Teaching personal and social responsibility has grown and appears to continue to grow rapidly into the future. Hellison's vision was "for sport and physical activity to become an effective context for facilitating values education, for helping develop 'better people', and as

an opportunity for teachers and coaches to do something worthwhile in their professional lives" (Gordon & Beaudoin, 2020, p.343).

Purpose and Significance of the Studies

The purpose and significance of the following three independent but interrelated studies are presented below.

Since the TPSR model was developed as a working theory-in-practice or curriculum model and constantly tested in practice, the aim of the first study was to describe the practical inquiry framework and how it was applied by a full time Physical Education (PE) teacher in a public elementary school, as he tried to increase his understanding of the Teaching Personal and Social Responsibility (TSPR) model in practice and improve implementation of the model. He tried to align his practice with the model by integrating into his teaching various strategies to confront the challenges and difficulties that come with teaching elementary school PE classes. This practical inquiry project through in-school PE provided the PE teacher with the opportunity to exploit the structures and strategies of TPSR to change his teaching practice in ways that better reflected his teaching philosophy and what he wanted to impart in his students. These changes in his practice appeared to have established a positive learning environment and to have helped his students to develop personal and social responsibility.

The second study provided valuable insights into the perceptions of responsibility of elementary school students in the context of physical education. The Teaching Personal and Social Responsibility (TPSR) model provided a relevant conceptual framework to guide a thematic data analysis and describe and interpret the perceptions of responsibility of students unexposed to TPSR model. Their limited awareness of more advanced manifestations of responsibility in PE gave prominence to the importance of a responsibility model-based intervention for them. It might also inform practice by marking the limits of traditional PE

teaching. Furthermore, findings could clearly define and directly guide responsibility teaching within the Greek PE curriculum.

Finally, in the third study, a theory-driven, self-report instrument to assess students' responsibility in physical activity settings was proposed and validated. This new instrument, the Extensive Questionnaire of Responsibility in Physical Education (EQRPE), aligns directly with the conceptual framework of the TPSR model and overcomes limitations of the existing instruments in that it reflects all four levels of the model across all their respective constituent components and, thus, can inform practice to the full extent of the responsibility construct.

References

Dunn, R. J., & Doolittle, S. A. (2020). Professional development for teaching personal and social responsibility: Past, present, and future. Journal of Teaching in Physical Education, 39(3), 347–356. https://doi.org/10.1123/JTPE.2019-0226

Georgiadis, N. (1992). Practical inquiry in physical education: The case of Hellison's personal and social responsibility model. University of Illinois at Chicago.

Gordon, B., & Beaudoin, S. (2020). Expanding the boundaries of TPSR and empowering others to make their own contributions. Journal of Teaching in Physical Education, 39(3), 337–346. https://doi.org/10.1123/JTPE.2019-0228

Gordon, B., Jacobs, J. M., & Wright, P. (2016). Social and emotional learning through a teaching personal and social responsibility based after-school program for disengaged middle-school boys. Journal of Teaching in Physical Education, 35(4), 358–369. https://doi.org/10.1123/jtpe.2016-0106

Hassandra, M., & Goudas, M. (2010). An evaluation of a physical education program for the development of students' responsibility. *Hellenic Journal of Psychology*, *7*(3), 275-297.

Hellison, D. (1973). Humanistic physical education. Prentice-Hall.

Hellison, D. (1978). Beyond balls and bats: Alienated (and other) youth in the gym. American Alliance for Health, Physical Education, Recreation, and Dance.

Hellison, D. (1985). Goals and strategies for teaching physical education. Human Kinetics.

Hellison, D. (2003). Teaching responsibility through physical activity (2nd ed.). Human Kinetics.

Hellison, D. (2011). Teaching personal and social responsibility through physical activity (3rd ed.). Human Kinetics.

Hellison, D. (2013). This I Believe About Our Field. Journal of Physical Education, Recreation & Dance, 79(7), 6–9. https://doi.org/10.1080/07303084.2008.10598205

Hellison, D., & Martinek, T. (2006). Social and individual responsibility programs. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), The Handbook of Physical Education. Sage.

Hellison, D., & Templin, T. (1991). A Reflective Approach to Teaching Physical Education. Human Kinetics.

Jacobs, J. M., & Templin, T. (2020). The man behind the teaching personal and social responsibility model: A life history of don hellison. Journal of Teaching in Physical Education, 39(3), 289–299. https://doi.org/10.1123/JTPE.2019-0220

Jacobs, J., & Wright, P. (2014). Social and Emotional Learning Policies and Physical Education. Strategies, 27(6), 42–44.

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.

Martinek, T., & Hemphill, M. A. (2020). The evolution of Hellison's teaching personal and social responsibility model in out-of-school contexts. Journal of Teaching in Physical Education, 39(3), 331–336. https://doi.org/10.1123/JTPE.2019-0222

Metzler, M. W. (2011). Instructional models for physical education (3rd ed.). Routledge, Taylor & Francis Group.

Richards, A. R., & Shiver, V. N. (2020). "What's worth doing?": A qualitative historical analysis of the TPSR model. Journal of Teaching in Physical Education, 39(3), 300–310. https://doi.org/10.1123/JTPE.2019-0215

Semprun, J. (1997). The Abyss repopulates itself. Editions of the Encyclopedia of Nuisance.

Walsh, D. S., & Wright, P. M. (2020). Don Hellison's life and legacy: Concluding thoughts.

Journal of Teaching in Physical Education, 39(3), 357–359.

https://doi.org/10.1123/JTPE.2020-0049

Wright, P. M., & Craig, M. W. (2011). Tool for Assessing Responsibility-Based Education

(TARE): Instrument Development, Content Validity, and Inter-Rater Reliability.

Measurement in Physical Education and Exercise Science, 15(3), 204–219.

https://doi.org/10.1080/1091367X.2011.590084

Wright, P., & Walsh, D. (2020). Don Hellison's Life and Legacy: Introduction to the Special

Issue. Journal of Teaching in Physical Education, 39(3), 286–288.

https://doi.org/10.1123/jtpe.2020-0024

Chapter 2

Study 1

Εφαρμόζοντας το Μοντέλο Διδασκαλίας Υπευθυνότητας του Hellison στο Μάθημα της Φυσικής Αγωγής του Δημοτικού Σχολείου: Μια Πρακτική Έρευνα Δράσης[2]

Σκοπός της παρούσας έρευνας ήταν να περιγράψει το πλαίσιο της πρακτικής έρευνας δράσης και τον τρόπο που εφαρμόστηκε από έναν εκπαιδευτικό Φυσικής Αγωγής (Φ.Α.), στην προσπάθειά του να κατανοήσει περισσότερο το μοντέλο Διδασκαλίας Προσωπικής και Κοινωνικής Υπευθυνότητας (Teaching Personal and Social Responsibility ή TPSR) στην πράξη και να βελτιώσει την εφαρμογή του. Ο εκπαιδευτικός προσπάθησε να εναρμονίσει την πρακτική του με το μοντέλο συμπεριλαμβάνοντας στη διδασκαλία του διάφορες στρατηγικές προκειμένου να αντιμετωπίσει τις προκλήσεις και τις δυσκολίες που συνεπάγεται η διδασκαλία της Φ.Α. στο δημοτικό σχολείο. Οι εννέα στρατηγικές διδασκαλίας ενός εργαλείου παρατήρησης και αναστοχασμού, γνωστού και ως Εργαλείου Αξιολόγησης της Διδασκαλίας με βάση την Υπευθυνότητα (Tool for Assessing Responsibility-based Education ή TARE), τεκμηρίωσαν και διαμόρφωσαν την εφαρμογή του TPSR και τη διαδικασία ανάπτυξης διδακτικών περιεχομένων. Επιμέρους τακτικές, που συμπεριλαμβάνονταν σε καθεμιά από τις παραπάνω στρατηγικές διδασκαλίας, προσαρμόστηκαν στις υπάρχουσες ή επινοήθηκαν από την αρχή προκειμένου να ικανοποιήσουν τις περιστασιακές ανάγκες κάθε μαθήματος· εξάλλου, η εφαρμογή του μοντέλου TPSR χρειάζεται κάθε φορά να αναδιαμορφωθεί και να προσαρμοστεί στο στυλ διδασκαλίας του κάθε εκπαιδευτικού, στους μαθητές και στα περιεχόμενα διδασκαλίας. Η συγκεκριμένη έρευνα δράσης μέσα από τη διδασκαλία της ΦΑ στο σχολείο παρείχε τη δυνατότητα στον εκπαιδευτικό να εμπνευστεί

---

[2] Αναζητήσεις στη Φυσική Αγωγή & τον Αθλητισμό, 17(2), 97-110

από τη δομή και τις στρατηγικές του TPSR για να αλλάξει τις πρακτικές διδασκαλίας του, ώστε να εκφράζουν καλύτερα την προσωπική του φιλοσοφία και όσα θα ήθελε να μεταλαμπαδεύσει στους μαθητές ή τις μαθήτριές του. Αυτή η αλλαγή των πρακτικών διδασκαλίας του φάνηκε να έχει εδραιώσει ένα θετικό μαθησιακό κλίμα και να έχει βοηθήσει τους μαθητές να υιοθετήσουν περισσότερη υπευθυνότητα τόσο στην προσωπική τους συμπεριφορά όσο και στη συμπεριφορά τους προς τους άλλους.

Λέξεις κλειδιά: προσωπική και κοινωνική υπευθυνότητα, Εργαλείο Αξιολόγησης της Διδασκαλίας με βάση την Υπευθυνότητα, στρατηγικές διδασκαλίας

Εισαγωγή και σχετική θεωρία

Το Μοντέλο Διδασκαλίας Προσωπικής και Κοινωνικής Υπευθυνότητας (Teaching Personal and Social Responsibility ή TPSR). Το μοντέλο Διδασκαλίας Προσωπικής και Κοινωνικής Υπευθυνότητας (Teaching Personal and Social Responsibility ή TPSR) του Hellison (1995, 2003, 2011) έχει εξαπλωθεί παγκόσμια και αποκτά ένα συνεχώς διευρυνόμενο θεωρητικό υπόβαθρο. Αναπτύχθηκε μέσα από 40 και πλέον χρόνια έρευνας πεδίου. Νωρίς στην καριέρα του ο Hellison (1985) αναγνώρισε την ανάγκη διεύρυνσης των στόχων της παραδοσιακής φυσικής αγωγής, καθώς προπονητές και γυμναστές εξέφραζαν όλο και περισσότερη ανησυχία για θέματα πειθαρχίας και παρακίνησης των μαθητών· στην πραγματικότητα, ο Hellison (1985) μπόρεσε να διακρίνει την ιδιαίτερα επίπονη προσπάθειά τους να διαχειριστούν τα προβλήματα αυτά.

Τα τελευταία χρόνια υπάρχει ένας έντονος προβληματισμός για την αύξηση των ανεπιθύμητων και επικίνδυνων συμπεριφορών των εφήβων και ιδιαίτερα εκείνων που ζουν στις κοινωνικά περιθωριοποιημένες και οικονομικά υποβαθμισμένες περιοχές των πόλεων και κατά συνέπεια αντιμετωπίζουν σημαντικά προβλήματα επιβίωσης (Garbarino, 1997)· ο Hellison πάντα ενδιαφερόταν για τους νέους αυτούς. Ανέπτυξε μάλιστα το μοντέλο του εφαρμόζοντας προγράμματα παρεμβάσεων σε νέους που βρισκόταν σε κίνδυνο, προκειμένου

να τους εξουσιοδοτήσει να αναλάβουν τον έλεγχο της ζωής τους και περαιτέρω να συνεισφέρουν και στην κοινωνία. Με άλλα λόγια τους βοηθούσε να αναπτυχθούν σε επίπεδο τόσο προσωπικό όσο και κοινωνικό (Balague, 2016).

Το μοντέλο TPSR του Hellison (2011) αναγνωρίζεται ως μια υποδειγματική προσέγγιση για την προαγωγή της προσωπικής ανάπτυξης των νέων (Petitpas, Cornelius, VanRaalte, & Jones, 2005). Επενδύει περισσότερο στα «δυνατά» σημεία των νέων - ενισχύοντας τα θετικά τους χαρακτηριστικά- παρά στη διόρθωση των «ελλειμμάτων» και την κάλυψη της ανεπάρκειάς τους· τους αντιμετωπίζει ως ανθρώπινους πόρους που μπορούν να αναπτυχθούν (Hellison & Cutforth, 1997). Επιπλέον, το μοντέλο TPSR ευθυγραμμίζεται πλήρως με το θεωρητικό πλαίσιο της Κοινωνικής και Συναισθηματικής Αγωγής (Jacobs & Wright, 2014), καθώς οι πρακτικές του αποβλέπουν στην ανάπτυξη αντίστοιχων δεξιοτήτων, όπως η διαχείριση των συναισθημάτων, η στοχοθεσία και η ανάπτυξη θετικών διαπροσωπικών σχέσεων.

Μέσα από τη διδασκαλία δεξιοτήτων ζωής το μοντέλο Διδασκαλίας Προσωπικής και Κοινωνικής Υπευθυνότητας του Hellison (2011) προάγει συστατικά στοιχεία της υπευθυνότητας που επικεντρώνονται στην προσωπική ευημερία (προσπάθεια και αυτοκατεύθυνση) και στην κοινωνική ευημερία (σεβασμό και ενσυναίσθηση-αλληλεγγύη) (Martinek & Hellison, 2016). Θεωρείται ένα από τα μοντέλα διδασκαλίας με τη μεγαλύτερη επιρροή στην παιδαγωγική της Φυσικής Αγωγής (Metzler, 2011). Έχει δοκιμαστεί τόσο στο σχολείο σε επίπεδο πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης (Escartí, Gutiérrez, Pascual, & Llopis, 2010; Escartí, Gutiérrez, Pascual, & Marín, 2010; Escartí, Llopis-Goig, & Wright, 2018; Escartí, Pascual, Gutiérrez, Marín, Martínez, & Tarín, 2012; Gordon, 2010; Pascual, Escartí, Llopis, Gutiérrez, Marín, & Wright, 2011; Ward, Parker, Henschel-Pellett, & Perez, 2012; Wright & Burton, 2008; Wright, Li, Ding, & Pickering, 2010), όσο και σε εναλλακτικές εξωσχολικές συνθήκες (Gordon, Jacobs, & Wright, 2016; Hellison & Martinek,

2006; Pozo, Grao-Cruces, & Pérez-Ordás, 2018). Η αποτελεσματικότητά του στην προαγωγή της υπευθυνότητας των περιθωριοποιημένων και παραμελημένων νέων, αλλά και των νέων γενικότερα αποδεικνύεται από ένα μεγάλο αριθμό μελετών εφαρμοσμένης ή εμπειρικής έρευνας με μεθοδολογία ποσοτική, ποιοτική και -τα τελευταία χρόνια- κυρίως υβριδική (Caballero-Blanco, Delgado-Noguera, & Escartí-Carbonell, 2013; Hellison & Walsh, 2002; Hellison & Wright, 2003; Pozo et al., 2018). Μέσα από τις ίδιες μελέτες διαφαίνεται πως τόσο η γνωστική ετοιμότητα των μαθητών να κατανοήσουν τις αξίες του μοντέλου, όσο και το οικογενειακό, σχολικό και ευρύτερο πολιτισμικό περιβάλλον των μαθητών μπορούν να αποτελέσουν σημαντικούς παράγοντες της αποτελεσματικότητάς του.

Το πλαίσιο του μοντέλου διδασκαλίας προσωπικής και κοινωνικής υπευθυνότητας. Τις βασικές αξίες–πυλώνες του μοντέλου του Hellison (2011) αποτελούν (α) η ανθρώπινη αξιοπρέπεια, (β) η ολιστική ανάπτυξη των νέων (συναισθηματική, κοινωνική και γνωστική), (γ) η προτεραιότητα των νέων (το να εξελιχθούν σε καλύτερους ανθρώπους μέσα από την καλλιέργεια της ανθρώπινης αξιοπρέπειας και των θετικών σχέσεων με τους συνανθρώπους τους) και τέλος, (δ) η μετουσίωση των αρχών του προγράμματος όχι μόνο σε διδακτική μέθοδο αλλά και σε τρόπο ζωής για εκείνον που το εφαρμόζει (Σχήμα 1).

Επιπλέον, το πλαίσιο του μοντέλου περιλαμβάνει και τις ευθύνες του εκπαιδευτικού που το εφαρμόζει (Σχήμα 1) και ειδικότερα (α) την ανάπτυξη θετικής διαπροσωπικής σχέσης με το μαθητή που να τον ενδυναμώνει, να αναγνωρίζει τις ιδιαιτερότητές του και να του δίνει λόγο να εκφραστεί και να πάρει αποφάσεις, (β) την ενσωμάτωση των αρχών του μοντέλου στις φυσικές δραστηριότητες του μαθήματος και όχι την προσθήκη τους σε ξεχωριστό μέρος του πλάνου μαθήματος και τη διδασκαλία τους μέσω διδακτισμού και κατήχησης, (γ) την μεταφορά των υπεύθυνων συμπεριφορών πέρα από το χώρο άσκησης, δηλαδή στη διδασκαλία των υπόλοιπων μαθημάτων στην τάξη, στη γειτονιά, στο σπίτι, στον αθλητικό

σύλλογο, στο φροντιστήριο, και (δ) τη βαθμιαία εξουσιοδότηση των μαθητών μέσω του προσωπικού τους αναστοχασμού αλλά και τη χρήση κατάλληλων στυλ διδασκαλίας από τον εκπαιδευτικό.

Σχήμα 1

Το πλαίσιο της Διδασκαλίας Προσωπικής και Κοινωνικής Υπευθυνότητας μέσω της Φυσικής Δραστηριότητας
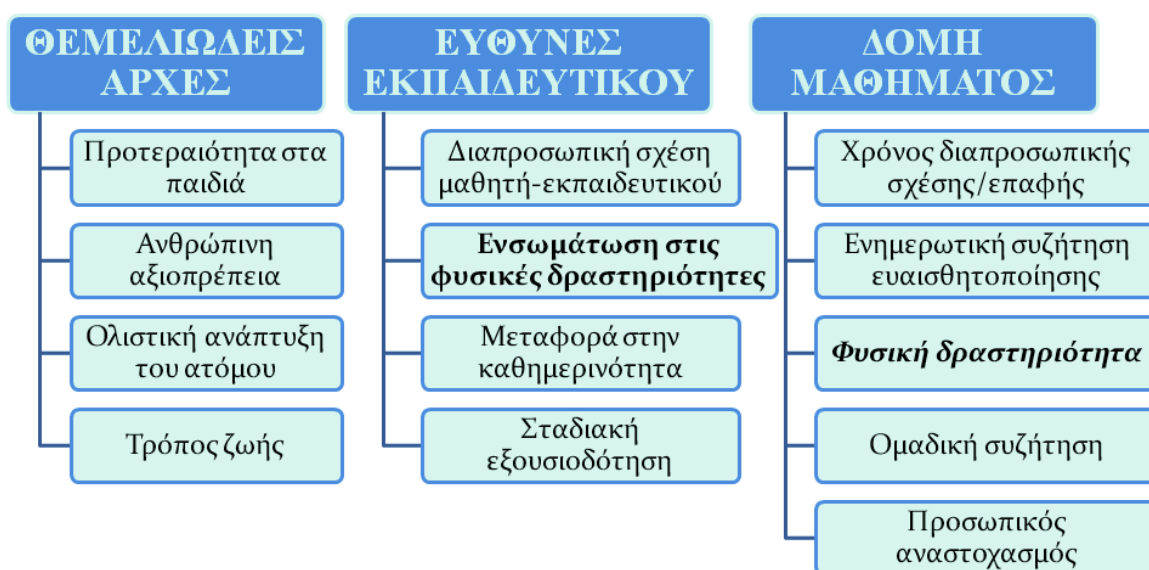
Note. Προσαρμοσμένο από *Teaching Personal and Social Responsibility through Physical Activity*, by Hellison, 2011).

Τέλος, προκειμένου να επιτευχθούν οι επιδιωκόμενες υπεύθυνες συμπεριφορές των μαθητών, προτείνεται μια στοιχειώδης διαφοροποίηση της δομής του μαθήματος (Σχήμα 1). Το πλάνο μαθήματος του TPSR περιλαμβάνει πέντε μέρη, μεταξύ των οποίων (α) ο χρόνος της διαπροσωπικής επαφής, (β) η ενημερωτική συζήτηση του εισαγωγικού μέρους, (γ) το κύριο μέρος με τη φυσική δραστηριότητα, (δ) η ομαδική συζήτηση και συνολική αξιολόγηση του προγράμματος και του εκπαιδευτικού που το εφαρμόζει και (ε) η προσωπική αξιολόγηση των μαθητών μέσω του προσωπικού αναστοχασμού. Παρόλα αυτά, η φυσική δραστηριότητα εξακολουθεί να καταλαμβάνει το κύριο και μεγαλύτερο μέρος του μαθήματος.

Το μοντέλο υπευθυνότητας του Hellison (2011) είναι ιδιαίτερα θελκτικό σε όσους επιχειρούν να το εφαρμόσουν εξαιτίας της πρακτικής του αποτελεσματικότητας, αλλά και εξαιτίας της ιδιαίτερης διδακτικής του προσέγγισης που στοχεύει στη σταδιακή εξουσιοδότηση των μαθητών να θέτουν οι ίδιοι τους καθημερινούς στόχους κατά τη διάρκεια της συμμετοχής τους στο μάθημα ("TPSRAlliance," 2018). Ειδικότερα, το μοντέλο TPSR δίνει έμφαση στην ανάπτυξη προσωπικά και κοινωνικά υπεύθυνων συμπεριφορών κατά τη διάρκεια της φυσικής άσκησης ή δραστηριότητας και τελικά στη μεταφορά αυτών των υπεύθυνων συμπεριφορών πέρα από το μάθημα της φυσικής αγωγής και το χώρο άθλησης γενικότερα. Οι επιδιωκόμενες υπεύθυνες συμπεριφορές είναι γνωστές και ως επίπεδα υπευθυνότητας (Σχήμα 2).

Σχήμα 2

Τα επίπεδα Υπεύθυνης Συμπεριφοράς των Μαθητών με τα Αντίστοιχα Συστατικά τους Στοιχεία

5ο ΕΠΙΠΕΔΟ ΜΕΤΑΦΟΡΑ όλων των δεξιοτήτων ΠΡΟΤΥΠΟ ΜΙΜΗΣΗΣ	• Στην τάξη, στο σπίτι, στη γειτονιά, στο σύλλογο, στο φροντιστήριο... • Καλό παράδειγμα, ειδικά για τους μικρότερους
4ο ΕΠΙΠΕΔΟ ΒΟΗΘΕΙΑ στους άλλους και ΗΓΕΤΙΚΗ ΙΚΑΝΟΤΗΤΑ	• Ενσυναίσθηση • Προσφορά βοήθειας • Εσωτερική δύναμη
3ο ΕΠΙΠΕΔΟ ΑΥΤΟΚΑΘΟΔΗΓΗΣΗ	• Αυτονομία στην εκτέλεση ασκήσεων • Προοδευτική στοχοθεσία • Αντίσταση στην πίεση των συνομιλήκων
2ο ΕΠΙΠΕΔΟ ΠΡΟΣΠΑΘΕΙΑ και ΣΥΝΕΡΓΑΣΙΑ	• Συμμετοχή και προσπάθεια • Δοκιμή καινούργιων πραγμάτων • Καλή σχέση με τους συμμαθητές μου
1ο ΕΠΙΠΕΔΟ ΣΕΒΑΣΜΟΣ των δικαιωμάτων και των αισθημάτων των άλλων	• Αυτοέλεγχος • Δικαίωμα ειρηνικής και δημοκρατικής επίλυσης διενέξεων • Δικαίωμα συμμετοχής όλων των συμμαθητών

Note. Προσαρμοσμένο από *Teaching Personal and Social Responsibility through Physical Activity*, by Hellison, 2011).

Η ακολουθία των επιπέδων υπευθυνότητας δε συνεπάγεται τη διαδοχική μετάβαση των μαθητών (ως προς τις επιθυμητές συμπεριφορές υπευθυνότητας) από το ένα επίπεδο στο αμέσως επόμενο ούτε το ξεκίνημά τους κατ' ανάγκη από το πρώτο επίπεδο ούτε και την αθροιστική λειτουργία των επιπέδων (για παράδειγμα, έχοντας κατακτήσει το δεύτερο επίπεδο δε θεωρείται δεδομένο ότι έχουν κατακτήσει και το πρώτο). Κάθε παιδί ακολουθεί το δικό του ρυθμό ανάπτυξης· για παράδειγμα, ενώ κάποια παιδιά κυριολεκτικά αγωνίζονται να δείξουν αυτοέλεγχο (πρώτο επίπεδο-σεβασμός), την ίδια στιγμή μπορούν εύκολα να υιοθετήσουν ηγετικό ρόλο στην ομάδα. Τα επίπεδα αποτελούν δομικά στοιχεία του μοντέλου TPSR· αποκομμένα όμως από τις θεμελιώδεις αρχές του μοντέλου, τις στρατηγικές του και τη γενικότερη φιλοσοφία του, δεν είναι δυνατό να αντικατοπτρίσουν πλήρως το μοντέλο. Ωστόσο το μοντέλο δεν περιλαμβάνει μόνο εμφανείς συμπεριφορές, αλλά και στάσεις, πεποιθήσεις, αξίες και προθέσεις. Γίνεται φανερό ότι τα επίπεδα υπευθυνότητας διαμορφώθηκαν προκειμένου να εκφράσουν τις βασικές αξίες του μοντέλου, να εξισορροπήσουν την προσωπική με την κοινωνική υπευθυνότητα και εντέλει να δομήσουν μια προοδευτική αλλά συμβατική και προαιρετική στοχοθεσία ως προς τις επιδιωκόμενες υπεύθυνες συμπεριφορές των μαθητών.

Εργαλείο Αξιολόγησης της Διδασκαλίας με βάση την Υπευθυνότητα (Tool for Assessing Responsibility-based Education ή TARE). Οι περισσότεροι εκπαιδευτικοί που αποφασίζουν να εφαρμόζουν το μοντέλο TPSR έχουν προηγουμένως διαβάσει σχετικά με το μοντέλο, έχουν πιθανά παρακολουθήσει εργαστήρια εφαρμογής του μοντέλου και έχουν αποπειραθεί να συμπεριλάβουν τις θεμελιώδεις αρχές του μοντέλου, ακόμη και αποσπασματικά, στην καθημερινή τους διδασκαλία. Παρόλα αυτά, όταν επιχειρούν να εφαρμόσουν το μοντέλο συστηματικά, εξακολουθούν να αναρωτιούνται αν το εφαρμόζουν

«σωστά» (Wright, 2016). Λαμβάνοντας υπόψη ότι το μοντέλο είναι ευέλικτο, βασίζεται σε αξίες και χρειάζεται να προσαρμοστεί στις εκάστοτε συνθήκες, στο προσωπικό στυλ διδασκαλίας του εκπαιδευτικού και στους μαθητές, είναι δύσκολο να επιβεβαιωθεί η πιστότητα εφαρμογής του (Wright, 2016). Υπάρχουν όμως συγκεκριμένες στρατηγικές διδασκαλίας που θεωρούνται αξιόπιστοι δείκτες της ευθυγράμμισης της φιλοσοφίας του με την πρακτική εφαρμογή του. Μερικές από αυτές τις στρατηγικές (συμπεριλαμβανομένων και των συμπεριφορών των μαθητών που προάγουν) έχουν συμπεριληφθεί σε ένα εργαλείο παρατήρησης, γνωστό ως Tool for Assessing Responsibility-based Education (TARE) (Wright & Craig, 2011)· το TARE έχει ερευνητικά αξιολογηθεί ως έγκυρο και αξιόπιστο εργαλείο παρατήρησης της εφαρμογής του μοντέλου, αλλά και ως έγκυρο και αξιόπιστο εργαλείο προσωπικού αναστοχασμού του εκπαιδευτικού που το εφαρμόζει (Σχήμα 3).

Σχήμα 3

Οι Εννέα Στρατηγικές Διδασκαλίας με Βάση την Υπευθυνότητα (Εργαλείο Αξιολόγησης της Διδασκαλίας με Βάση την Υπευθυνότητα)
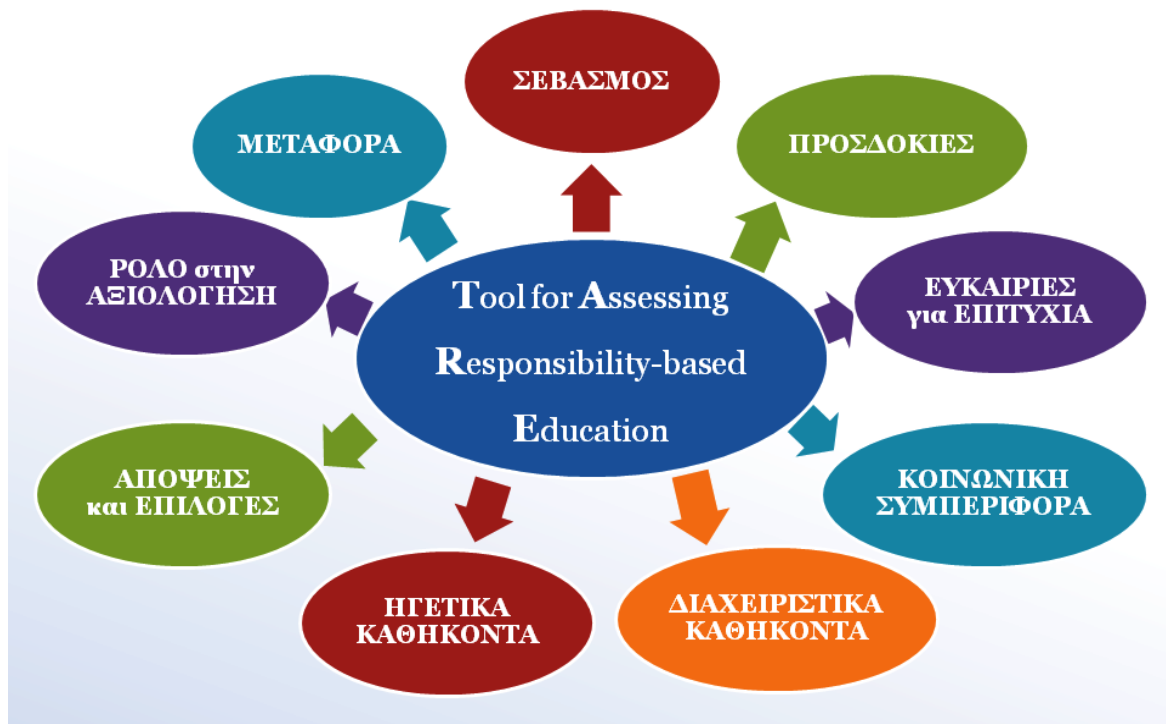
Note. Προσαρμοσμένο από *TARE: Instrument Development, Content Validity, and Inter-Rater Reliability*, by Wright&Craig, 2011).

Ειδικότερα, το TARE περιλαμβάνει εννέα εμφανείς και διακριτές στρατηγικές διδασκαλίας που εναρμονίζονται με τη φιλοσοφία του μοντέλου και χρειάζεται να υιοθετηθούν από τους εκπαιδευτικούς, που το εφαρμόζουν, προκειμένου να προάγουν την υπευθυνότητα:

1. *Επίδειξη σεβασμού από τον εκπαιδευτικό προς τους μαθητές·* ο εκπαιδευτικός επιδεικνύει σεβασμό στις αλληλεπιδράσεις του με τους μαθητές. Η επίδειξη σεβασμού από τον εκπαιδευτικό δε συνεπάγεται απλά την μη επίδειξη ασέβειας (π.χ. την αποφυγή προσβολής κάποιου), αλλά επιτυγχάνεται και με την επίδειξη συμπεριφορών σεβασμού από τον εκπαιδευτικό (π.χ. ενεργού ενδιαφέροντος του εκπαιδευτικού και όχι αδιαφορίας).

2. *Παρουσίαση των προσδοκιών που έχει ο εκπαιδευτικός από τους μαθητές·* ο εκπαιδευτικός οργανώνει όλες τις πτυχές του μαθήματος, δίνει στους μαθητές ξεκάθαρες οδηγίες, παρέχει ανατροφοδότηση και παρουσιάζει με τον ίδιο ρητό τρόπο τις αναμενόμενες από τους μαθητές συμπεριφορές και τους αναμενόμενους μαθησιακούς στόχους. Για τους μαθητές ειδικά των μικρότερων τάξεων συνήθως δεν είναι ξεκάθαρο ποιες συμπεριφορές είναι αποδεκτές.

3. *Διασφάλιση ευκαιριών στους μαθητές για επιτυχία·* ο εκπαιδευτικός δομεί όλες τις δραστηριότητες με τρόπο που κανένας μαθητής να μην αποκλείεται ή να μην μπορεί με επιτυχία να συμμετέχει εξαιτίας των προσωπικών ιδιαιτεροτήτων του.

4. *Προαγωγή της κοινωνικής συμπεριφοράς (αλληλεπίδρασης) των μαθητών·* ο εκπαιδευτικός δημιουργεί δομές στη διδασκαλία που επιτρέπουν στους μαθητές να αλληλεπιδρούν θετικά μεταξύ τους (να έρχονται σε επαφή προκειμένου να

επικοινωνήσουν, να συνεργαστούν ή να λύσουν προβλήματα) χωρίς να κατευθύνονται άμεσα από τον ίδιο τον εκπαιδευτικό.

5. *Ανάθεση διαχειριστικών καθηκόντων στους μαθητές·* ο εκπαιδευτικός ζητά από τους μαθητές να συμβάλλουν στη διαχείριση και την οργάνωση του μαθήματος αναλαμβάνοντας συγκεκριμένα οργανωτικά καθήκοντα ή εργασίες.

6. *Προαγωγή της ηγεσίας·* ο εκπαιδευτικός μοιράζεται έως κάποιο βαθμό την ευθύνη της διδασκαλίας με τους μαθητές δίνοντάς τους την ευκαιρία να ενδιαφερθούν, να βοηθήσουν, να διδάξουν ή να καθοδηγήσουν θετικά κάποιους από τους συμμαθητές τους.

7. *Προσφορά επιλογών στους μαθητές και έκφραση απόψεων από τους μαθητές·* ο εκπαιδευτικός δίνει ευκαιρίες στους μαθητές να εκφράσουν την άποψή τους, να δώσουν ανατροφοδότηση για τη διδασκαλία, να κάνουν προτάσεις και υποδείξεις σχετικά με το πρόγραμμα και να πάρουν συλλογικά αποφάσεις.

8. *Συμμετοχή των μαθητών στην αξιολόγηση·* ο εκπαιδευτικός επιτρέπει στους μαθητές να συμμετέχουν στην αξιολόγηση των ίδιων (αυτοαξιολόγηση) και των συμμαθητών τους.

9. *Συζήτηση για τη μεταφορά δεξιοτήτων ζωής·* ο εκπαιδευτικός προτείνει άμεσα για συζήτηση τις εκάστοτε δεξιότητες ζωής που διδάσκονται στο πρόγραμμα και προσπαθεί να εκμαιεύσει από τους μαθητές πιθανούς τρόπους εφαρμογής των δεξιοτήτων αυτών πέρα από το χώρο υλοποίησης του προγράμματος.

Επιπλέον, σε μια αναθεωρημένη έκδοση του συγκεκριμένου εργαλείου παρατήρησης και αναστοχασμού (TARE 2.0), έχει συμπεριληφθεί και μια επιπλέον ενότητα που αφορά τη συστηματική παρατήρηση και αξιολόγηση της υπεύθυνης συμπεριφοράς των μαθητών (Escartí, Wright, Pascual, & Gutiérrez, 2015) προκειμένου να συσχετιστεί με την εφαρμογή των στρατηγικών διδασκαλίας που εφαρμόζει ο εκπαιδευτικός.

Σκοπός της εργασίας. Σκοπός της παρούσας έρευνας ήταν να εναρμονιστούν τα περιεχόμενα διδασκαλίας του μαθήματος της Φυσικής Αγωγής (Φ.Α.) στο δημοτικό σχολείο

με το μοντέλο TPSR. Ειδικότερα, να προσαρμοστούν τα καθημερινά πλάνα διδασκαλίας Φ.Α. των Γ΄ και Δ΄ τάξεων ενός δημόσιου Δημοτικού σχολείου στις στρατηγικές διδασκαλίας του μοντέλου διδασκαλίας υπευθυνότητας, όπως αυτές ορίζονται από το TARE.

Μεθοδολογία

Συμμετέχοντες. Στη συγκεκριμένη πρακτική έρευνα δράσης συμμετείχαν 27 μαθητές των Γ΄ και Δ΄ τάξεων (οκτώ έως εννέα ετών) ενός δημόσιου Δημοτικού σχολείου ημιαστικής περιοχής. Τα προσαρμοσμένα πλάνα μαθήματος -24 συνολικά- εφαρμόστηκαν σε διάστημα οκτώ εβδομάδων κατά τη χρονική περίοδο του τρίτου τριμήνου του σχολικού έτους 2016-2017. Η εφαρμογή τους πραγματοποιήθηκε από τον εκπαιδευτικό Φ.Α. του σχολείου, υποψήφιο διδάκτορα, με 22 έτη υπηρεσίας στη δημόσια εκπαίδευση και 17 έτη προπονητικής εμπειρίας.

Πρακτική Έρευνα Δράσης. Τα μοντέλα διδασκαλίας στην επιστήμη της Φυσικής Αγωγής και των Παιδαγωγικών γίνονται όλο και πιο δημοφιλή (Metzler, 2011), αλλά έχουν θετικό αντίκτυπο μόνο εφόσον «μεταφραστούν» σε πράξη (Coulson, Irwin, &Wright, 2012). Για αυτό το λόγο στη συγκεκριμένη περίσταση χρησιμοποιήθηκε ένας τύπος εκπαιδευτικής έρευνας δράσης, γνωστός ως πρακτική έρευνα δράσης (practical inquiry).

Η εκπαιδευτική έρευνα δράσης είναι ένας εναλλακτικός τύπος εκπαιδευτικής έρευνας, που οι ίδιοι οι εκπαιδευτικοί διενεργούν, είτε μόνοι τους είτε σε συνεργασία με άλλους στο πλαίσιο μιας ερευνητικής ομάδας. Στόχος των εκπαιδευτών–ερευνητών είναι η κατανόηση της εκπαιδευτικής πραγματικότητας στην οποία συμμετέχουν, η ερμηνεία των δυσλειτουργιών της, η διάγνωση των προβλημάτων και η διερεύνηση των προοπτικών επίλυσής τους μέσω της αλλαγής πρακτικών των εκπαιδευτικών (Elliott, 1991).

Η πρακτική έρευνα δράσης επιδιώκει την ανάπτυξη της πρακτικής γνώσης ή της επαγγελματικής σοφίας. Παρέχει τη δυνατότητα στους εκπαιδευτικούς να αναπτύξουν πρακτικές ή βραχυπρόθεσμες λύσεις σε προβλήματα άμεσου ενδιαφέροντος συνδέοντας την

εκπαιδευτική έρευνα με την καθημερινή πρακτική των εκπαιδευτικών· συνδέεται κατά συνέπεια, με την επαγγελματική ανάπτυξη του εκπαιδευτικού ως μέθοδος επιμόρφωσής του. Θέτει το αναλυτικό πρόγραμμα και τη διδασκαλία στο επίκεντρό της και προσφέρεται για την ανάπτυξη διδακτικών περιεχομένων που βασίζονται στις ιδιαιτερότητες των επιμέρους συνθηκών διδασκαλίας (περιβάλλον, εκπαιδευτικός, διδακτικό αντικείμενο και μαθητές) που βρίσκονται σε διαρκή και δυναμική αλληλεπίδραση (Schwab, 1973). Απορρίπτει την αναζήτηση των σχέσεων αιτίας και αποτελέσματος, που θα οδηγήσει σε γενικευτικού τύπου πορίσματα (Schubert, 1986). Αντίθετα, θεωρεί κάθε εκπαιδευτική πράξη μοναδική αντιστοιχίζοντας τη θεωρητική ή επιστημονική γνώση στις περιστασιακές ανάγκες και προσαρμόζοντας τη γνώση στην περίσταση (στα μέτρα των ιδιαίτερων συνθηκών) (Schwab, 1973).

Ο προσανατολισμός, η διαδικασία και οι στόχοι της πρακτικής έρευνας δράσης πηγάζουν από τέσσερις υποθέσεις (Schubert, 1986):

1. Η πηγή των προβλημάτων βρίσκεται στην τρέχουσα κατάσταση και όχι στην αφηρημένη επινόηση των ερευνητών.

2. Η μέθοδος συνεπάγεται αλληλεπίδραση με την τρέχουσα κατάσταση που μελετάται και δε βασίζεται σε αποκομμένα επαγωγικά συμπεράσματα σχετικά με αυτή.

3. Το υπό διερεύνηση θέμα στη διαδικασία είναι η απόκτηση εικόνας και γνώσης για κάθε περίσταση ξεχωριστά αντί για γενικεύσεις που βασίζονται στη μελέτη πολλών περιπτώσεων.

4. Σκοπός είναι η αυξημένη ικανότητα ηθικής και αποτελεσματικής ανταπόκρισης σε ιδιαίτερες εκπαιδευτικές περιστάσεις και όχι η δημιουργία γενικευμένης και ερευνητικά δημοσιεύσιμης γνώσης.

Αφετηρία της πρακτικής έρευνας δράσης αποτελεί μια προβληματική κατάσταση, ένα ζήτημα που απασχολεί τον εκπαιδευτικό και χρειάζεται βελτιωτικές παρεμβάσεις. Στην

προκειμένη περίπτωση η πηγή βρισκόταν στην τρέχουσα κατάσταση (ανεύθυνη συμπεριφορά των μαθητών) στο γυμναστήριο (την ώρα της γυμναστικής) αλλά και στους υπόλοιπους χώρους του σχολείου (την ώρα των υπόλοιπων μαθημάτων αλλά και του διαλείμματος).

Διαδικασία συλλογής δεδομένων. Στη παρούσα πρακτική έρευνα δράσης αξιοποιήθηκε η συλλογή δεδομένων από τον εκπαιδευτικό–ερευνητή μέσω ανοιχτών και ελεύθερων τεχνικών· τήρηση ημερολογίου του εκπαιδευτικού με χρήση παθητικής καταγραφής (ο εκπαιδευτικός κατέγραφε ότι συνέβαινε) και ενεργητικής καταγραφής (ο εκπαιδευτικός διατύπωνε κρίσεις πάνω σε όσα συνέβαιναν). Η καταγραφή πραγματοποιήθηκε με άξονα τις εννέα στρατηγικές του TARE αμέσως πριν από την εφαρμογή του μοντέλου (δηλαδή πριν την εφαρμογή των προσαρμοσμένων πλάνων διδασκαλίας) αλλά και επανειλημμένα κατά τη διάρκεια εφαρμογής του μοντέλου, μετά από κάθε μάθημα· έγινε δηλαδή *τεκμηρίωση αλλά και αναδιαμόρφωση της εφαρμογής του μοντέλου.*

Παραδείγματα και εφαρμογές

Στη συνέχεια παρουσιάζονται οι πρακτικές που χρησιμοποίησε ο εκπαιδευτικός, όπως έγινε η καταγραφή τους με βάση το ημερολόγιο του εκπαιδευτικού, και επιχειρήθηκε περαιτέρω η κατανόηση, ερμηνεία, αξιολόγηση και ο ανασχεδιασμός τους στο πλαίσιο του αναστοχασμού με επίκεντρο τις εννέα στρατηγικές του TARE (Wright & Craig, 2011).

1. *Επίδειξη σεβασμού από τον εκπαιδευτικό προς τους μαθητές*

- Ο εκπαιδευτικός απευθυνόταν στους μαθητές με το όνομά τους.

- Επεδίωκε οπτική επαφή μαζί τους, όταν τους μιλούσε.

- Αντιμετώπιζε τους μαθητές θετικά, ανεξάρτητα από τη συμπεριφορά τους σε οποιαδήποτε στιγμή, και απέφευγε τη χρήση χαρακτηρισμών που θα έφερναν τους μαθητές σε δύσκολη θέση.

- Διατηρούσε την ψυχραιμία του (π.χ. χωρίς φωνές ή χαρακτηρισμούς προς τους μαθητές). Είναι χαρακτηριστική η περίσταση κατά την οποία ο εκπαιδευτικός εκνευρισμένος στη διάρκεια του μαθήματος ανέβασε τον τόνο της φωνής του και όλοι οι μαθητές έσπευσαν να του υπενθυμίσουν την άσκηση αυτοελέγχου· ωστόσο μια μόνο μαθήτρια κατ᾽ εξαίρεση θεώρησε δικαιολογημένη τη συμπεριφορά του εκπαιδευτικού αποδίδοντάς του ρόλο αυθεντίας και δεσποτισμού που δε χρήζει επίδειξης σεβασμού για να πετύχει στο εκπαιδευτικό του έργο.

2. *Παρουσίαση των προσδοκιών που έχει ο εκπαιδευτικός από τους μαθητές*

- Στην εισαγωγική ενημερωτική συζήτηση του μαθήματος, ο εκπαιδευτικός έθετε ξεκάθαρες προσδοκίες ως προς τους ψυχοκινητικούς στόχους (π.χ. εκμάθηση πάσας στη χειροσφαίριση) αλλά και τους στόχους συμπεριφοράς (π.χ. επίδειξη αυτοελέγχου και ειρηνικής και δημοκρατικής επίλυσης των διαφορών) ολόκληρου του τμήματος αλλά και συγκεκριμένων μαθητών.

- Στη διάρκεια των παιχνιδιών ή στην εκτέλεση μιας άσκησης ο εκπαιδευτικός παρουσίαζε με σαφήνεια τους κανονισμούς και έδινε σαφείς οδηγίες και ανατροφοδότηση χωρίς να αφήνει στους μαθητές περιθώρια αμφιβολίας. Καταβλήθηκε προσπάθεια ώστε οι μαθητές να γνωρίζουν κάθε στιγμή που χρειάζεται να βρίσκονται και τι ακριβώς χρειάζεται να κάνουν.

- Ο εκπαιδευτικός ζητούσε από κάποιους μαθητές να βάλουν στόχο μια ιδιαίτερη συμπεριφορά που τους αφορούσε. Π.χ. «Θα προσπαθήσω να ελέγξω το θυμό μου στη διάρκεια του παιχνιδιού».

- Ο εκπαιδευτικός χρησιμοποιούσε πρωτόκολλα (ρουτίνες) που αφορούσαν την έναρξη και λήξη του μαθήματος (π.χ. συγκέντρωση των μαθητών στην αίθουσα και στη συνέχεια στο γυμναστήριο και αντίστροφα) αλλά και την εκπλήρωση αναγκών των μαθητών που

προέκυπταν κατά τη διάρκεια του μαθήματος (π.χ. πάσο για τη χρήση τουαλέτας ή τη λήψη νερού).

3. *Διασφάλιση ευκαιριών στους μαθητές για επιτυχία*

- Ο εκπαιδευτικός χρησιμοποίησε το φάσμα των στυλ διδασκαλίας (Mosston & Ashworth, 2002) με ιδιαίτερη έμφαση στη μέθοδο του μη αποκλεισμού.

- Απέφυγε τις συγκρίσεις μεταξύ των επιδόσεων των μαθητών. Για παράδειγμα, στις σκυταλοδρομίες χρησιμοποιούσε ποιοτικά κριτήρια, όπως η έγκυρη αλλαγή της σκυτάλης και γενικότερα η τήρηση των κανονισμών. Συνολικά οι μαθητές καθοδηγούνταν ώστε να προσανατολίζονται στην προσωπική βελτίωση και συμμετοχή (Nicholls, 1989).

- Ο εκπαιδευτικός χρησιμοποίησε τροποποιημένο παιχνίδι· μέσα από τον ορισμό ειδικών συνθηκών–περιορισμών (π.χ. περιορισμός του παίκτη, που τα καταφέρνει καλά, να μην σκοράρει) και την διαδοχική εναλλαγή των θέσεων όλων των μαθητών, έδινε την ευκαιρία σε όλους να πετυχαίνουν, να συμμετέχουν εξίσου (π.χ. με ισότιμο χρόνο κατοχής της μπάλας) και να συνεργάζονται με όλους. Είναι χαρακτηριστική η περίπτωση μαθητή, που ενώ συνήθως δε συμμετείχε στο μάθημα, στο τροποποιημένο ομαδικό παιχνίδι επέδειξε ιδιαίτερο ζήλο επειδή του δόθηκε η ευκαιρία να πετύχει και να συνεισφέρει στην ομάδα· καταφέρνοντας να βρίσκεται διαρκώς σε ελεύθερη θέση για υποδοχή πάσας και εκτέλεση σουτ, ρωτούσε επανειλημμένα στη διάρκεια του παιχνιδιού αν συνέχιζε να είναι καλός και σε ποιο επίπεδο υπευθυνότητας βρισκόταν.

- Όλοι οι μαθητές κλήθηκαν να συμμετάσχουν στις ομαδικές συζητήσεις–συνελεύσεις εκφράζοντας την άποψή τους· ο εκπαιδευτικός παρείχε αρκετό χρόνο και επαρκή υποστήριξη για τον καθένα.

4. *Προαγωγή της κοινωνικής συμπεριφοράς (αλληλεπίδρασης) των μαθητών*

- Ο εκπαιδευτικός χρησιμοποίησε συνεργατικά παιχνίδια επίλυσης προβλημάτων.

- Χρησιμοποίησε τεχνικές θεάτρου και εκπαιδευτικού δράματος που στόχευαν στην οπτική, λεκτική ή σωματική επικοινωνία.

- Χρησιμοποίησε την πρακτική «Πες μια καλή κουβέντα» αντί της αρνητικής ανατροφοδότησης για κάποιον που έκανε λάθος ενέργεια στο ομαδικό παιχνίδι.

- Ο εκπαιδευτικός χρησιμοποίησε τη μέθοδο της αμοιβαίας διδασκαλίας.

- Επιχειρήθηκε μεταξύ των μαθητών αμοιβαία αξιολόγηση των ψυχοκινητικών στόχων αλλά και των στόχων συμπεριφοράς.

- Γινόταν συνολική αξιολόγηση των στόχων συμπεριφοράς της ομάδας στη διάρκεια της ομαδικής συζήτησης.

5. *Ανάθεση διαχειριστικών καθηκόντων στους μαθητές*

- Η οργάνωση του χώρου και η περισυλλογή των υλικών του μαθήματος γινόταν από τους μαθητές· αντιδρώντας με αυξημένη υπευθυνότητα κάποιοι μαθητές είχαν ήδη καταμετρήσει το υλικό του μαθήματος πριν τη λήξη του, έχοντας ελέγξει ακόμη και τον προαύλιο χώρο για ξεχασμένα αντικείμενα.

- Οι μαθητές αναλάμβαναν το ρόλο του διαιτητή, συμπλήρωναν παρουσιολόγια, κατέγραφαν το σκορ ή μετρούσαν τις επαναλήψεις των ασκήσεων.

- Στη διάρκεια των διαλειμμάτων οι μαθητές διοργάνωναν παιχνίδια επιτραπέζιας αντισφαίρισης στο γυμναστήριο του σχολείου (αυτοδιαχείριση).

6. *Προαγωγή της ηγεσίας*

- Η επίδειξη και περιγραφή της ρουτίνας των ασκήσεων προθέρμανσης και αποθεραπείας γινόταν από μαθητή.

- Η επίδειξη και περιγραφή κάποιας δεξιότητας γινόταν κυρίως από μαθητή, όταν εκείνος ήταν γνώστης της δεξιότητας· απαραίτητη προϋπόθεση ήταν ο μαθητής να είναι υποστηρικτικός και θετικός με τους συμμαθητές του, ώστε να αποφεύγεται πιθανή επικριτική και υπεροπτική συμπεριφορά του απέναντί τους.

- Οι μαθητές παρείχαν ανατροφοδότηση και βοήθεια στους συμμαθητές τους κατά την εφαρμογή της αμοιβαίας διδασκαλίας.

- Η οργάνωση της ομάδας στο παιχνίδι και ο ρόλος του καθοδηγητή-προπονητή αναθέτονταν εκ περιτροπής στους μαθητές· για παράδειγμα, οι μαθητές που μπορούσαν να αντιληφθούν με μεγαλύτερη ευκολία τις θέσεις και τους ρόλους των συμπαικτών τους στο παιχνίδι, αναλάμβαναν να καθοδηγήσουν τους υπόλοιπους.

- Οι μαθητές μεγαλύτερων τάξεων αναλάμβαναν τη διδασκαλία μαθητών μικρότερων τάξεων αφού είχε προηγηθεί η απαιτούμενη προετοιμασία.

- Η ευθύνη διεξαγωγής της ομαδικής συζήτησης-συνέλευσης δινόταν σταδιακά και εκ περιτροπής σε μαθητές· οι μαθητές που διηύθυναν τη συζήτηση ήταν κατά προτίμηση εκείνοι που δεν διακρίνονταν τόσο για τις ιδιαίτερες κινητικές τους δεξιότητες όσο για το ότι ήταν υποστηρικτικοί και θετικοί με τους συμμαθητές τους.

- Η διαχείριση των αρνητικών συμπεριφορών κάποιων μαθητών γινόταν από τους ίδιους τους συμμαθητές τους στη διάρκεια της ομαδικής συζήτησης-συνέλευσης.

- Ο σχεδιασμός του πλάνου της επόμενης εβδομάδας γινόταν από κάποιον μαθητή με τη βοήθεια των συμμαθητών του.

7. *Προσφορά επιλογών στους μαθητές και έκφραση απόψεων από τους μαθητές*

- Οι μαθητές ψηφίζοντας σαν ομάδα μπορούσαν να θέσουν, να δοκιμάσουν και να κλιμακώσουν τους ψυχοκινητικούς στόχους επιλέγοντας από μια γκάμα δραστηριοτήτων ή τροποποιώντας τις ασκήσεις που είχαν ήδη συμπεριληφθεί στο ημερήσιο πλάνο μαθήματος. Για παράδειγμα, οι μαθητές τροποποιώντας παραμέτρους μια άσκησης μπορούσαν να την κάνουν πιο ενδιαφέρουσα και προκλητική για τους ίδιους· είχαν την επιλογή λοιπόν να αυτοθεσμίζονται τροποποιώντας ακόμη και τους κανονισμούς και θέτοντας νέους όρους για την ισότιμη συμμετοχή όλων (Stiehl, Morris, & Sinclair, 2008).

- Οι μαθητές μπορούσαν να επιλέξουν τη σειρά των θεματικών ενοτήτων διδασκαλίας (στο πλαίσιο του αναλυτικού προγράμματος διδασκαλίας της Φυσικής Αγωγής).

- Είχαν τη δυνατότητα να εκφράσουν την ικανοποίησή τους ή τη δυσαρέσκειά τους για τις ασκήσεις και το παιχνίδι και επιπλέον να αξιολογήσουν το πρόγραμμα υπευθυνότητας ως προς την επίτευξη των στόχων συμπεριφοράς (ομαδικών και ατομικών).

- Οι μαθητές είχαν τη δυνατότητα να αξιολογήσουν τη συνεισφορά και του ίδιου του εκπαιδευτικού στη διαχείριση της τάξης και την επίτευξη των στόχων και ειδικότερα στην επίδειξη σεβασμού. Για παράδειγμα, στη διάρκεια της μικρής συνέλευσης κάποια μαθήτρια επέκρινε την ενέργεια άλλου εκπαιδευτικού να χαρακτηρίσει αρνητικά συμμαθητή της στη διάρκεια του μαθήματος και ζήτησε από τους συμμαθητές της να συζητήσουν για την αντιμετώπιση του συγκεκριμένου προβλήματος.

8. *Συμμετοχή των μαθητών στην αξιολόγηση*

- Η αξιολόγηση των δεξιοτήτων και των στόχων συμπεριφοράς των μαθητών γινόταν από τους ίδιους αλλά και από τους συμμαθητές τους με τις μεθόδους του αυτοελέγχου και της αμοιβαίας διδασκαλίας αντίστοιχα. Περιστασιακά χρησιμοποιούνταν από τους μαθητές το νεύμα του αντίχειρα (thumbs-up) προς τα πάνω, προς τα πλάγια ή προς τα κάτω προκειμένου να δοθεί με μιμική κίνηση μια σύντομη αξιολόγηση επίτευξης του συγκεκριμένου στόχου.

- Ήταν εφικτή η τεκμηρίωση και η πιθανή «διαπραγμάτευση» (βάσει τεκμηρίων) της βαθμολογίας των μαθητών με τον εκπαιδευτικό, εφόσον τα κριτήρια αξιολόγησης είχαν ξεκάθαρα παρουσιαστεί από την αρχή της σχολικής χρονιάς.

- Κατά τη διάρκεια της ομαδικής συζήτησης-συνέλευσης αξιολογούνταν στόχοι ψυχοκινητικοί και στόχοι συμπεριφοράς και αναδεικνύονταν από τους μαθητές οι παράγοντες επιτυχίας της αποτελεσματικής εκτέλεσης μιας άσκησης ή ενός παιχνιδιού αλλά και πιθανές ανυπέρβλητες δυσκολίες και τρόποι αντιμετώπισής τους. Απαραίτητη

προϋπόθεση για τη συμμετοχή των μαθητών στην αξιολόγηση αποτέλεσε η καλλιέργεια και διασφάλιση θετικού κλίματος εμπιστοσύνης στην ομάδα.

9. *Συζήτηση για τη μεταφορά δεξιοτήτων ζωής*

- Σε κάθε ευκαιρία ο εκπαιδευτικός μπορούσε να αδράξει την ευκαιρία (teachable moments) και να δώσει τη δυνατότητα στους μαθητές να αναζητήσουν παραδείγματα μεταφοράς των δεξιοτήτων ζωής από το χώρο του γυμναστηρίου στην καθημερινή τους ζωή κι εκτός σχολείου· με τον τρόπο αυτό οι μαθητές είχαν την ευκαιρία να ανακαλύψουν τον επιδιωκόμενο συσχετισμό· π.χ. συνδέοντας την προσπάθεια στο μάθημα της Φ.Α. με τη σκληρή δουλειά και την επιμονή στην μελλοντική επαγγελματική τους ζωή, τους στόχους στο μάθημα με τους στόχους στη ζωή, τη συνεισφορά στους συμμαθητές με τη συνεισφορά στην κοινωνία, τον τρόπο επίλυσης διενέξεων και την επίδειξη αυτοελέγχου στο μάθημα με τον τρόπο αντιμετώπισης ενός πιθανού καβγά στη γειτονιά ή στο παιχνίδι, κ.λπ..

- Στη διάρκεια του προσωπικού αναστοχασμού ο εκπαιδευτικός χρησιμοποιούσε την τεχνική σύντομων σεναρίων σχολικής καθημερινότητας· τα σενάρια αντλούνταν από σκηνές της καθημερινής σχολικής ζωής που οι μαθητές δυσκολεύονταν να αντιμετωπίσουν ή αντιμετώπιζαν με τρόπο ανεπιτυχή και πολλές φορές καταστροφικό. Στους μαθητές δινόταν η δυνατότητα πολλαπλών επιλογών και σχετικής επιχειρηματολογίας στη σύντομη συζήτηση που ακολουθούσε.

- Ο εκπαιδευτικός χρησιμοποιούσε περιστασιακά τεχνικές του δράματος, όπως παιχνίδι ρόλων, ανακριτική πολυθρόνα, πάρε θέση, κ.λπ..

Συζήτηση και επίλογος

Στην παρούσα πρακτική έρευνα δράσης πραγματοποιήθηκε καταγραφή των πρακτικών που χρησιμοποίησε ο εκπαιδευτικός στο μάθημα της Φυσικής Αγωγής με επίκεντρο τις εννέα στρατηγικές του TARE (Wright & Craig, 2011) και επιδιώχθηκε η

κατανόηση, ερμηνεία, αξιολόγηση και ο ανασχεδιασμός τους στο πλαίσιο του αναστοχασμού. Αν και ο εκπαιδευτικός Φ.Α. χρησιμοποιούσε συχνά και στο παρελθόν παραδοσιακές πρακτικές διαχείρισης της τάξης, δυσκολευόταν να βρει τρόπους ώστε να εξουσιοδοτήσει τους μαθητές του και τις μαθήτριές του να κάνουν οι ίδιοι με υπευθυνότητα τις επιλογές τους και να πάρουν τις αποφάσεις τους. Επιπλέον, επιθυμούσε να το πετύχει αυτό έχοντας ως βάση τις προσωπικές του αξίες και την προσωπική του φιλοσοφία διδασκαλίας, αλλά οι παραδοσιακές πρακτικές δε συνέδραμαν. Η φιλοσοφία και η δομή του μοντέλου TPSR καθώς και οι στρατηγικές του TARE (Wright & Craig, 2011) μέσα από την πρακτική έρευνα δράσης τού παρείχαν την ευκαιρία να θέσει υψηλότερους στόχους στη διδασκαλία του και να αναπροσδιορίσει τις πρακτικές του εναρμονίζοντάς τες με ότι ο ίδιος θεωρούσε εύστοχη και αποτελεσματική διδασκαλία. Αν και δεν πραγματοποιήθηκε τυπική συλλογή δεδομένων σχετικά με τις στάσεις και τη συμπεριφορά των μαθητών, ο εκπαιδευτικός Φ.Α. διαπίστωσε με ποικίλους τρόπους ότι η αλλαγή των πρακτικών του διδασκαλίας αύξησε τη συμμετοχή των μαθητών και των μαθητριών στο μάθημα και τους βοήθησε να αναλάβουν ευθύνες τόσο σε προσωπικό επίπεδο όσο και σε επίπεδο σχέσεων με τους συμμαθητές τους και τις συμμαθήτριές τους.

Μέσα από αυτήν την πρακτική έρευνα δράσης ο εκπαιδευτικός Φ.Α. διαπίστωσε ότι κάποιες πρακτικές που ήδη χρησιμοποιούσε, όπως η εισαγωγική συζήτηση και η ομαδική συζήτηση-συνέλευση στο τέλος του μαθήματος, εναρμονίζονταν με το πλαίσιο του μοντέλου και τις διατήρησε. Αντιμετώπισε όμως ιδιαίτερες δυσκολίες στη διαχείριση του θυμού των μαθητών και μαθητριών και στον αυτοέλεγχο και ακόμη περισσότερο στην ανάπτυξη της κοινωνικής συμπεριφοράς (αλληλεπίδρασης) των μαθητών, καθώς οι περισσότεροι έτειναν να υιοθετούν μια αυστηρά επικριτική στάση απέναντι στους συμμαθητές τους τονίζοντας μόνο αρνητικά στοιχεία στη συμπεριφορά τους. Για τον εκπαιδευτικό Φ.Α. ακόμη πιο δύσκολο στάθηκε να εστιάσει με αποτελεσματικότητα στις δεξιότητες ζωής, καθώς πίστευε

ότι πάντα προωθούσε την καλλιέργειά τους μέσα από τις πρακτικές του· ωστόσο συνειδητοποίησε ότι μια αποτελεσματική μεταφορά δεξιοτήτων ζωής μέσα από τη Φ.Α. δεν μπορεί να συντελεστεί χωρίς άμεση και ξεκάθαρη αναφορά και βιωματική σύνδεσή τους με την καθημερινή ζωή των μαθητών κι εκτός σχολείου.

Συμπερασματικά, προκειμένου να καταστεί αποτελεσματικό το μοντέλο TPSR μέσα από την ανάπτυξη περιεχομένων διδασκαλίας και την εφαρμογή τους στο μάθημα της Φ.Α., ο εκπαιδευτικός χρειάστηκε:

- Να το προσεγγίσει μέσα από την *πρακτική έρευνα δράσης* , ώστε να προσαρμόσει το μοντέλο στα μέτρα των ιδιαίτερων κατά περίπτωση συνθηκών διδασκαλίας.

- Να είναι *επίμονος και δημιουργικός.*

- Να ανακαλύψει *νέες, πρακτικές και πρωτότυπες λύσεις.*

Η σημασία για τη φυσική αγωγή

Το μοντέλο TPSR αναγνωρίζεται ως υποδειγματική προσέγγιση για την προαγωγή της προσωπικής ανάπτυξης των νέων, καθώς επενδύει στα θετικά χαρακτηριστικά τους· επιπλέον, εναρμονίζεται πλήρως με το θεωρητικό πλαίσιο της Κοινωνικής και Συναισθηματικής Αγωγής, αφού οι πρακτικές του αποβλέπουν στην ανάπτυξη δεξιοτήτων, όπως η διαχείριση των συναισθημάτων, η στοχοθεσία και η ανάπτυξη θετικών διαπροσωπικών σχέσεων. Θεωρείται ένα από τα μοντέλα διδασκαλίας με τη μεγαλύτερη επιρροή στην παιδαγωγική της Φυσικής Αγωγής και διευρύνει τους στόχους της παραδοσιακής Φυσικής Αγωγής, καθώς διαχειρίζεται και τα προβλήματα της πειθαρχίας και της παρακίνησης των μαθητών.

Η σημασία για την ποιότητα ζωής

Στις μέρες μας πολλοί νέοι μεγαλώνουν και διαμορφώνουν το χαρακτήρα τους σε ένα κοινωνικά «τοξικό» περιβάλλον με χαρακτηριστικά συστατικά της τοξικότητας τη βία, τη διατάραξη των οικογενειακών σχέσεων, την ανέχεια και γενικότερα την οικονομική κρίση,

την απόγνωση, την κατάθλιψη και την αποξένωση. Μέσα από τη διδασκαλία δεξιοτήτων ζωής το μοντέλο TPSR προάγει συστατικά στοιχεία της υπευθυνότητας που επικεντρώνονται στην προσωπική ευημερία (προσπάθεια και αυτοκατεύθυνση) και στην κοινωνική ευημερία (σεβασμό και ενσυναίσθηση-αλληλεγγύη). Η αποτελεσματικότητά του στην προαγωγή της υπευθυνότητας των περιθωριοποιημένων και παραμελημένων νέων αλλά και των νέων γενικότερα αποδεικνύεται από ένα μεγάλο αριθμό μελετών. Με τη μεταφορά των υπεύθυνων συμπεριφορών πέρα από τους χώρους άθλησης και φυσικής δραστηριότητας το μοντέλο επιχειρεί να εξουσιοδοτήσει τους νέους να αποφύγουν ανεπιθύμητες και επικίνδυνες συμπεριφορές,να αναλάβουν τον έλεγχο της ζωής τους, αλλά και να συνεισφέρουν στην κοινωνία.

Βιβλιογραφία

Balague, G. (2016). Origins and Evolution of the TPSR Alliance Community of Practice.
Journal of Physical Education, Recreation & Dance, *87*(5), 14–17.
https://doi.org/10.1080/07303084.2016.1157384

Caballero-Blanco, P., Delgado-Noguera, M. Á., & Escartí-Carbonell, A. (2013). Analysis of
teaching personal and social responsibility model-based programmes applied in USA
and Spain. *Journal of Human Sport and Exercise*, *8*(2), 427–441.
doi:10.4100/jhse.2012.82.10

Coulson, C. L., Irwin, C. C., & Wright, P. M. (2012). Applying Hellison's responsibility
model in a youth residential treatment facility: a practical inquiry project. *Agora Para
La EducaciónFísica Y El Deporte*. Valor Educativo de la Motricidad.

Elliott, J. (1991). *Action Research for Educational Change. Milton Keynes: Open*University
Press.

Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. (2010). Implementation of the personal
and social responsibility model to improve self-efficacy during physical education
classes for primary school children. *International Journal of Psychology and
Psychological Therapy*, *10*(3), 387–402.

Escartí, A., Gutiérrez, M., Pascual, C., & Marín, D. (2010). Application of Hellison's
Teaching Personal and Social Responsibility Model in physical education to improve
self-efficacy for adolescents at risk of dropping-out of school. *Spanish Journal of
Psychology*, *13*(2), 667–676. doi:10.1017/S113874160000233X

Escartí, A., Llopis-Goig, R., & Wright, P. M. (2018). Assessing the Implementation Fidelity
of a School-Based Teaching Personal and Social Responsibility Program in Physical
Education and Other Subject Areas. *Journal of Teaching in Physical Education*,
37(1), 12–23. doi:10.1123/jtpe.2016-0200

Escartí, A., Pascual, C., Gutiérrez, M., Marín, D., Martínez, M., & Tarín, S. (2012). Applying the Teaching Personal and Social Responsibility Model (TPSR) in Spanish Schools Context: Lesson Learned. *Ágora Para La Educación Física Y El Deporte*, *14*(2), 178-196.

Escartí, A., Wright, P. M., Pascual, C., & Gutiérrez, M. (2015). Tool for Assessing Responsibility-based Education (TARE) 2.0: Instrument revisions, inter-rater reliability, and correlations between observed teaching strategies and student behaviors. *Universal Journal of Psychology*, *3*(2), 55-63.

Garbarino, J. (2017). *Children and Families in the Social Environment: Modern Applications of Social Work*. Routledge.

Gordon, B. (2010). An examination of the responsibility model in a New Zealand secondary school physical education program. *Journal of Teaching in Physical Education*, *29*(1), 21–37.

Gordon, B., Jacobs, J. M., & Wright, P. M. (2016). Social and Emotional Learning Through a Teaching Personal and Social Responsibility Based After-School Program for Disengaged Middle-School Boys. *Journal of Teaching in Physical Education*, *35*(4), 358–369. doi:10.1123/jtpe.2016-0106

Hellison, D. (1985). *Goals and strategies for teaching physical education*. Champaign, IL: Human Kinetics Publishers, Inc.

Hellison, D. (1995). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.

Hellison, D. (2003). *Teaching responsibility through physical activity* (2nd ed.). Champaign, IL: Human Kinetics.

Hellison, D. (2011). *Teaching Personal and Social Responsibility through Physical Activity* (3rd ed.). Champaign, IL: Human Kinetics.

Hellison, D., & Cutforth, N. J. (1997). Extended day programs for urban children and youth: From theory to practice. In H. Walberg, O. Reyes, & R. Weissberg (Eds.), *Children and youth: Interdisciplinary perspectives on policies and programs* (pp. 223–249).

Hellison, D., & Martinek, T. (2006). Social and individual responsibility programs. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), *The Handbook of Physical Education*. Thousand Oaks, CA: Sage.

Hellison, D., & Walsh, D. (2002). Responsibility-based youth programs evaluation: Investigating the investigations. *Quest*, *54*, 292–307.

Hellison, D., & Wright, P. (2003). Retention in an Urban Extended Day Program: A Process-Based Assessment. *Journal of Teaching in Physical Education*, *22*, 369–381.

Jacobs, J., & Wright, P. (2014). Social and Emotional Learning and Physical Education: Column Editor: K. Andrew R. Richards. *Strategies*, *27*(6), 42–44.

Martinek, T., & Hellison, D. (2016). Teaching Personal and Social Responsibility: Past, Present and Future. *The Journal of Physical Education, Recreation & Dance*, *87*(5), 9–14.

Metzler, M. W. (2011). *Instructional models for physical education* (3rd ed.). New York, NY: Routledge.

Mosston, M., & Ashworth, S. (2002). *Teaching physical education* (5th ed.). San Francisco, CA: Benjamin Cummings.

Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Harvard University Press.

Pascual, C., Escartí, A., Llopis, R., Gutíerrez, M., Marín, D., & Wright, P. M. (2011). Implementation fidelity of a program designed to promote personal and social responsibility through physical education:a comparative case study. *Research*

Quarterly for Exercise and Sport, *82*(3), 499–511.

doi:10.1080/02701367.2011.10599783

Petitpas, A., Cornelius, A., Van Raalte, J., & Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *Sport Psychologist*, *19*(1), 63–80. https://doi.org/10.1123/tsp.19.1.63

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. doi:10.1177/1356336X16664749

Schubert, W. (1986) Curriculum: Perspective, paradigm, and possibility. NewYork: Macmillan.

Schwab, J. (1973) The practical 3: Translation into curriculum. School Review,81, 501-522.

Stiehl, J., Morris, D., Morris, G. D., & Sinclair, C. (2008). *Teaching physical activity: Change, challenge, and choice*. Human Kinetics.

TPSR Alliance. (2018). Retrieved January 10, 2018, from http://www.tpsr-alliance.org/

Ward, S., Parker, M., Henschel-Pellett, H., & Perez, M. (2012). Forecasting the Storm: Student Perspectives Throughout a Teaching Personal and Social Responsibility (TPSR)-Based Positive Youth Development Program. *Agora Para La Educación Física y El Deporte*, *14*(2), 230–247.

Watson, D. L., &Clocksin, B. D. (2013). *Using physical activity and sport to teach personal and social responsibility*. Champaign, IL: Human Kinetics.

Wright, P. (2016). Improving TPSR implementation with a structured post-teaching reflection tool. *Active and Healthy Magazine*, *23*(2/3), 12–16.

Wright, P. M., & Burton, S. (2008). Implementation and Outcomes of a Responsibility-Based Physical Activity Program Integrated Into an Intact High School Physical Education Class. *Journal of Teaching in Physical Education*, *27*, 138–154.

Wright, P. M., & Craig, M. W. (2011). Tool for Assessing Responsibility-Based Education (TARE): Instrument Development, Content Validity, and Inter-Rater Reliability. *Measurement in Physical Education and ExerciseScience*, *15*(3), 204–219.

Wright, P., Li, W., Ding, S., & Pickering, M. (2010). Integrating a personal and social responsibility program into a wellness course for urban high school students: assessing implementation and educational outcomes. *Sport, Education and Society*, *15*(3), 277–298. https://doi.org/10.1080/13573322.2010

Study 2

Students' Perceptions of Responsibility in Physical Education: A Qualitative Study³

The purpose of this study was to investigate students' perceptions of responsibility in the context of physical education. 17 6th-grade students (7 boys and 10 girls) from 9 Greek elementary schools were interviewed. Theory and data driven thematic analysis was conducted. The Teaching Personal and Social Responsibility (TPSR) model provided a conceptual framework to guide data analysis. Most of the students' values, motives, attitudes, intentions, and experiences reflected the foundational responsibility goals included in the TPSR model; however, students' awareness of more advanced manifestations of responsibility in physical education was weaker. Findings shed light on Greek students' perceptions of responsibility in physical education (PE) classes and other settings. The TPSR model provided a relevant framework for describing and interpreting students' perceptions of responsibility. However, there was a marked discrepancy between students' perceived values of responsibility and their reported experiences. Implications for promoting responsibility in physical education are discussed.

Keywords: TPSR model, levels of responsibility, elementary school, personal and social responsibility, definitions of responsibility

Introduction

Globally, there is growing commitment to the notion that affective learning outcomes are central to quality physical education (PE). This is reflected in international guidelines (e.g. UNESCO, 2017) and in the educational policies and curricula of many nations (Wright

---

³ Education 3-13, 0(0), 1-13.

et al., in press). Such policy mandates are supported by international consensus among researchers that physical activity programs can indeed support a wide range of affective outcomes for children and youth (Bangsbo et al., 2016). However, these affective learning outcomes are often ill-defined in policy and practice (Jacobs & Wright, 2014; Wright & Walsh, 2015). The concept of responsibility, for example, is often mentioned in policy guidelines and curriculum documents, but with little precision. While scholars can debate the nature and role of responsibility in sport and PE through differing psychological, educational, and philosophical lenses (Hellison & Martinek, 2006; Doganis et al., 2019), such discussions are often far removed from and offer little guidance for teaching and learning in school settings (Parker & Hellison, 2001).

To support the translation of policy into practice, it is important to operationalize concepts such as personal and social responsibility in ways that teachers and students can engage with them (Parker & Hellison, 2001). Research has explored PE teachers' interpretation and promotion of responsibility as called for in the curricula of Scotland (Gray et al., 2019), New Zealand (Gordon, 2010; Gordon et al., 2011) and the United States (Wright & Irwin, 2018). However, there is little research involving student perspectives on this aspect of the curriculum. Some studies have integrated student voice in evaluating responsibility-based interventions (e.g. Jung & Wright, 2012; Ward et al., 2012; Wright & Burton, 2008); however, none to date have focused on students' general understanding of the notion of responsibility and its role in PE. Given the growing emphasis on personal and social responsibility in PE, it is important that students' voice and perspective inform the development and enactment of this aspect of the curriculum. Therefore, the current study seeks to understand how students perceive and define personal and social responsibility in their PE curriculum. The study was conducted in the Greek context, where, as in many countries, personal and social responsibility outcomes are now mentioned, yet poorly defined,

in the national curriculum (HMERA, 2006) but little research has been conducted to understand how these mandates are interpreted or enacted in practice.

Teaching Personal and Social Responsibility (TPSR) Model

To provide a conceptual and practical framework for exploring the notion of responsibility in PE, we employ the TPSR model (Hellison, 2011). TPSR is regarded as one of the most influential instructional models in PE pedagogy (Metzler, 2011). Because it was developed as a theory-in-action (Hellison & Martinek, 2006), it provides an ideal reference point for operationalizing and examining the notion of responsibility in practical PE settings. TPSR has been field tested in school-based PE (e.g. Escartí et al., 2010; Escartí et al., 2012; Escartí et al, 2018; Gordon, 2010; Ward et al., 2012) as well as in alternative settings (after-school and community-based programs) (Gordon et al., 2016; Hellison & Martinek, 2006; Pozo et al., 2018). Its effectiveness in promoting responsibility among underserved youth is supported by empirical studies and program evaluations (Caballero-Blanco et al., 2013; Hellison & Walsh, 2002; Hellison & Wright, 2003; Pozo et al., 2018).

TPSR addresses responsibility values that focus on personal (effort and self-direction) and social well-being (respect and caring/helping others); responsible behaviors are often referred to as responsibility levels or goals (Hellison, 2011). TPSR is recognized as an exemplary approach to promoting youth development (Petitpas et al., 2005) as it meets all key criteria of youth development programs; it invests in youth's strengths-by enhancing positive youth characteristics rather than correcting youth deficits-and treats them as resources to be developed (Hellison & Cutforth, 1997). Moreover, the TPSR model is directly aligned with the Social and Emotional Learning (SEL) framework, as the model's practices greatly address SEL competencies, such as managing emotions, setting goals, and building positive relationships (Jacobs & Wright, 2014).

Several researchers have developed measurement tools to assess responsibility. For example, three studies, using quantitative methodologies, attempted to assess the extent to which middle school students with no previous exposure to TPSR perceived they behaved in accord with Hellison's responsibility levels I-IV (Watson et. al., 2003) or in accord with the concepts of personal and social responsibility (Lee et al., 2012; Li et al., 2008). Other studies utilized a qualitative methodology to investigate students' perceptions of responsibility (e.g. Gordon, 2010; Ward et al., 2012) as a result of a TPSR program implementation.

There is a lack of research on students' perceptions regarding general perceptions of responsibility as an aspect of PE utilizing qualitative methodology (interviews) and recruiting students independent of exposure to TPSR or similar values-based programs. Understanding of these perceptions in a naturalistic setting can inform implementation of special programs, such as TPSR or similar values-based programs, and/or enhance implementation of responsibility outcomes as mandated in the curriculum. Therefore, the purpose of this study was to investigate students' perceptions of responsibility in the context of PE.

Method

Participants. Participants were 17 sixth-graders (seven males and 10 females) 12 years old, who had practically completed their attendance at the elementary school and hence they had been taught the national PE curriculum. Two students were randomly selected from the sixth grade of eight public elementary schools with average class size of 24; however, only one student was selected from a school with average class size of 12. Schools were randomly selected from a pool of schools in the district of Central Greece. All the students attended PE classes on a regular basis (two 45-minute lessons per week) during the school year. They had no previous exposure to TPSR interventions. No PE teachers in the selected schools reported any knowledge or experience related to the TPSR or similar values-based model. The study was conducted with the approval of the University Institutional Ethics

Committee and the Ministry of Education. Informed consent was secured from parents before the beginning of the study.

Data Collection and Interview Structure. One-to-one interviews were conducted on school grounds at the end of the school year, in May. All interviews took between 20 to 45 minutes, depending on the interviewee, and were allowed to continue until their natural conclusion. The first author served as the interviewer; he had experience of 22 years as a PE teacher, he attended a qualitative analysis course, and he received training to conduct the interviews effectively. He spent a fair amount of preliminary time in the class by attending and participating in at least two consecutive school hours (including one PE hour) prior to the interview so that participants familiarized themselves with the presence of the researcher. The data obtained through the interviews were recorded and then transcribed verbatim for further analysis.

The five levels of Hellison's (2011) model were used as a flexible framework that guided the formation of the semi-structured interview guide. The five Levels give students specific responsibilities: Level I, Respecting the rights and feelings of others, addresses self-control, conflict resolution, and right to be included. Level II, Participation and effort, addresses self-motivation, effort and trying out new tasks, and cooperation. Level III, Self-direction, addresses working independently, goal setting, decision making, and resisting to peer pressure. Level IV, Helping others and leadership, addresses caring and compassion, sensitivity and responsiveness, and inner strength. Finally, Level V, Transfer, involves trying these ideas in other areas of life and being positive models for younger kids (Hellison, 2011). A total of 14 core questions reflecting the five levels of the TPSR model were developed to probe into students' perceptions of responsibility implicitly. Examples of Level I core questions posed to students included "How your classmates behave during PE classes?" and "Are there any conflicts?" In addition, a couple of concluding core questions were developed

to refer explicitly to the concept of "responsibility", by asking students to define "responsibility" in general, such as "What does 'responsibility' mean for you?" and "Who would you consider to be 'responsible'?" Besides the core questions, several follow-up questions were developed to encourage students to elaborate their answers to each core question. Examples of Level I follow-up questions included "In the case there are conflicts, how your classmates resolve them?" and "Do they control themselves?"

Data trustworthiness. The following strategies were used to establish data's trustworthiness: (a) well-established research methods; (b) random sampling; (c) background, qualifications and experience of interviewers; (d) peer reviewing; and (e) tactics that help ensure honesty in interviewees (Shenton, 2004). With respect to the honesty of interviewees: interviewers tried to be friendly with the interviewees and create an open, positive, tolerant, and relaxed climate during interview helping them to give honest answers to questions (Dixon, 2015); interviewees were informed that they voluntarily participated in the study, they could refuse their participation in the study, and they could withdraw from the study at any given time; finally, interviewers prompted interviewees to express frankly their beliefs, opinions and ideas since there were no correct or incorrect answers to the questions they were asked (Shenton, 2004). Additionally, in order to establish reliability of the study, the peer-review process was adopted after the individual analysis of the data, thus, eliminating the threat of a person's bias. More specifically, two of the researchers (experienced with the TPSR model) served as peer reviewers to confirm that the emerged themes shared a common background. This strategy can ensure good inter-coder agreement (Campbell et al., 2013). Finally, reliability was also established by adopting the following strategies: (a) interviews took place in school classrooms, in order to be ensured respondents were familiar with the setting; (b) data were collected during the formal discussion; (c) two respondents were

randomly selected to confirm that their views were accurately transcribed as phrased in the interview (LeCompte & Goetz, 1982).

Data analysis. The transcripts of the recorded interviews were analyzed by using QSR NVivo v.8.0. Two of the authors independently conducted a multi-level thematic analysis (Boyatzis, 1998) including constant comparison and analytic deduction-induction approaches. Both coders examined the theory and the data, and through discussion reached consensual agreement about the most appropriate codes and themes that captured the essences of the data (Braun & Clarke, 2006). Finally, researchers coded the entire data independently based on the proposed theme list and the inter-rater reliability of the coders was 90%.

More specifically, a theory-driven code was developed using Hellison's (2011) TPSR model as the analytical framework to categorize students' responses to the questions reflecting the TPSR levels. As a consequence, codes and themes were generated deductively from the TPSR levels and their respective constituent components (see Table 1). Since each of the five responsibility levels comprised of two to three components, each of the five codes comprised of two to three themes reflecting students' values, motives, attitudes, intentions, and behaviors. Each participant's answers were coded for the presence or absence of each of the totally 14 themes within the five codes. Each participant's frequency of each of the themes per code was summed up to generate a response score within each code (see Table 1).

Additionally, a combination of the a priori themes (deductive analysis) and those that emerged from the data (inductive analysis) was used to code and thematize data of the concluding questions, the ones probing students' "responsibility" definition. It should be noted that deductive and inductive approaches are not necessarily mutually exclusive and their combination is a common practice when analyzing in-depth semi-structured interviews (Campbell et al., 2013).

Table 1

Perceptions of Responsibility: Students' Response Scores Reflecting Each Level and

Component of the TPSR Model

Level (Code)	Component (Theme)	Frequencies	
		NR	NP
1. Respect		**77**	**17**
	Self-control	24	13
	Conflict resolution	32	17
	Right to be included	21	13
2. Participation and effort		**64**	**17**
	Self-motivation	5	5
	Effort-Trying out new tasks	43	17
	Getting along with others	16	13
3. Self-direction		**35**	**14**
	On-task independence	16	12
	Goal setting	18	12
	Resistance to peer pressure	1	1
4. Helping others and leadership		**26**	**15**
	Caring and compassion	18	14
	Sensitivity and responsiveness	7	5
	Inner strength	1	1
5. Transfer		**27**	**14**
	Other areas	13	10
	Positive role model	14	12

Note. Deductively developed codes and themes from the levels and components of the TPSR

model respectively; coding of students' responses in the thematic analysis of the perceptions

of responsibility. Level scores are in boldface. NR: number of references; NP: number of

participants.

Results

What follows is a detailed description of the ways students responded to the questions probing into their perceptions of responsibility implicitly and reflecting the five levels of responsibility of the TPSR model (see Table 1) and the ways students responded to the concluding questions probing an explicit definition of the concept of responsibility in general (see Table 2). Phrases in italics represent constituent components within each level. Pseudonyms were used to ensure students' anonymity.

Table 2

Definitions of Responsibility: Students' Response Scores Reflecting Each Level of the TPSR model

Levels (Codes)	NR	NP
1. Respect	16	11
2. Participation and effort	4	4
3. Self-direction	23	14
4. Helping others and leadership	18	9
5. Transfer	7	7

Note. Coding of students' responses in the thematic analysis of the definitions of responsibility. NR: number of references; NP: number of participants.

Level I (Respecting the rights and feelings of others). The appraisal of the responses to the questions reflecting Level I of the TPSR model revealed values, motives, attitudes, intentions, and experiences referring to all three constituent components of self-control, conflict resolution, and the right of inclusion.

Self-control was mostly identified in examples of disrupting the work or talk of others and inability to control temper. For example, Noah and Jessica mentioned respectively: "Sometimes, when the teacher talks and students are not interested [in what he says], they start [talking]." "Fighting…when one [student] wins, the other quarrels over it… In general, many kids… Some kids sometimes either are getting into fights or they have been in dispute with somebody for another reason ahead of time."

However, in their definitions of the concept of responsibility, students seemed to value respect of the rights and feelings of others. Charlotte commented positively on the ways a classmate treated others: "But he is doing it [participates in a game] the right way, without making fun of others, without being judgmental, and always trying to do the best for himself!"

Students' responses also depicted the *right to peaceful and democratic conflict resolution* in attitudes of encouraging negotiation, inability to resolve conflicts peacefully and democratically, and a tendency to turn to the teacher to resolve conflicts. When Jessica was asked how they resolve conflicts, she responded: "Most of the times they get all the kids to reconcile, to become friends, and, because this is their last year [together in school], there is no need to fight." However, George said: "If the issue is more important, for example, if they have been playing soccer for many hours and someone makes a mistake or even during a conversation, they might get into a beating…" In addition, Harry mentioned: "We agree that the coach comes and, 'cause he is older and knows more, works things out on behalf of us." As a consequence of their inability to step up as leaders and resolve conflicts, students

legitimized teachers to be the overly strict authoritarians, who can impose discipline by punishing them. From George's point of view the implications are obvious: "If the teacher is not that strict, if she [the teacher] does not punish them [the students], then the kids would be somewhat naughty."

Reasonably, in their definitions of the concept of responsibility, students seemed to define responsibility as *externally imposed discipline*. The value of respect was interpreted as being obedient to grown-ups (e.g., parents, teachers, and coaches), conforming to authority, and following teachers' directions. This distortion of values influenced their attitudes. Enforced control over his actions and intentions was revealed in Oliver's words: "[Responsibility is] to obey my parents, to do whatever they say… Eeeeh… to comply with my teacher's rules, too." Moreover, Isabelle seemed to be forced to comply with teacher's appeal under the teacher's threat to be punished: "[Responsibility is] to help our teachers, because otherwise, we are going to get in trouble…!"

Finally, although it was not valued in their definitions of responsibility, the *right to be included* came out of students' statements. Most of them adopted a negative perspective towards excluded kids. Characteristically, Lily pointed out: "No, not everybody would cooperate with everybody else, because she might not be able to run so fast!"

Level II (Self-motivation). All participants' responses to the questions reflecting Level II of the TPSR model revealed values, motives, attitudes, intentions, and experiences related to effort and trying out new tasks, while most of the interviewed students described experiences of teamwork.

Effort and trying out new tasks were mostly identified in particular incidents of persistence in difficult tasks, self-defeating attitudes, and avoidance of new challenges. Students appeared to put forth effort and hard work. Amelia confirmed: "I make an effort to

be doing well as much as I can to learn." Jack exhibited indifference and apathy: "Actually, I don't like that much PE either…!"

However, only four of the participants seemed to value the role of effort and hard work in achieving goals and defined responsibility as *effort*. Mia said: "[Someone is responsible] when he/she assumes his responsibility and doesn't quit.", Thus, the least referred level in students' definitions of responsibility was Level II (effort and cooperation).

Further, some students seemed to be selective of tasks and favor those they felt comfortable with or they had been used to, thus, avoiding other tasks, especially the new ones. Characteristically, Sophia stated: "Most frequently, all [the students] participate, but most of them prefer to do things in particular; let's say, boys mostly pick soccer and they resent the fact that the PE teacher is not so supportive!" Conversely, Jack featured the quality of a strong, open-minded personality to facilitate change and to experience new things in life: "There are some guys who don't have a strong personality, [they] always insist on [doing] what they already know to do. They don't try out new things, they always have the same friends, and they don't change at all!"

Participants also depicted *teamwork* in experiences that facilitated or mostly hindered teamwork development (when made fun of or criticized by peers). Noah explained: "For instance, some kids would make fun of those who are not skilled enough, while others would be supportive!"

However, the worth of *self-motivation* (in terms of skill mastery or self-improvement) did not come to the notice of most participants. Only four of them acknowledged increased awareness of self-improvement. Charlotte said: "I work hard to reach my goal… up to success! How? By correcting my mistakes!" In contrast, competitive achievement seemed to define success for most of the participants. Isabelle mentioned characteristically: "Even if we

don't have possession of the ball [when playing soccer], we try to defend and attack too, because we only want to score a goal and [we only want to] beat them!"

Level III (Self-direction). Most of the participants identified values, motives, attitudes, intentions, and experiences of Level III, such as on-task independence or goal-setting. However, only Leo acknowledged *courage to resist peer pressure*: "For example, a kid does something stupid from your perspective, the grownups' [perspective], but we consider him full of bravado and, then, we try to copy what he did [his behavior]!"

On-task independence was mostly connected to experiences of rolling out the ball and stereotype reproduction practices. Oliver explained: "All alone, yes… 'Cause our PE teacher rolls out a ball and says 'Play!' He does nothing else. And we are getting used to it." Further, most of the participants seemed to have difficulty working independently without the need for direct supervision. Evelyn indicated: "Yes, on several occasions, yes; let's say, if the task they have been assigned is very demanding, they will need the help of the teacher." Only Sophia defined responsibility as the ability to work on one's own without being prompted:

> Being capable of dealing with challenges you face in your life on your own, that is, without any external help. To know you have to do your homework after school and do it by yourself without being prodded and told "go and do it…!" Hence [responsibility is] to be able to work on your own. This is my belief!

Most participants appeared capable of *setting personal goals*, not realistic though. They were also able to evaluate personal goals and make use of self-knowledge. As Ella mentioned: "When we set goals [in PE], we say we want to reach the goal of running a few laps, but some kids give up, they stay in the middle of the lap and do nothing [to come back]."

The value of deciding how much planning (goal setting) one needs in his/her life to achieve goals, came up at students' definitions of responsibility. Characteristically, Lily said:

"You have to be responsible for your commitments in your classes. We should have a plan; one [plan] for school, and one [plan] for after-school activities. In any case, we have to have a plan always!"

Being self-responsible meant for most of the students to deliver on their promises, to match their words with actions; most of the participants viewed responsibility as the fulfillment of one's word. For example, Evelyn defined responsibility as *keeping a promise and being reliable*: "Eeeeeh… being responsible, that is not to delay tasks he has been assigned. And also to complete [them], to try not to quit, that is, being responsible for anything you are assigned." In terms of reliability, Harry pointed out that when grownups recognize students' potential for empowerment and hold them accountable, students feel they are trusted and tend to exhibit a reasonable level of responsibility: "Once the school headmaster let us alone to play basketball in the schoolyard court because our teacher was absent. Actually, he told us 'I allow you [to play alone] because you are responsible sixth-graders and I trust you!'"

Level IV (Caring). Most of the participants featured interpersonal qualities of *sensitivity and responsiveness to act out of caring and compassion for others* (Hellison, 2011, p. 40) in their responses to the questions reflecting Level IV of the TPSR model. Students recognized that others have needs and feelings just as they do, and seemed to see and feel things from the viewpoint of others. Empathy was reflected in Jessica's interview: "Because I think that I could be in his position. [I would suggest that we] hang out with and practice together on skills like that. He is not good at volleyball neither at soccer; all the other kids said so, eeeh... to help him out to become good like us." Moreover, participants seemed to become aware of the importance of taking on leadership roles and helping everyone to have a positive experience in PE class. Evelyn mentioned: "Let's say… some girls who are trained in sports could help kids who can't cope with sports."

Most of the participants defined responsibility by referring to Level IV attributes. Caring, compassion, and giving help were eminent in their definitions as documented by behaviors and attitudes in their interviews. Mia put emphasis on sensitivity and compassion: "[Responsible is] one who cares about others, too. For example, his friends, no to sadden them. [One who cares] about his fellow beings." Offering help to other students was important for Charlotte: " In addition, [responsibility is] when someone helps his classmates to deal with their [school] assignments."

However, none of the participants commented on the *inner strength* needed to step up as a leader except for Leo, who, by the way, deemed successful and brave classmates to deserve the admiration of others: "And another reason [to admire someone] is that he succeeded in something that others could not! [Others] would not even have the courage to!" Similarly, in their definitions of responsibility only two students referred to inner strength which Level IV needs to stand up for TPSR leadership principles.

Level V (Transfer). In order to explore the conceptualization of a potential *connection of the responsibility values experienced in PE classes to responsibility values experienced outside the PE classes* (in the classroom, at home, in the neighborhood), students were asked to delineate experiences in other contexts of their lives, as compared to experiences in PE class. The perceptions of responsibility did not seem to be valued and demonstrated in the classroom, at home, or in the neighborhood. More than half of the participants reported values, motives, attitudes, intentions, and behaviors indicative of lack of social responsibility. For example, in the classroom students could not focus on doing their work and controlling their temper. Specifically, Lily stated: "Most of the boys make a noise, especially when they are taught German. They make a lot of whining…!" Moreover, Jack explained: "In the neighborhood [as compared to the school gym], their behavior does not change that much; they play soccer and swear at each other all the time!"

Although several students' definitions of responsibility combined experiences of various settings in their lives with experiences in PE classes, at least seven participants mentioned quite clearly the values of responsible behaviors outside the PE class when they were asked to define the concept of responsibility. They referred to responsibility values in the broader context of the classroom, after-school activities (i.e. swimming club and ballet), or home (i.e. chores). For example, Sophia addressed self-direction (a Level III value of responsibility) in various settings of one's own life:

Being capable of dealing with challenges you face in your life on your own; that is, without any external help. To know you have to do your homework after school and do it by yourself. Hence [responsibility is] to be able to work on your own. This is my belief!

Furthermore, most of the participants referred to *positive role modeling*. In response to the question "if she admires anyone", Evelyn replied: "Once my sister, yes! For the reason that she is a well-organized individual, while I am not [orderly] at all, and for being an excellent student also..!" An interesting finding was that most of the students seemed to admire others for being famous in sports or other areas of life, but not for contributing to the community. For example, Harry seemed to admire a well-known Greek basketball player merely for his physical performance and the team he plays for: "I very much look up to Vassilis Spanoulis! I am also fun of his team!"

Overall, the students conceptualized the levels of the TPSR model by perceiving most of their values to a certain extent, as revealed by their frequency of reference (see Table 1); however, they demonstrated less awareness of more advanced responsibility Levels. With respect to their definitions of responsibility, most of the responsibility levels and their constituent components were reflected in a hierarchical order in their responses (see Table 2). Inductive analysis of their definitions of responsibility resulted in the unveiling of two complementary constituent components (themes); namely, the component of *externally*

imposed control/discipline within Level I (respect) and the component of *delivering on promises and being reliable* within Level III (self-direction). Students seemed to perceive and define equally the constructs of social (Levels I and IV) and personal responsibility (Levels II and III). We found it interesting that Lily gave a comprehensive definition of responsibility by balancing its dimensions of personal well-being and social well-being in a single statement: "[Responsible is] one who cares about others' well-being beyond his own [well-being]. We have to do the best for us and for others, too." Finally, we were surprised to find that only Charlotte, in her definition of responsibility, covered the broad scope of the complex construct of responsibility–as defined by Hellison (2011)–by referring to at least one component per each of the five levels. She discerned attitudes and experiences of responsibility under certain circumstances, such as:

> [Responsibility is], when someone is playing a game, but he is doing it [participates in a game] the right way, without making fun of others, without being judgmental, and always trying to do the best for himself; when he/she does not have any objections [to try out new tasks or to participate]; when he/she does not forget things [scheduled to do]; when a younger kid falls, a good [responsible] kid would not ridicule him, he would be willing to help him instead; when someone helps his/her classmates to deal with their [school] assignments.

Discussion

The main objective of the study was to investigate elementary school students' perceptions of responsibility by utilizing the TPSR model as a flexible framework. Findings revealed that there is a rational structure in students' values, motives, attitudes, intentions, and behaviors in PE classes and other settings, which reflects the levels of Hellison's (2011) TPSR model. Participants conceptualized responsibility in ways that aligned strongly with the field-tested TPSR model framework by perceiving most of its values to a certain extent as

well as the model-embodied constructs of social and personal responsibility (Li et al., 2008).
More specifically, students perceived behaviors and attitudes related to Levels I and II;
however, they demonstrated less awareness of more advanced responsibility Levels.

An additional goal was to explore elementary school students' definitions of the
concept of responsibility; in other words, to articulate the concept of responsibility through
students' words. Students defined responsibility in a hierarchical order, as: (a) keeping
promises, being reliable, and deploying a plan, qualities of Level III (self-direction); (b)
exhibiting self-control and compliance, a component of Level I (respect for the feelings and
rights of others); and (c) caring for and helping others, components of Level IV. They rarely
defined responsibility as effort or cooperation (Level II). Besides, students' definitions of
responsibility revealed a delicate balance between social and personal responsibility
perception; the emphasis of Levels I and IV "on contributing to the well-being of others
balances the self-centered goals" often chosen in Levels II and III (Hellison, 2011: 42).

Concerning Level I, although students seemed to value respect of the rights and
feelings of others, in their definitions of responsibility, and although they adopted attitudes of
encouraging negotiation, they mostly delineated negative experiences of disrupting the work
or talk of others or inability to control temper and resolve conflicts peacefully in their daily
life at school. They seemed to react against externally imposed discipline by school or family
value system and further disregard the value of respect in actual practice. Lickona (1991, p.
44) outlines respect as "prohibitive morality"; contrasting the value of respect with the value
of responsibility, he argues that although "responsibility emphasizes our positive obligations
to care for each other", "respect, by comparison, emphasizes our negative obligations", as it
tells us what not to do (the "don'ts"). Perhaps this argument provides some explanation for
the negative experiences students reported when trying to define respect.

Besides, students were inclined to turn to the teacher to resolve conflicts. Occasionally, they asked for teacher's intervention in a dispute and even approved teachers' authoritarian behaviors of imposing discipline by punishing them. Reasonably, in their definitions of the concept of responsibility, students seemed to define responsibility and perceive self-control rather as externally imposed discipline. Teachers emerged as figures of authority that impede the process of shifting responsibility to students and contradict the essence of empowerment. It is possible that the ideology of control in the school setting distorted students' values and influenced their attitudes; the quality of respect was redefined as deference to authority (being obedient to grown-ups and following teachers' directions) but not respect for their peers, as Lee and Martinek (2009) have stated. As reflected in their definitions of responsibility, a student or an athlete has no choices at all and he/she is under full control of the coach or the teacher. Students appeared to expect teachers to be wiser and experienced enough to intervene and handle a conflict resolution or to lead the learning process, just because they were older.

With respect to Level II, although students appeared to put forth effort and hard work in their perceptions of responsibility, they rarely encompassed effort in their definitions of responsibility; in their reports, they mostly resorted to attitudes of disengagement, apathy, and bias against new tasks. Further, their attitudes mostly hindered teamwork development. It could be implied that the concept of effort and cooperation emerged as more challenging for them to understand and define as responsibility. Furthermore, they did not seem to value self-improvement or skill mastery in self-motivation; in contrast, competitive achievement seemed to define success for them. Probably the academic-excellence ideology of the school had a marked impact on students' value system; it steered students towards competition and discouraged cooperation (Lee & Martinek, 2009).

Exploring Level III, participants' experiences and perceptions of as well as their attitudes towards independence in task execution gave prominence to incidences of outdated practices of rolling out the bal and stereotype reproduction practices, that seem to be prevalent even today (Watson & Clocksin, 2013). Participants rarely conceptualized responsibility as autonomy in task execution probably due to typical educational experiences. For example, in some instances, they solicited teacher's detailed and specific guidance in the execution of a task. In reality students were not given opportunities to set up their own learning goals, make personal plans, and carry them out independently without the teachers' direct supervision and detailed guidance. Since teachers did not give students choices or leadership roles in PE, it was not expected that students would conceptualize responsibility as autonomy. Recently, in a study by Syrmpas et al. (2015) it was reported that Greek PE teachers tend to rely on reproduction teaching styles. Arguably it can be assumed that the students' exposition to the reproduction teaching methods urge them to seek their teachers' guidance. Similarly, when Jung and Wright (2012) examined the implementation of the TPSR model in the PE program of a South Korean middle school by using a multiple case study of "at risk" students design, the concept of self-direction appeared more challenging for them to perceive.

In their definitions of responsibility, students disregarded on-task independence without being prompted or guided step by step to achieve personal goals, probably due to their difficulty working independently. However, they seemed to value goal setting; they defined responsibility as being able to deploy a plan to organize their responsibilities effectively but mostly as keeping promises and being reliable. Accordingly, in a qualitative study of how youth develop responsibility within youth development programs (Salusky et al., 2014), youth reported that the experience of their obligations fulfillment increased their

sense of responsibility and facilitated the application of responsibility to various settings in their lives.

The essence of Level IV, being a contributing member of society, was recognized by most of the students in their perceptions and definitions of responsibility; this finding aligns with Martinek et al. (2006) proposal that it is important to develop compassionate youth leadership early in life and especially during the adolescence to establish "a just and moral society" (p. 142). Committing oneself to leading and caring for others is a courageous decision that demands inner strength but, in the current study, it was evident that most of the students disregarded the value of inner strength to step up as a leader. Further, they admired others for being famous in sports or other areas of life rather than for contributing to the community; as Lickona (1991) argues, there is a confusion about the values in modern life.

Finally, although some students' definitions of responsibility valued responsibility exhibition in other settings, their responses to the questions reflecting Level V revealed behaviors and attitudes indicative of lack of social responsibility in the classroom, at home, in after-school activities, or in the neighborhood. Students' irresponsible behaviors in other areas of life as well as their lack of the values of courage to resist peer pressure (Level III) and of inner strength to step up as a leader (Level IV) could provide some insight on how students perceive responsibility and whether their perceptions translate into behavior outcomes through the cognitive and motivational processes (Jacobs & Wright, 2018). Furthermore, Parker and Hellison (2001), stipulate that responsibility should be internalized and become part of students' belief and value system in order to be transferred for use in non-sport settings.

An interesting finding of the study was that students perceived values of advanced levels of responsibility (Levels III-V) to a lesser extent as compared to values of Levels I and II. Identifying developmental stages of students as they progress through the levels of

responsibility is essential for successful implementation of a responsibility-based PE program (Walsh, 2008). Since the participants of the present study had never been taught TPSR and never exposed to advanced empowerment-based strategies in their PE classes, such as decision-making, leadership or transfer, it would be expected that their conception of responsibility in PE be shaped by what they had been exposed to, namely everyday experience in the context of PE. In order for the students to expand on their understanding of responsibility and develop a more sophisticated knowledge structure of it, teachers should adopt teaching strategies to convey curricular mandates of responsibility in practice.

Interestingly enough, the findings of the present study revealed a marked discrepancy between students' perceived values of responsibility and their negative experiences revealed in their interviews. Pre-existing knowledge influenced by cultural and educational contexts may have limited their perceptions of responsibility constructs and/or led to confusion in their values system. Their definitions of responsibility constructs seemed somehow fragmented; they were limited to constructs across only one, two or three levels of the model.

Limitations of the Study

Participants were not underserved or youth at risk; on the contrary, they were *mainstream* elementary school population. The findings are limited by the ability of the students to accurately report on their experiences, as in every qualitative approach.

Conclusions and Implications

In the current study, the TPSR model proved to be an effective framework to analyze students' perceptions and definitions of responsibility, even though students had never been exposed to the responsibility-based teaching strategies of the model. Thus, baseline data were collected, which provided valuable insights into the perceptions of elementary school students unexposed to TPSR. Additionally, their limited awareness of more advanced manifestations of responsibility in PE renders responsibility model-based intervention

indispensable for them. Baseline data may also inform practice by marking the limits of traditional PE teaching. Students' perceptions of responsibility seem to be limited by teachers' perceptions and implementation of it. The need for continuous professional development programs to facilitate teachers' effectiveness in promoting responsible behavior in PE as mandated by the national curriculum should be emphasized. Besides, personal and social responsibility outcomes in the Greek PE curriculum should be clearly defined and direct guidance for teaching responsibility in school settings should be provided.

Finally, it is recommended, that when developing TPSR model-based program interventions, cultural, educational, and daily life (family and friends) contexts along with preexisting students' experience with TPSR or values-based programs be considered; emphasis should be put on more sophisticated responsibility values not fully perceived by students. Shedding light on the "ecology" of the participants' daily lives, such as "family and peer cultures" might illuminate youth developmental contexts (Lee & Martinek, 2009, p. 239). As Pozo et al. (2018) suggest, the content of a high-quality program intervention should be adapted accordingly to meet participants' characteristics.

References

Bangsbo, J., Krustrup, P., Duda, J., Hillman, C., Andersen, L. B., Weiss, M., Williams, C. A., Lintunen, T., Green, K., Hansen, P. R., Naylor, P., Ericsson, I., Nielsen, G., Froberg, K., Bugge, A., Lundbye-jensen, J., Schipperijn, J., Dagkas, S., Agergaard, S., … Østergaard, C. (2016). The Copenhagen Consensus Conference 2016: children, youth, and physical activity in schools and during leisure time. *British Journal of Sports Medicine, 50*(19), 1177–1178. https://doi.org/10.1136/bjsports-2016-096325

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. SAGE Puablications, Inc.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Caballero-Blanco, P., Delgado-Noguera, M. Á., & Escartí-Carbonell, A. (2013). Analysis of teaching personal and social responsibility model-based programmes applied in USA and Spain. *Journal of Human Sport and Exercise*, *8*(2 SUPPL), 427–441. https://doi.org/10.4100/jhse.2012.82.10

Campbell, J. L., Quincy, C., Osserman, J., & Pedersen, O. K. (2013). Coding In-depth Semistructured Interviews: Problems of Unitization and Intercoder Reliability and Agreement. *Sociological Methods and Research*, *42*(3), 294–320. https://doi.org/10.1177/0049124113500475

Dixon, C. S. (2015). Interviewing adolescent females in qualitative research. *Acta Polytechnica Hungarica*, *12*(8), 2067–2077. https://doi.org/10.1126/science.102.2637.26-a

Doganis, G., Goudas, M., & Wright, P. (2019). The unifying role of player responsibility in football. In E. Konter, J. Beckmann, & T. Loughead (Eds.), *Football Psychology: From Theory to Practice* (pp. 50–60). Routledge, Taylor & Francis Group.

Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. (2010). Implementation of the personal and social responsibility model to improve self-efficacy during physical education classes for primary school children. *International Journal of Psychology and Psychological Therapy*, *10*(3), 387–402.

Escartí, A., Gutiérrez, M., Pascual, C., & Marín, D. (2010). Application of Hellison's Teaching Personal and Social Responsibility Model in physical education to improve self-efficacy for adolescents at risk of dropping-out of school. *Spanish Journal of Psychology*, *13*(2), 667–676. https://doi.org/10.1017/S113874160000233X

Escartí, A., Llopis-Goig, R., & Wright, P. M. (2018). Assessing the Implementation Fidelity of a School-Based Teaching Personal and Social Responsibility Program in Physical Education and Other Subject Areas. *Journal of Teaching in Physical Education*, *37*(1), 12–23. https://doi.org/10.1123/jtpe.2016-0200

Escartí, A., Pascual, C., Gutiérrez, M., Marín, D., Martínez, M., & Tarín, S. (2012). Applying the Teaching Personal and Social Responsibility Model (TPSR) in Spanish Schools Context: Lesson Learned. *Ágora Para La Educación Física Y El Deporte*, *14*(2), Volume: 14, Issue: 2, Pages: 178-196. https://www5.uva.es/agora/revista/14_2/agora_14_2d_escarti_et_al.pdf

Gordon, B. (2010). An examination of the responsibility model in a New Zealand secondary school physical education program. *Journal of Teaching in Physical Education*, *29*(1), 21–37.

Gordon, B., Jacobs, J. M., & Wright, P. M. (2016). Social and Emotional Learning Through a Teaching Personal and Social Responsibility Based After-School Program for Disengaged Middle-School Boys. *Journal of Teaching in Physical Education*, *35*(4), 358–369. https://doi.org/10.1123/jtpe.2016-0106

Gordon, B., Thevenard, L., & Hodis, F. (2011). A national survey of New Zealand secondary schools physical education programmes implementation of the Teaching Personal and Social Responsibility (TPSR) model. *Agora*, *14*(2), 197–212.

Gray, S., Wright, P., Sievwright, R., & Robertson, S. (2019). Learning to Use Teaching for Personal and Social Responsibility Through Action Research. *Journal of Teaching in Physical Education*, *38*(4), 347–356.

Hellison, D. (1973). *Humanistic physical education*. Prentice-Hall.

Hellison, D. (2011). *Teaching personal and social responsability through physical activity*. (3rd ed.). Human Kinetics.

Hellison, D., & Cutforth, N. J. (1997). Extended day programs for urban children and youth: From theory to practice. In H. Walberg, O. Reyes, & R. Weissberg (Eds.), *Children and youth: Interdisciplinary perspectives on policies and programs* (pp. 223–249).

Hellison, D., & Martinek, T. (2006). Social and individual responsibility programs. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), *The Handbook of Physical Education*. Sage.

Hellison, D., & Walsh, D. (2002). Responsibility-based youth programs evaluation: Investigating the investigations. *Quest*, *54*(4), 292–307.

Hellison, D., & Wright, P. (2003). Retention in an Urban Extended Day Program: A Process-Based Assessment. *Journal of Teaching in Physical Education*, *22*(4), 369–381.

HMERA (Hellenic Ministry of Education and Religious Affairs). (2006). *Cross-cultural thematic framework and curricula of primary and secondary education*.

Jacobs, J. M., & Wright, P. M. (2014). Social and Emotional Learning and Physical Education: Column Editor: K. Andrew R. Richards. *Strategies*, *27*(6), 42–44.

Jacobs, J. M., & Wright, P. M. (2018). Transfer of Life Skills in Sport-Based Youth Development Programs: A Conceptual Framework Bridging Learning to Application. *Quest*, *70*(1), 81–99. https://doi.org/10.1080/00336297.2017.1348304

Jung, J., & Wright, P. (2012). Application of Helisson's Responsibility Model in South Korea: a Multiple Case Study of "At - Risk" Middle School Students in Physical Education. *Ágora Para La Educación Física Y El Deporte*, *14*(2), 140–160.

LeCompte, M. D., & Goetz, J. P. (1982). Problems of Reliability and Validity in Ethnographic Research. *Review of Educational Research*, *52*(1), 31–60. https://doi.org/10.3102/00346543052001031

Lee, O., Kim, Y., & Kim, B. J. (2012). Relations of Perception of Responsibility To Intrinsic Motivation and Physical Activity Among Korean Middle School Students. *Perceptual and Motor Skills*, *115*(3), 944–952. https://doi.org/10.2466/06.10.25.PMS.115.6.944-952

Lee, O., & Martinek, T. (2009). Navigating Two Cultures: An Investigation of Cultures of a Responsibility-Based Physical Activity Program and School. *Research Quarterly for Exercise and Sport*, *80*(2), 230–240.

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.

Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam.

Martinek, T., Schilling, T., & Hellison, D. (2006). The development of compassionate and caring leadership among adolescents. *Physical Education & Sport Pedagogy*, *11*(2), 141–157. https://doi.org/10.1080/17408980600708346

Metzler, M. W. (2011). *Instructional models for physical education* (3rd ed.). Routledge, Taylor & Francis Group.

Parker, M., & Hellison, D. (2001). Teaching Responsibility in Physical Education: Standards, Outcomes, and Beyond. *Journal of Physical Education, Recreation & Dance*, *72*(9), 25–27. https://doi.org/10.1080/07303084.2001.10605863

Pascual, C., Escartí, A., Llopis, R., Gutíerrez, M., Marín, D., & Wright, P. M. (2011). Implementation fidelity of a program designed to promote personal and social responsibility through physical education:a comparative case study. *Research Quarterly for Exercise and Sport*, *82*(3), 499–511. https://doi.org/10.1080/02701367.2011.10599783

Petitpas, A., Cornelius, A., Van Raalte, J., & Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *Sport Psychologist*, *19*(1), 63–80. https://doi.org/10.1123/tsp.19.1.63

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. https://doi.org/10.1177/1356336X16664749

Salusky, I., Larson, R. W., Griffith, A., Wu, J., Raffaelli, M., Sugimura, N., & Guzman, M. (2014). How adolescents develop responsibility: What can be learned from youth programs. *Journal of Research on Adolescence*, *24*(3), 417–430. https://doi.org/10.1111/jora.12118

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information2*, *22*(2), 63–75.

Syrmpas, I., Digelidis, N., & Watt, A. (2015). An examination of Greek physical educators' implementation and perceptions of Spectrum teaching styles. *European Physical Education Review*, *22*(2), 201–214. https://doi.org/10.1177/1356336X15598789

UNESCO – United Nations Educational, S. and C. O. (2017). No Title. *Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI) [Final Report].*

Walsh, D. (2008). Strangers in a Strange Land: Using an Activity Course to Teach an Alternative Curriculum Model. *Journal of Physical Education, Recreation & Dance (JOPERD)*, *79*(2), 40–44. http://libraryproxy.uwp.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=eric&AN=EJ795644&scope=site%5Cnhttp://www.aahperd.org/aahperd/template.cfm?template=johperd_main.html

Ward, S., Parker, M., Henschel-Pellett, H., & Perez, M. (2012). Forecasting the Storm: Student Perspectives Throughout a Teaching Personal and Social Responsibility (TPSR)-Based Positive Youth Development Program. *Agora Para La Educación Física y El Deporte*, *14*(2), 230–247.

Watson, D. L., & Clocksin, B. D. (2013). *Using physical activity and sport to teach personal and social responsibility*. Human Kinetics.

Watson, D. L., Newton, M., & Kim, M.-S. (2003). Recognition of Values-Based Constructs in a Summer Physical Activity Program. *The Urban Review*, *35*(3), 217–232. http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc4&NEWS=N&AN=2003-08462-003

Wright, P., & Irwin, C. (2018). Using systematic observation to assess teacher effectiveness promoting personally and socially responsible behavior in physical education.

Measurement in Physical Education and Exercise Science, *22*(3), 250–262.
https://doi.org/10.1080/1091367X.2018.1429445

Wright, P., Li, W., Ding, S., & Pickering, M. (2010). Integrating a personal and social responsibility program into a wellness course for urban high school students: assessing implementation and educational outcomes. *Sport, Education and Society*, *15*(3), 277–298. https://doi.org/10.1080/13573322.2010.493309

Wright, P. M., & Burton, S. (2008). Implementation and Outcomes of a Responsibility-Based Physical Activity Program Integrated Into an Intact High School Physical Education Class. *Journal of Teaching in Physical Education*, *27*(2), 138–154.

Wright, P. M., Gordon, B., & Gray, S. (in press). Social and emotional learning in the physical education curriculum. In W. H. Schubert & M. Fang (Eds.), *Oxford Encyclopedia of Curriculum Studies*. Oxford University Press.

Wright, P. M., & Walsh, D. S. (2015). Subject matters of physical education. In M. F. He, B. D. Schultz, & W. H. Schubert (Eds.), *Guide to curriculum in education* (pp. 70–77). Sage.

<center>**Chapter 4**</center>

Study 3

Measuring Students' Perceptions of Responsibility in Physical Education

Research supports the effectiveness of Teaching Personal and Social Responsibility (TPSR) through physical activity programs in facilitating a positive learning environment and promoting students' responsibility. However, there is a lack of theory-driven, validated, self-report instrument to assess students' responsibility in physical activity settings that aligns directly with all four levels of the TPSR model and provides extensive and nuanced view of behaviors, attitudes, beliefs, values, and intentions of all their respective constituent components. Therefore, this study proposed and validated a new instrument, the Extensive Questionnaire of Responsibility in Physical Education (EQRPE). Methods: Scale-items were developed and assessed for content validity, individual items were assembled in a harmonious and measuring construct, and the complete scale was tested for dimensionality, reliability, and validity. Results: Confirmatory factor analysis, internal consistency estimates, and bivariate correlations were used to affirm reliability and convergent, discriminant or divergent validity. Discussion/Conclusion: The model was a good fit for the data, and the EQRPE subscales correlated positively with conceptually similar constructs of the previously existing Personal and Social Responsibility Questionnaire (PSRQ). These analyses strengthen the expected validation of the EQRPE.

Keywords: TPSR model, levels of responsibility, PSRQ, personal and social responsibility, responsibility questionnaire, confirmatory factor analysis, EQRPE

Introduction

Given the apparent need for values-based programs especially for at-risk inner-city

youth, Hellison, an advocate of humanistic physical education, developed the Teaching

Personal and Social Responsibility (TPSR) model as a theory-in-action (Hellison & Martinek,

2006) or curriculum model. Hellison navigated his scholarship pathway through his own

trial-and-error approach and introduced the notion of responsibility in practical PE settings to

help students become personally and socially responsible. He made a significant contribution

to the success of sport-based youth development programming (Petitpas et al., 2005).

Moreover, he contributed in the emergence of the social and emotional learning framework in

education ahead of the current trend in affective learning (Durlak et al., 2011).

Teaching Personal and Social Responsibility (TPSR) Model

TPSR is regarded as one of the most influential instructional models in PE pedagogy

(Metzler, 2011). It is recognized as an exemplary approach to promoting youth development

(Petitpas et al., 2005) as it meets all key criteria of youth development programs. Moreover,

the TPSR model is directly aligned with the Social and Emotional Learning (SEL)

framework, as the model's practices greatly address SEL competencies, such as managing

emotions, setting goals, and building positive relationships (Jacobs & Wright, 2014). The

current version of the TPSR model, as articulated in the most recent edition of Teaching

Responsibility Through Physical Activity (Hellison, 2011), addresses responsibility values

that focus on personal (effort and self-direction) and social well-being (respect and

caring/helping others).

Responsible behaviors are often referred to as responsibility goals or levels because

they represent a loose teaching and learning progression from I to V. "Understanding these

levels provides insight into student characteristics and helps teachers adopt curricular

choices" (Watson & Clocksin, 2013, p.5). The five levels are described as respect (level I),

participation and effort (level II), self-direction (level III), caring and leadership (level IV)

and transfer (level V). However, the simplicity of the central concept of each level does not

embody the continuously growing complexity of TPSR and its expansion beyond observable behaviors. More expanded and nuanced conception of the levels is needed to include also attitudes, beliefs, values, and intentions and to give students specific targets to struggle for, that is, the components of the levels (Hellison, 2011). Within this broader perspective, Level I, which originates from the model's core value of human decency by focusing on respect for the rights and feelings of others, has three related components: (a) Self-control, (b) the right to peaceful and democratic conflict resolution, and (c) the right to be included regardless of one's proficiency, gender, race, ethnicity, or sexual preference. Level II highlights the importance of meaningful participation in lesson activities and showing effort to improve when things get difficult or challenging. It includes the components of (a) self-motivation, (b) exploration of effort and new tasks, and (c) getting along with others. The essence of Level II is captured in the intrinsic motivation and goal orientation perceptions within a cooperative class climate. Level III encourages self-direction through activities such as (a) working on-task independently and being autonomous by making individual decisions/choices, (b) making and achieving personal goals (goal setting), and (c) self-acceptance or self-image actualizing regardless of peer pressure. Level IV relates to (a) the development of a sense of empathy, (b) the capacity to help others, and (c) the manifestation of inner strength. "Mature level IV students possess the interpersonal skills of sensitivity and responsiveness to act out of caring and compassion for others" (Hellison, 2011, p.40). Quite evidently, Level IV essentially delineates the dimensions of transformational leadership (Tepper & Percy, 1994) by addressing what it takes to become a successful leader. Together, the levels related to participation-effort and self direction correspond to the personal responsibility construct, whereas those focused on respect and helping others-leadership are more aligned with the social responsibility construct (Li et al., 2008).

Levels I through IV can be enacted directly in a physical activity program, whereas level V relates to transferring the first four levels and associated behaviors to other settings, outside the physical activity settings. Students are asked to practice responsible behaviors from all four levels in real life. In fact, while level V is the most advanced stage, it is not simply the highest level of the model. It is embedded in each of the preceding levels and simultaneously incorporates all of them beyond the context of physical education. Although transfer is often viewed as the overarching or primary goal of the model and is deliberately promoted through guided reflection and discussion, it is often excluded in TPSR programs (Hellison, 2011). In developing and validating the Personal and Social Responsibility Questionnaire (PSRQ) for assessing students' responsibility associated only with levels I-IV, Li et al. (2008) contend that "to examine the issue of transfer, which is a key goal of the TPSR, researchers and practitioners would require other instrumentations and methodologies" (pp. 177-178). Besides, Jacobs and Wright (2017) argue that focusing exclusively on behavioral change oversimplifies the transfer process and fails to account for youth agency, as well as the cognitive and motivational processes that are central to transformative experiences. Therefore, due to practical issues (particular focus on physical education settings only) and theoretical issues (insufficient focus on the cognitive and motivational process involved in connecting program lessons to other contexts), transfer assessment would be beyond the focus of the current study, which was designed to assess students' self-reported responsibility exclusively within the physical education setting. Besides, Wright et al. (2019) have already addressed participants' cognition and motivation regarding the transfer of responsibility and life skills by proposing and validating the Transfer of Responsibility Questionnaire (ToRQ) to complement other quantitative instruments.

In addition to the levels or goals, Hellison (2011) addressed the core values of the TPSR model: (a) putting kids first and being youth centered, (b) holistic self-development

described as the successful development and integration of physical, social, emotional, and cognitive, and (c) a way of being rather than a way of teaching especially for the program leaders. Along with the core values, Hellison (2011) also defined five program leader responsibilities or themes to be a constant presence; for TPSR-based programs daily themes are essential to guide an authentic day-to-day implementation process. These themes are: (a) gradual and progressive empowerment of participants (shifting responsibility to kids), (b) practicing critical self-reflection, (c) embedding TPSR in the physical activities, (d) facilitating transfer, and (e) being relational with kids by recognizing and respecting their qualities.

Numerous program evaluations have demonstrated the practical effectiveness of TPSR in physical education setting (e.g. Escartí et al., 2010; Escartí et al., 2012; Escartí et al., 2018; Gordon, 2010; Ward et al., 2012) as well as in out-of-school programming (Gordon et al., 2016; Hellison & Martinek, 2006; Pozo et al., 2018). Its effectiveness in promoting responsibility among underserved youth is supported by empirical studies and program evaluations (Caballero-Blanco et al., 2013; Hellison & Walsh, 2002; Hellison & Wright, 2003; Pozo et al., 2018), while some studies assume participants' transfer of TPSR lessons to other settings through behavior change (Martinek et al., 2001; Walsh et al., 2010; Wright et al., 2010; Wright et al., 2019).

In recent years, instruments have been developed and validated to assess students' personal and social responsibility in the physical education setting via direct observation (Wright & Craig, 2011; Escartí et al., 2015) or self-report (Watson et al., 2003; Li et al., 2008).

Based on the lack of instrumentation to study the fidelity of implementation of responsibility-based teaching strategies, Wright & Craig (2011) developed and assessed the content validity, and inter-rater reliability of an observation instrument, the Tool for

Assessing Responsibility-Based Education (TARE). Escartí et al. (2015) presented a revised version of the TARE including a new section to measure students' behaviors, analyze the inter-rater reliability of the instrument, and assess the relationships between results of teacher and student observations.

Watson et al. (2003) envisioned a four-factor instrument —one associated with each of the core responsibility levels— and developed the Contextual Self-Responsibility Questionnaire (CSRQ) to assess youth's perceptions of personal and social responsibility. CSRQ was the first self-report measure to quantify respondents' perceptions of Hellison's four levels of personal and social responsibility and was comprised of 15 items. However, too much overlap between the various constructs led Watson et al. (2003) to recommend future refinement of CSRQ as a means to identify and assess more values-based dependent variables from all levels of Hellison's model.

Li et al. (2008) modified the CSRQ, tested and verified the validity and reliability of a two-factor model, the Personal and Social Responsibility Questionnaire (PSRQ), and ascertained a positive association between the constructs of responsibility and intrinsic motivation in physical education. Thus, the PSRQ emerged as the refined version of the CSRQ. Besides, among the limited number of student surveys and instruments validated and aligned with TPSR, the PSRQ has been established as a quantitative measure with supportive psychometric evidence and stable factor structure across several cultural contexts (Escartí et al., 2011; Martins et al., 2015; Agiasotelis et al., 2017).

Li et al. (2008) designed PSRQ to assess students' perceptions of their responsibility learning within physical education divided into personal responsibility and social responsibility goals, with seven items assigned to each of these two dimensions. However, it does not meet a fully comprehensive criterion as it does not reflect all the components of the four levels of the TPSR model and subsequently does not consider all behaviors, attitudes,

beliefs, values, and intentions that could be of critical importance for responsibility self-assessment. Level I items of PSRQ only refer to respect of others and temper control while disregard peaceful and democratic conflict resolution (an apparent manifestation of respect in terms of self-control) and students' right to be included and to have cooperative peers. Level II items only address effort while do not capture self-motivation, exploration of new tasks and cooperation. Level III items only measure goal setting but not on-task independence and courage to resist peer pressure. Finally, level IV items only comprise leadership roles of solidarity and kindness while do not take into consideration inner "strength to step up for TPSR leadership principles without being defensive of overbearing" (Hellison, 2011, p.41).

Hsu et al. (2014) also developed a self-report instrument for measuring students' responsibility in physical education, the Students' Responsibility in Physical Education Scale (SRIPES), which comprised six factors inept to differentiate and depict each level of responsibility separately.

In conclusion, research supports the effectiveness of TPSR programs, when implemented with fidelity to the core values and themes of the model, in facilitating a positive learning environment and promoting students' responsibility. Although instruments to assess TPSR implementation and program effects have been developed, no theory-driven, validated, self-report instrument has been published that aligns directly with all four levels of the model and differentiates them by establishing distinct subscales based on extensive and nuanced view of specific behaviors, attitudes, beliefs, values, and intentions across all the constituent components of each level. The current article describes the development and validation of such a self-report instrument, the Extensive Questionnaire of Responsibility in Physical Education (EQRPE). The proposed instrument is comprised of 4 scales, which correspond to the 4 levels of responsibility of the TPSR model, and several subscales within each scale, which correspond to the constituent components of each level (Hellison, 2011).

Methods

To enhance the rigor of the development and validation of EQRPE, the process comprised three phases that spanned nine steps (Boateng et al., 2018).

(1) Domain Identification and Item Generation. A substantive literature review preceded item generation and provided the theoretical basis for defining the conceptual dimensions of the construct of responsibility (its levels and their constituent components). Content analysis based on the established framework of the Teaching Personal and Social Responsibility Through Physical Activity model (Hellison, 2011) clearly delineated four conceptually unique dimensions of the responsibility construct, that is, the four levels of responsibility, and three subdimensions within each level, that is, the corresponding constituent components of each level. (Level V, transfer, was beyond the scope of this study). Having elaborated on the conceptual dimensions and subdimensions of the construct of responsibility, a thorough literature review of existing scales, possibly fitting the conceptual dimensions and subdimensions of responsibility (the levels and their constituent components), followed. Since the proposed EQRPE instrument was endeavoring to reflect the four levels of the TPSR model across all their respective constituent components, items of relevant existing scales were assessed and selected on the basis of their conceptual or theoretical affinity with any level or component of responsibility.

Informed by the above literature review an exhaustive list of 63 items formed the initial pool of EQRPE items (approximately five to seven items per component). Original items were constructed to capture behaviors, attitudes, beliefs, values, and intentions of all four levels of the TPSR model and their constituent components (Hellison, 2011). In addition to originals, the initial pool comprised a few reworded or modified items of the Personal and Social Responsibility Questionnaire (PSRQ) (Li et al., 2008) for each level. Furthermore, several items were identified and selected (mostly modified) for inclusion from conceptually

relevant scales. Specifically at level I (respect), items from the Child Self-Control Rating Scale (CSCRS) (Rorhbeck et al., 1991) were modified and included. At level II (effort and cooperation), drawing from the Motivational Orientation Scales (MOS), which were developed by Nicholls and his colleagues (Nicholls, 1989;) (Nicholls et al., 1985) and adapted by Duda & Nicholls (1992), we adopted and reconstructed items (from the Sport Belief-Motivation/Effort and the Sport Satisfaction-Satisfaction/Enjoyment scales) to assess effort and exploration of new tasks and cooperation ("getting along with others"). At level III (self-direction), items from the autonomy subscale of the Basic Psychological Needs in Exercise Scale (BPNES) (Vlachopoulos & Michailidou, 2006) (based on Deci & Ryan, 2000) were modified and included to assess perceptions of the extent to which the need for autonomy in exercise is satisfied. In order to construct items to assess goal-setting progression, the Self-Regulation Questionnaire (SRQ) (Brown et al., 1999) was consulted. Social pressure subscale consisted primarily of modified items from the most widely accepted measure of self-actualization, the Short Index of Self-Actualization (SISA) (Jones & Crandall, 1986). Finally, at level IV (leadership), the development of the items was based on the transformational leadership subscale of the Multifactor Leadership Questionnaire (Bass & Avolio, 1990).

The EQRPE was prefaced as follows: "With the following questions we attempt to understand how students in physical education classes normally think, feel or act. We are only interested in students' honest opinion. There are no wrong or right answers. Please answer the following questions honestly by checking the box that best represents you. In the following statements you will simply express your opinion anonymously." The stem to each item was "Generally in my PE class…" Responses were given in a Likert-type format and ranged from "strongly disagree" (1) to "strongly agree" (5).

(2) Content Validity. The initial pool of items was subjected to content analysis by a panel of experts, which included five professors with expertise in the development of psychometric instruments in physical education and sport psychology and were independent of those who developed the item pool.

The 63 EQRPE items were randomly ordered and presented to the panel of experts. Each reviewer received a detailed package that included a description of the purpose of the EQRPE, a literature review, and instructions for assessing content validity. Experts were requested to place each item into one of the content subdomains (constituent components) of any the four delineated content domains (levels of responsibility), rate their confidence in placing the item in the specific subdomain, and rate each item on a 3-point scale for its appropriateness in measuring responsibility. The overall content validity index (CVI) (Lawshe, 1975) for the EQRPE indicated a high level of agreement among the experts, as they mostly placed each item correctly in the appropriate content domain category. Misplaced items were revised. Overall, the items and the entire instrument were assessed as content valid. However, some concern was raised over a clear identification of the self-motivation subdimension.

(3) Pre-testing Questions (Interviews with Children). Draft survey questions were administered to a sample of 17 6th-grade students (7 boys and 10 girls) from 9 Greek elementary schools to elicit narratives about students' perceptions of responsibility and to capture their lived experiences of responsibility. Respondents verbalized the mental process entailed in providing their answers. These interviews lent support to the notion that responsibility is a multidimensional construct that includes several perceptions and manifestations already included in the initial pool of items. They also informed the identification of eight poorly worded items from the initial questionnaire, which were

rephrased in terms of grammar and word choice to be maximally understood. Finally, another four items were dropped for lack of clarity and were substituted with others.

(4) Pilot Study. A pilot study was conducted to collect baseline data from a sample of 536 elementary (fifth and sixth grade) and middle school (first, second and third grade) students; 304 males and 232 females with age range from 10 to 15 (M = 12.64, SD =1.41). Data were collected using the initial pool of 63 items in paper and pen/pencil form. Moreover, participants were asked to comment on items they did not understand in an open response question that followed the survey.

The purpose of the preliminary pilot-testing was to solicit additional feedback from participants about the content, readability, and wording of the EQRPE items, to test general administration procedures, and tentatively affirm the questionnaire structure by factor analyses and subsequent detection of how the items clustered together into subscales (Kalkbrenner, 2021).

(5) Finalizing the list of items. Pilot study revealed deficiencies in the baseline pool of items that only revision, removal, or addition of new ones could remedy. After a consultation with the panel of experts in a follow up review, 12 items were removed or revised due to their negative impact on scale reliability (Knapp & Mueller, 2010), low inter-item correlations, item-total correlations, squared multiple correlations or factor loadings (<.30) or cross-loading on multiple factors or lengthy/discursive wording (Boateng et al., 2018; Knapp & Mueller, 2010). The initial pool of items was further expanded and enriched with new items. Nine new items drew upon the Short Index of Self-Actualization (SISA) (Jones & Crandall, 1986) to encompass the supplementary dimension of self-acceptance or self-image actualizing in the self-direction domain (level III). Another ten new items drew upon the Interest/Enjoyment and Effort/Importance scales of IMI (Intrinsic Motivation Inventory) to asses self-motivation and upon the Sport Goal Orientation/Task Orientation and

Cooperation scales of the MOS (Motivational Orientation Scales) (Nicholls, 1989; Nicholls et al., 1985; Duda & Nicholls, 1992) to assess trying new tasks/task orientation and cooperation components of level II. With all these revisions, 82 items were included in the final list of EQRPE that would be tested through subsequent investigation. Eight items in the EQRPE were negatively worded.

Regarding the instrument structure, the hypothesized three-factor structure for each of the subdomains of respect, effort, and leadership were retained. A four-factor structure for self-direction was hypothesized. At a second-order level the hypothesized four-factor structure of responsibility reflecting the four levels of respect, effort, self-direction, and leadership (Hellison, 2011) was also retained. Finally, at a third-order level the hypothesized two-factor structure of personal and social responsibility was retained as well (Li et al., 2008).

(6) Sample Size of Main Study and Survey Administration. An appropriately heterogeneous sample (reflecting and capturing the entire range of the target population) was established for the main study to collect data with minimum measurement (Clark & Watson, 1995). Sample size exceeded the ideal ratio of 10:1 respondents to items (Nunnally, 1978). In total, 1385 participants, all of them Caucasians, were recruited from 11 elementary and 8 middle schools in central Greece. Their ages ranged from 10 to 15 years (M = 12.69, SD =1.38) (Table 3).

Table 3

Demographic Information for the Participants in Aggregate and for the Divided Samples (gender, grade level)

	Level of study at school							
	Elementary School			Middle School				
Gender	5th Grade	6th Grade	Total	1st Grade	2nd Grade	3rd Grade	Total	Total

Male	116	136	252	166	141	133	440	692
Female	132	128	260	143	126	164	433	693
Total	248	264	512	309	267	297	873	1385

Data screening. Sample data were scrutinized with SPSS 18 before proceeding with Confirmatory Factor Analysis (CFA). Preliminary analyses included standard procedures (Tabachnick and Fidell, 2007). Data were screened for accuracy (i.e. values out of range) through univariate descriptive statistics. Then, negatively worded items were reverse coded. Cases with missing values were excluded (Brown, 2006).

Procedures. Informed consent was obtained from all participants and their parents in accordance with the university' institutional review board. The University Institutional Ethics Committee and the Institute of Educational Policy of the Greek Ministry of Education approved the protocol for data collection. A brief demographic questionnaire of six questions and the PSRQ (Li et al., 2008), as it was translated, adapted and validated for consistency and reliability in Greek language, preceded EQRPE administration. The survey was administered during the lessons and directions for its completion were provided by a researcher. Students were encouraged to ask questions while the researcher was available to address them. It took participants approximately five minutes to complete the PSRQ and 20 minutes to complete the EQRPE.

(7) Tests of Dimensionality. In line with Brown (2006), before testing more complicated hierarchical models, we initially assessed the factor structure of each scale corresponding to each level of responsibility (number of items in parentheses). (I) Respect consisted of 3 factors: self-control (5), conflict resolution (8), and right of participation (7). (II) Effort comprising 3 factors: effort and enjoyment (9), new tasks and task orientation (7), getting along with others (4). (III) Self-direction composed of 4 factors: autonomy (5), goal-

setting progression (6), social pressure (6), self-actualization (9). (IV) Leadership including 3

factors: caring and compassion (6), sensitivity and responsiveness (4), and inner strength (6).

After ensuring that these first-order factor models fit the data well, then we compared

hierarchical models. A first-order only factor structure, containing all thirteen subscales, was

constructed (Figure 4). This was compared against a second-order model with four second-

order factors (respect, effort, self-direction, and leadership) and thirteen first-order factors

(Figure 5). The latter was finally compared against the ultimate third-order model of EQRPE

with two third-order factors (social responsibility and personal responsibility), four second-

order factors (respect, effort, self-direction, and leadership) and thirteen first-order factors

(Figure 6). Particularly, in the case of higher-order factor, a much more parsimonious

structure to account for the interrelationships among factors established by CFA can be

imposed (Byrne, 2016).

A maximum likelihood (ML) CFA was conducted. No cross-loadings of items and no

correlated residuals were allowed. Systematic model fit assessment procedures was

determined by meaningful satisfactory thresholds of multiple fit indices, which included the

chi-square test of exact fit, the Root Mean Square Error of Approximation (RMSEA), the

Tucker Lewis Index (TLI), the Comparative Fit Index (CFI), and the Standardized Root

Mean Square Residual (SRMR) (Byrne, 2016).

Finally, measurement invariance was estimated to determine whether the

psychometric properties of the observed indicators of the ultimate third-order model of

EQRPE were generalizable across groups of different gender and across groups of different

age (Boateng et al., 2018). To this end, two multigroup CFAs were conducted to investigate

the hypothesized model equivalence across gender and age respectively. For each multigroup

CFA, a baseline unconstrained model (configural invariance) was computed initially. Then,

this model was compared sequentially against increasingly more restrictive models with

additional constraints. Decisions about appropriate model fit were based on chi-square test of exact fit, RMSEA, TLI, and CFI. The change in CFI (ΔCFI) was used to compare models (Cheung & Rensvold, 2002).

Figure 4

First-order Model of Factorial Structure for the EQRPE
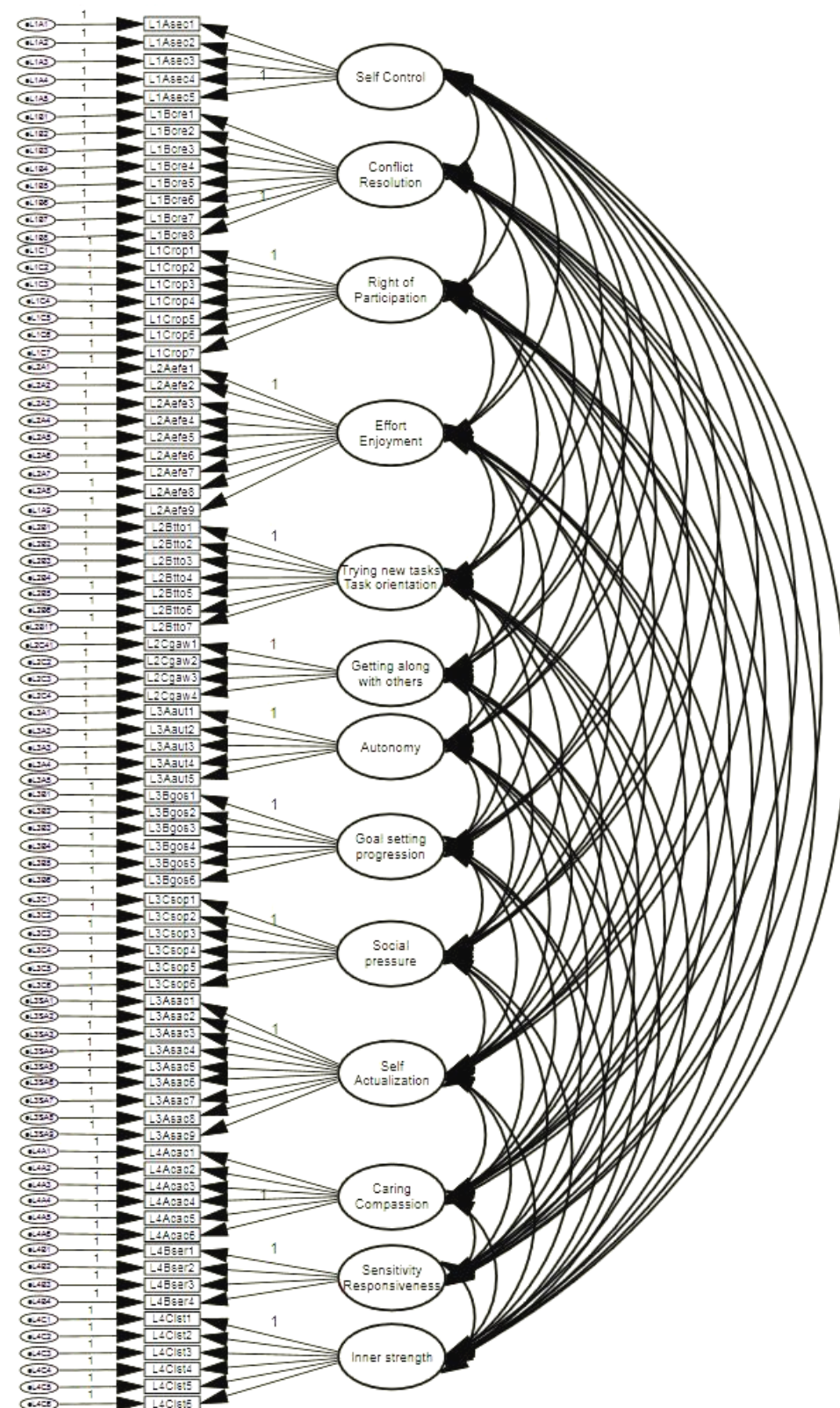
Note. The social pressure latent variable and its 6 associated observed variables were eliminated from the final model

Figure 5

Second-order Model of Factorial Structure for the EQRPE
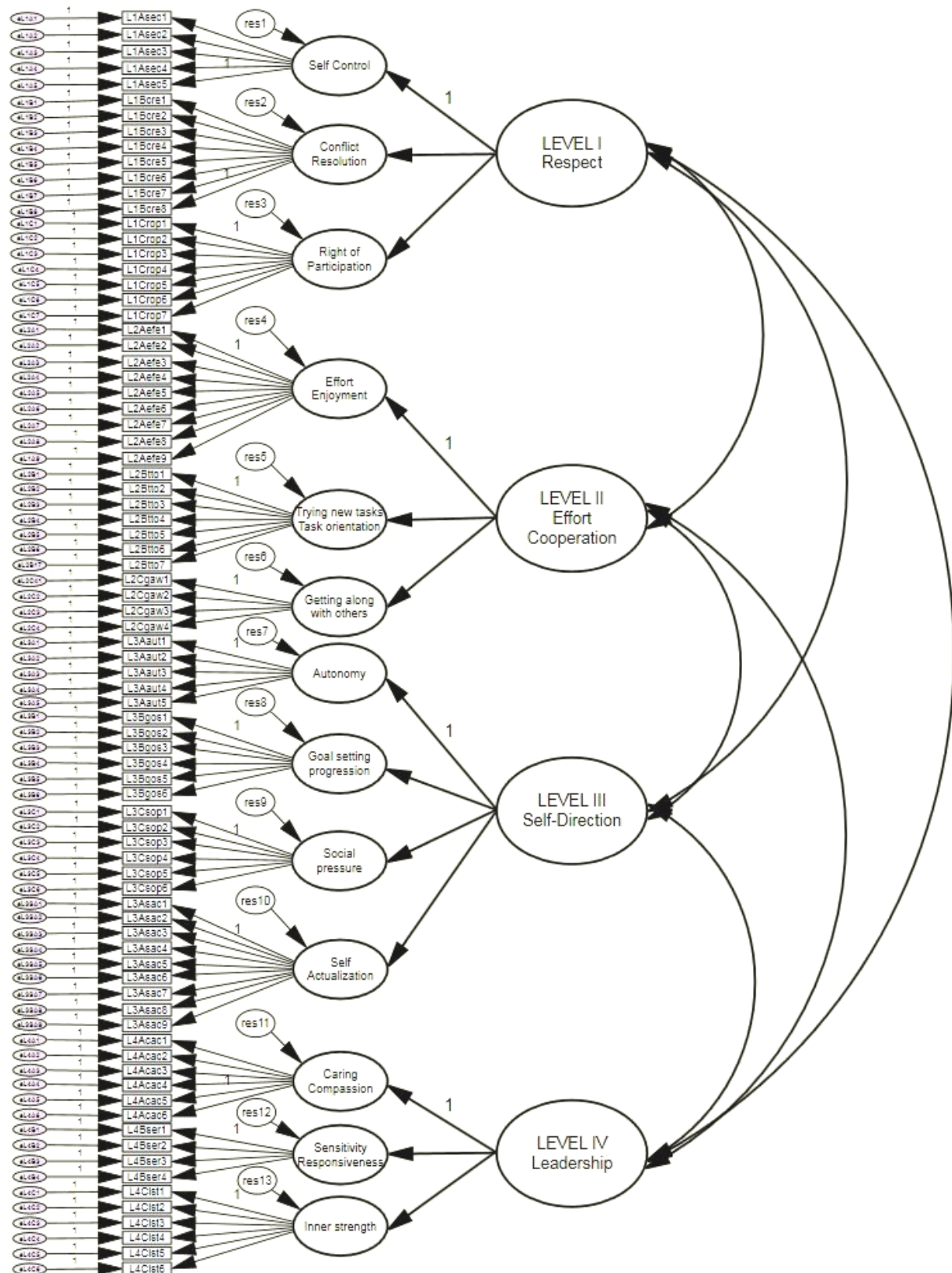
Note. The social pressure latent variable and its 6 associated observed variables were eliminated from the final model

Figure 6

Third-order Model of Factorial Structure for the EQRPE
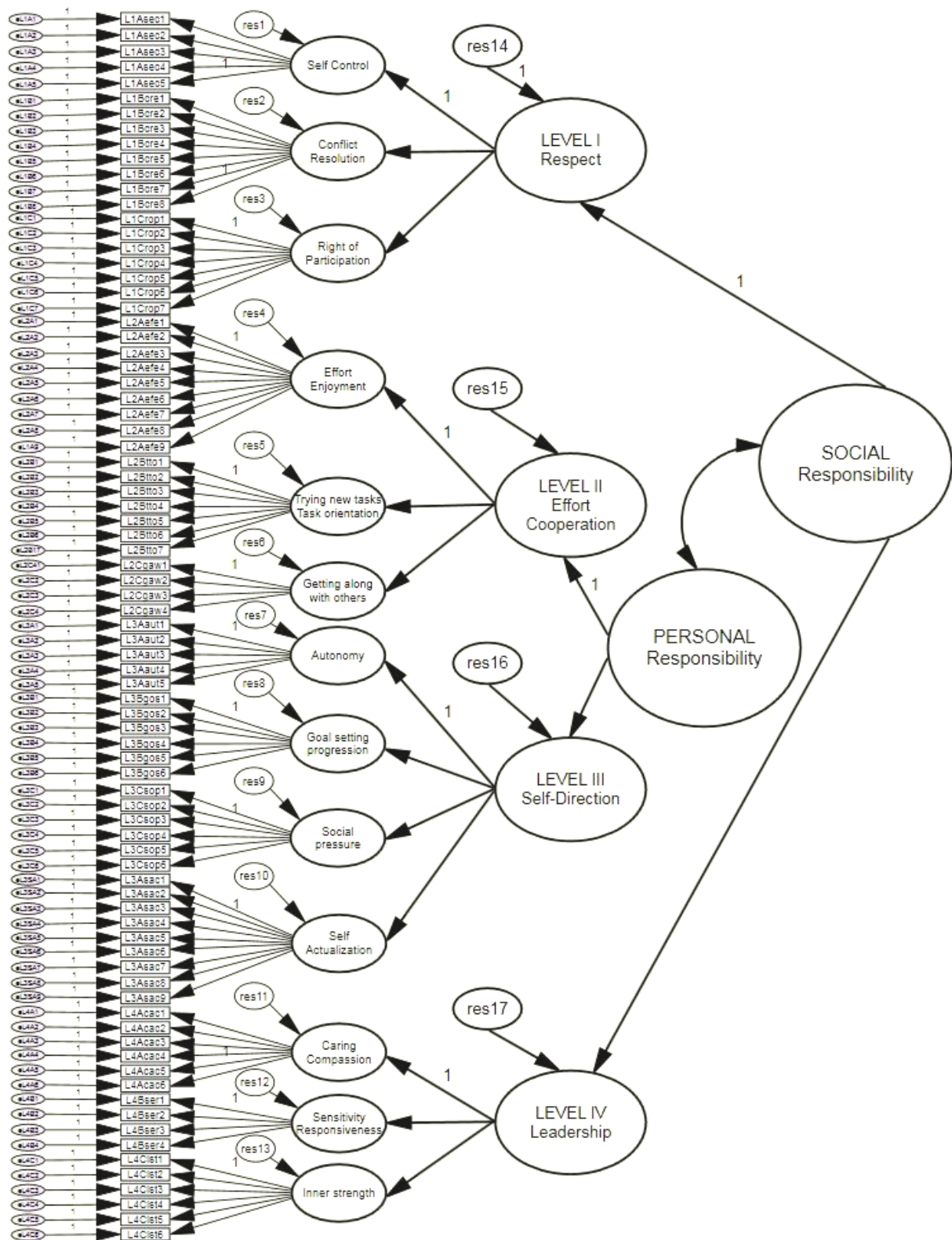
Note. The social pressure latent variable and its 6 associated observed variables were eliminated from the final model

(8) Tests of Reliability. Internal consistency reliability for each measurement model/subscale of the scales of Respect, Effort, Self-direction, and Leadership was assessed by using Cronbach's (1951) coefficient alpha.

(9) Tests of Validity. To test concurrent validity a correlational analysis was conducted to examine the extent to which EQRPE scales and their constituent subscales relate to other variables/constructs of the established PSRQ instrument that are conceptually/theoretically similar. Specifically, it was hypothesized that EQRPE respect scale and its constituent subscales would be positively correlated with PSRQ items representing respect (that is, PSRQ items 1, 2, and 6 in combination), EQRPE effort-cooperation scale and its constituent subscales would be positively correlated with PSRQ items representing effort (that is, PSRQ items 8, 9, 11, and 13 in combination), EQRPE self-direction scale and its constituent subscales would be positively correlated with PSRQ items representing self-direction (that is, PSRQ items 10, 12, and 14 in combination), and EQRPE leadership scale and its constituent subscales would be positively correlated with PSRQ items representing caring and helping (that is, PSRQ items 3, 4, 5, and 7 in combination). In addition, it was hypothesized that EQRPE social responsibility scale (EQRPE respect and leadership scales in combination) would be positively correlated with PSRQ items representing social responsibility (that is, PSRQ items 1 to 7 in combination) and that EQRPE personal responsibility scale (EQRPE effort-cooperation and self-direction scales in combination) would be positively correlated with PSRQ items representing personal responsibility (that is, PSRQ items 8 to 14 in combination).

Results

Confirmatory Factor Analysis

The model fit statistics indicated that the following three first-order models fit the data well. (I) Respect, $\chi^2 = 137.84$, p<.001, df = 62, $\chi^2/df = 2.22$, SRMR = .023, TLI = .976, CFI = 981, RMSEA = .030. (II) Effort, $\chi^2 = 438.29$, p<.001, df =87, $\chi^2/df = 5.04$, SRMR = .041, TLI = .944, CFI = .954, RMSEA = .054. (III) Leadership, $\chi^2 = 355.57$, p<.001, df = 87, $\chi^2/df = 4.09$, SRMR = .030, TLI = .962, CFI = .969, RMSEA = .047.

For self-direction model, the initially hypothesized four-factor measurement model was not supported. Lack of salient and significant correlation of the social pressure factor to any other factor of the model led to the elimination of social pressure factor and the validation of a three-factor model. Specifically for the final three-factor measurement model of self-direction, $\chi^2 = 291.93$, p<.001, df = 87, $\chi^2/df = 3.36$, SRMR = .040, TLI = .956, CFI = 964, RMSEA = .041.

Having established the four viable measurement models, interrelationships of all first-order latent factors were evaluated. To this end, a first-order factor structure with 12 factors (all 12 subscales of the four previously established measurement models) (Figure 4) was assessed. The model fit statistics indicated that Model 1 was a good fit for the data (Table 4).

Then, a higher, second-order model with four second-order factors (respect, effort, self-direction, and leadership) and 12 first-order factors was assessed (Figure 5). The first-order factor of getting along with others had a non salient loading on the second-order conjectured factor of Level II (effort) and modification indices suggested a substantial improvement of Model 2 fit by allowing the former factor to load on a different second-order factor. Provided with this evidence, it seemed most appropriate to allow the factor of getting along with others to load on the second-order factor of Level IV (Leadership) instead. Results indicated that Model 2 was a good fit for the data. Comparing the fit indices of Model 2 with

the fit indices of the less parsimonious Model 1, no significant differences emerged, since ΔCFI did not exceed .01 (Cheung & Rensvold, 2002). The latter findings provided support for the more parsimonious Model 2 over Model 1 (Table 4).

Finally, the ultimate third-order model of EQRPE (Figure 6) was assessed. The model fit statistics indicated that Model 3 was a good fit for the data. Comparing the fit indices of Model 3 with the fit indices of the less parsimonious Model 2, no significant differences emerged, since ΔCFI did not exceed .01 (Cheung & Rensvold, 2002). The latter findings provided support for Model 3 over Model 2 (Table 4). Thus, Model 3 was considered to represent the final best-fitting and most parsimonious model to represent the data. A diagrammatic representation of the hierarchical factorial structure of Model 3 is presented in Figure 7.

Table 4

Results of the selected fit indices for the hierarchical models of EQRPE

Model	χ^2	df	χ^2/df	SRMR	TLI	CFI	RMSEA	ΔCFI
Model 1: 12 first-order factors	3656.994	1529	2.39	.039	.926	.931	.032	
Model 2: 4 second-order factors 12 first-order factors	4038.969	1577	2.56	.043	.917	.921	.034	.01
Model 3: 2 third-order factors 4 second-order factors 12 first-order factors	4045.262	1578	2.56	.043	.917	.920	.034	.001

Note. SRMR = Standardized Root Mean Square Residual; TLI = Tucker Lewis Index; CFI = Comparative Fit Index; RMSEA = Root Mean Square Error of Approximation; ΔCFI = Difference in CFI values between models

Figure 7

Final Model (Model 3) for the EQRPE with standardized λ loadings and squared multiple correlations
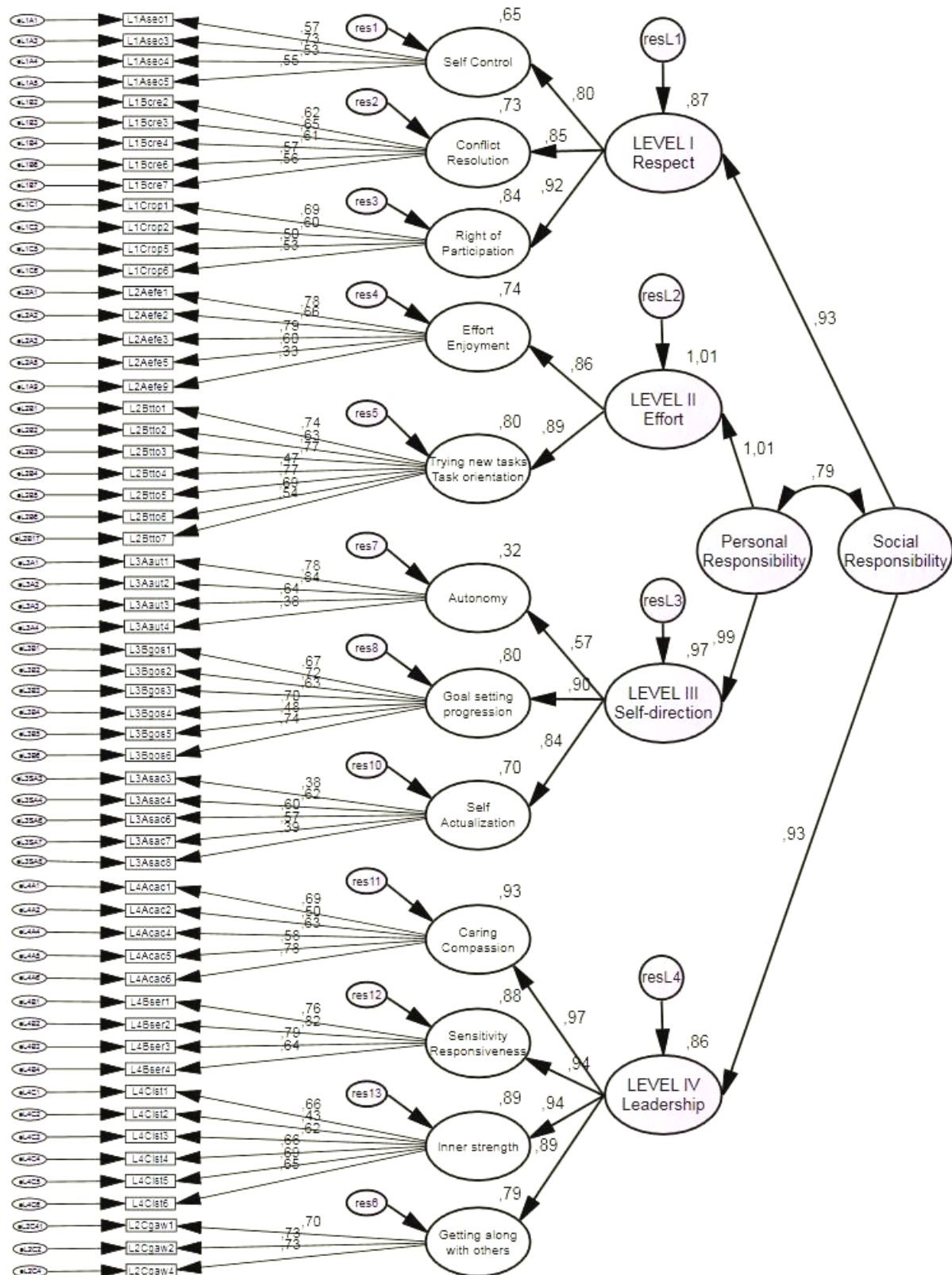
Gender and Age Differences

Two multiple group CFAs of the ultimate third-order model of EQRPE (Figure 4) were conducted to investigate model equivalence with respect to gender (male and female students) and age (elementary and middle school students) respectively.

EQRPE displayed configural, metric, and scalar invariance in measurement across groups of different gender (Table 5) and different age (Table 6), as there were no significant differences between sequential and increasingly more constrained models. The ΔCFI values (<.01) contend that the measurement model is completely invariant in that this value is less than the .01 cutoff point proposed by Cheung & Rensvold (2002).

Table 5

Results of the selected fit indices from multigroup CFA of the ultimate third-order model of EQRPE with respect to gender

Model	χ^2	df	χ^2/df	RMSEA	TLI	CFI	ΔCFI
Unconstrained (configural invariance)	6076.800	3156	1.925	.026	.903	.907	-
Measurement weights (metric invariance)	6202.769	3202	1.937	.026	.902	.905	.002
Measurement intercepts (scalar invariance)	6461.508	3260	1.982	.027	.897	.898	.007
Structural weights	6478.983	3270	1.981	.027	.897	.898	0
Structural covariances	6497.594	3273	1.985	.027	.897	.898	0
Structural residuals	6541.077	3289	1.989	.027	.896	.897	.001
Measurement residuals	7062.784	3347	2.110	.028	.883	.882	.015

Note. SRMR = Standardized Root Mean Square Residual; TLI = Tucker Lewis Index; CFI = Comparative Fit Index; RMSEA = Root Mean Square Error of Approximation; ΔCFI = Difference in CFI values between models

Table 6

Results of the selected fit indices from multigroup CFA of the ultimate third-order model of EQRPE with respect to age

Model	χ^2	df	χ^2/df	RMSEA	TLI	CFI	ΔCFI
Unconstrained (configural invariance)	6129.041	3156	1.942	.026	.899	.903	-
Measurement weights (metric invariance)	6228.827	3202	1.945	.026	.898	.902	.001
Measurement intercepts (scalar invariance)	6430.326	3260	1.972	.027	.896	.897	.005
Structural weights	6449.877	3270	1.972	.027	.896	.897	0
Structural covariances	6475.991	3273	1.979	.027	.895	.896	.001
Structural residuals	6563.260	3289	1.996	.027	.893	.894	.002
Measurement residuals	6694.296	3347	2.000	.027	.893	.891	.003

Note. SRMR = Standardized Root Mean Square Residual; TLI = Tucker Lewis Index; CFI = Comparative Fit Index; RMSEA = Root Mean Square Error of Approximation; ΔCFI = Difference in CFI values between models

Reliability

Mostly acceptable (alphas >.70) estimates were obtained (Table 7).

Table 7

Cronbach's Coefficient Alpha for subscales of Respect, Effort, Self-direction, and Leadership of EQRPE

SCALE	SUBSCALE	Cronbach's Alpha	M	SD
Level I: Respect				
	Self-Control	.676	16.99	2.43
	Conflict Resolution	.736	20.17	3.12
	Right of Participation	.652	17.02	2.40
Level II: Effort				
	Effort-Enjoyment	.741	20.92	9.73
	Trying New Tasks-Task Orientation	.844	29.55	4.45
Level III: Self-direction				
	Autonomy	.742	14.32	3.25
	Goal Setting Progression	.810	25.81	3.80
	Self-Actualization	.636	20.95	2.75

Level IV: Leadership			
Caring-Compassion	.776	20.38	3.40
Sensitivity-Responsiveness	.836	15.87	3.10
Inner Strength	.790	23.76	3.84
Getting Along with Others	.758	12.43	2.27

Note. M = mean; SD = standard deviation

Descriptive Statistics and Correlational Analyses

All constructs shown in Table 6 correlated significantly ($p<.01$) between each other and positively, as expected. The strongest correlations were found between the theoretically related constructs of (a) EQRPE Level I Respect (and its constituent subscales) and PSRQ Level I Respect, (b) EQRPE Level II Effort (and its constituent subscales) and PSRQ Level II Effort, (c) EQRPE Level IV Leadership (and its constituent subscales) and PSRQ Level IV Leadership, (d) EQRPE Social Responsibility and PSRQ Social Responsibility, and (e) EQRPE Personal Responsibility and PSRQ Personal Responsibility. In addition, EQRPE Level I Respect and EQRPE Level IV Leadership (and their constituent subscales) strongly correlated with their resultant and theoretically relevant PSRQ Social Responsibility construct while EQRPE Level II Effort and EQRPE Level III Self-direction (and their constituent subscales) strongly correlated with their resultant and the theoretically relevant PSRQ Personal Responsibility construct. However, EQRPE Level III Self-direction (and its constituent subscales) seemed to correlate highly with the conceptually distinct construct of PSRQ Level II Effort, in comparison to its correlation with the theoretically similar construct of PSRQ Level III Self-direction.

Table 8

Descriptive Statistics and Bivariate Correlations between the structures of respect, effort, self-direction, leadership (and their constituent subscales), social responsibility, and personal responsibility of EQRPE and the structures of respect, effort, self-direction, leadership, social responsibility, and personal responsibility of PSRQ

Scale	M	SD	PSRQ LI Respect	PSRQ LII Effort	PSRQ LIII Self-direction	PSRQ LIV Leadership	PSRQ SR	PSRQ PR
EQRPE LI Respect	4.17	.50	**.619**	.562	.383	.616	**.702**	.567
Self Control	4.25	.61	**.649**	.461	.309	.519	**.653**	.463
Conflict Resolution	4.03	.62	**.451**	.477	.331	.526	**.562**	.484
Right of Participation	4.26	.60	**.450**	.450	.303	.476	**.528**	.451
EQRPE LII Effort	4.21	.58	.396	**.658**	.472	.452	.488	**.674**
Effort Enjoyment	4.18	.62	.305	**.623**	.468	.365	.385	**.649**
Trying New Tasks Task Orientation	4.22	.63	.402	**.586**	.405	.447	.487	**.594**
EQRPE LIII Self-direction	4.07	.52	.383	.577	**.477**	.413	.456	**.622**
Autonomy	3.58	.81	.238	.369	**.242**	.257	.284	**.366**
Goal Setting Progression	4.30	.63	.372	.551	**.513**	.391	.435	**.624**
Self Actualization	4.19	.55	.289	.439	**.356**	.328	.355	**.469**
EQRPE LIV Leadership	4.02	.61	.444	.528	.361	**.588**	**.601**	.534
Caring Compassion	4.07	.68	.427	.454	.298	**.537**	**.558**	.452
Sensitivity Responsiveness	3.97	.77	.377	.465	.313	**.539**	**.537**	.467
Inner Strength	3.96	.64	.367	.469	.336	**.477**	**.491**	.481
Getting Along with Others	4.14	.75	.391	.472	.320	**.523**	**.533**	.475
EQRPE SR	4.08	.53	.547	.580	.396	.642	**.685**	.585
EQRPE PR	4.13	.51	.416	.658	.508	.462	.504	**.692**

Note. All correlations are significant at the 0.01 level ($p<.01$). M = mean; SD = standard deviation; PSRQ = personal and social responsibility questionnaire; EQRPE = extensive questionnaire for responsibility in physical education; LI = level I; LII = level II; LIII = level III; LIV = level IV; SR = social responsibility; PR = personal responsibility

Finally, correlations among all constructs of EQRPE (first, second, and third-order factors) are shown in Table 7 ($p<.01$). All structures of respect, effort, self-direction,

leadership, social, and personal responsibility were highly correlated with their respective constituent structures/subscales as well as structures of social responsibility and personal responsibility were highly correlated with their respective and conceptually related structures/subscales.

Table 9

Descriptive Statistics and Bivariate Correlations between the structures of respect, effort, self-direction, leadership (and their constituent subscales), social responsibility, and personal responsibility of EQRPE

Scale	M	SD	LI	LIa	LIb	LIc	LII	LIIa	LIIb	LIII	LIIIa	LIIIb	LIIIc	LIV	LIVa	LIVb	LIVc	LIVd	SR	PR
LI	4.17	.50	1	.808	.868	.786	.581	.475	.569	.568	.386	.524	.430	**.720**	.681	.619	.621	.594	.884	.614
LIa	4.25	.61	**.808**	1	.554	.476	.429	.368	.409	.417	.265	.391	.328	**.521**	.515	.432	.444	.427	.673	.452
LIb	4.03	.62	**.868**	.554	1	.512	.478	.392	.469	.471	.304	.449	.354	**.608**	.564	.524	.539	.495	.756	.507
LIc	4.25	.60	**.786**	.476	.512	1	.531	.417	.533	.519	.390	.452	.383	**.649**	.607	.574	.548	.548	.751	.561
LII	4.21	.58	.581	.429	.478	.531	1	.875	.941	**.746**	.478	.714	.563	.633	.534	.561	.579	.543	.658	.926
LIIa	4.18	.62	.475	.368	.392	.417	**.875**	1	.660	**.671**	.434	.637	.509	.507	.424	.435	.481	.434	.531	.821
LIIb	4.22	.63	.569	.409	.469	.533	**.941**	.660	1	**.689**	.439	.663	.518	.628	.533	.567	.564	.540	.651	.864
LIII	4.07	.52	.568	.417	.471	.519	**.746**	.671	.689	1	.743	.851	.779	.647	.544	.557	.612	.546	.662	.942
LIIIa	3.58	.81	.386	.265	.304	.390	**.478**	.434	.439	**.743**	1	.401	.370	.447	.394	.398	.396	.377	.455	.662
LIIIb	4.30	.63	.524	.391	.449	.452	**.714**	.637	.663	**.851**	.401	1	.556	.578	.480	.490	.547	.510	.599	.842
LIIIc	4.19	.55	.430	.328	.354	.383	**.563**	.509	.518	**.779**	.370	.556	1	.506	.414	.430	.511	.396	.512	.725
LIV	4.02	.61	**.720**	.521	.608	.649	.633	.507	.628	.647	.447	.578	.506	1	.884	.900	.893	.816	.961	.685
LIVa	4.07	.68	**.681**	.515	.564	.607	.534	.424	.533	.544	.394	.480	.414	**.884**	1	.757	.669	.648	.867	.577
LIVb	3.97	.77	**.619**	.432	.524	.574	.561	.435	.567	.557	.398	.490	.430	**.900**	.757	1	.734	.651	.854	.598
LIVc	3.96	.64	**.621**	.444	.539	.548	.579	.481	.564	.612	.396	.547	.511	**.893**	.669	.734	1	.663	.850	.638
LIVd	4.14	.75	**.594**	.427	.495	.548	.543	.434	.540	.546	.377	.510	.396	**.816**	.648	.651	.663	1	.787	.583
SR	4.08	.53	**.884**	.673	.756	.751	.658	.531	.651	.662	.455	.599	.512	**.961**	.867	.854	.850	.787	1	.707
PR	4.13	.51	.614	.452	.507	.561	**.926**	.821	.864	**.942**	.662	.842	.725	.685	.577	.598	.638	.583	.707	1

Note. All correlations are significant at the 0.01 level (p<.01), M = mean; SD = standard deviation; EQRPE = Extensive Questionnaire for Responsibility in Physical Education; LI = Level I Respect; LIa = Self Control; LIb = Conflict Resolution; LIc = Right of Participation; LII = Level II Effort; LIIa = Effort-Enjoyment; LIIb = Trying New Tasks-Task Orientation; LIII = Level III Self-direction; LIIIa = Autonomy; LIIIb = Goal Setting Progression; LIIIc = Self Actualization; LIV = Level IV Leadership; LIVa = Caring-Compassion; LIVb =

Sensitivity-Responsiveness; LIVc = Inner Strength; LIVd = Getting Along with Others; SR = Social Responsibility; PR = Personal Responsibility

Discussion

The purpose of the present study was to develop and provide evidence of initial validity and reliability for the EQRPE, an instrument for measuring the perceived responsibility in PE settings. Taken together, the present results of CFA, internal consistency, and bivariate correlation analyses produced adequate factorial, convergent and discriminant validity and reliability estimates. The proposed EQRPE instrument endeavoring to measure responsibility represents a key extension of existing research. It overcomes limitations of the existing instruments in that it reflects all four levels of the TPSR model across all their respective constituent components and, thus, can inform practice to the full extent of the responsibility construct. Stemming from earlier work by Watson et al. (2003) in which they attempted to validate a four-factor instrument of responsibility assessment (CSRQ) and Li et al. (2008) who validated a two-factor tool (PSRQ), the newly developed EQRPE complements them by taking into consideration any self-evident behaviors, attitudes, beliefs, values, and intentions that could be of critical importance for responsibility self-assessment.

Within the context of a continuously living and evolving model (Richards & Shiver, 2020), Hellison conceptualized TPSR to be enriched by others, too, for its further development and refinement (Hellison, 1995). He developed and articulated a hierarchical goal structure in which students' progression encompasses attitudes expressed as increasingly responsible behavior. Therefore, EQRPE was developed on the basis of extensive and nuanced content analysis of the construct of responsibility; it provides empirical support for understanding the goals and underlying values of the TPSR model. In addition, having elaborated on the conceptual dimensions of the levels and their constituent components of responsibility, it drew upon theoretically similar scales, and incorporated individual items into a harmonious and measuring construct; thus, it provides theoretical support for the model's hierarchical structure as well.

CFA procedures focused first on establishing, four distinct, viable and conceptually valid measurement models aligned with the four levels of responsibility (respect, effort, self-direction, and leadership) (Brown, 2006). However, the initially hypothesized four-factor measurement model for self-direction was not supported, thus, leading to the elimination of the factor of social pressure and the emergence of a three-factor model; this finding is in agreement with the level of self-direction of the TPSR model (Hellison, 2011), which is comprised of three constituent components/dimensions. Besides, the eliminated dimension of social pressure was essentially reflected in the retained factor of self-actualization, making apparent a factor content overlap. In fact, participants in this study seemed to strive against external forces of social pressure by being themselves and identifying their needs as something distinct from the opinions of others (Hellison, 2011).

Following on from the four distinct first-order CFA measurement models, a comprehensive first-order CFA measurement model was established including all 12 constituent components of all four levels of responsibility. Subsequently, in order to impose a more parsimonious model (Byrne, 2016), a second-order CFA focused on evaluating the structural interrelationships among factors established by first-order CFA. That is to say, the 12 first-order factors were explained by four correlated theory-based second-order structures (respect, effort, self-direction, and leadership). At this level the factor of getting along with others was allowed to load on the second-order factor of leadership instead of the conjectured factor of effort. It seemed evident that getting along with others items did not reflect the dimension of cooperation to facilitate and support effort and self-motivation of others; thus, they were perceived by the participants of this study as the social responsibility skills of empathy and helping others (prevailing leadership roles) with the intention to provide a positive experience for them in PE classes (Hellison, 2011). Besides, the concept of

teamwork in general might be more relevant in a program build upon team sports (e.g. basketball), but not individual sports (e.g. tennis) (Li et al., 2008).

Ultimately, a third-order model was established by imposing an even more parsimonious model (Byrne, 2016). The second-order factors were explained by two correlated third-order structures (social responsibility and personal responsibility). The ultimate third-order model was considered to represent the final best-fitting and most parsimonious model to represent the data. As stipulated by Li et al. (2008), social and personal responsibility should be treated as separate constructs. Hence, it would seem more logical and consistent with the conceptual framework of the TPSR model that the personal responsibilities and the social responsibilities constitute distinct factors at a higher (third) level. In addition, EQRPE measurement/factorial invariance across groups of different gender and across groups of different age was ascertained. The ultimate third-order model of EQRPE was proved to be congruent across male and female students and across elementary and middle school students of the present study.

Tests of internal consistency reliability produced acceptable reliability evidence for the EQUPE scales based on the nature of the EQUPE: (a) the EQUPE is an attitudinal screening tool, (b) there were no high-stakes consequences for test takers, (c) the construct of measurement was exploratory, and (d) some of the subscales were comprised of relatively few items (shorter scales tend to produce lower reliability estimates) (Kalkbrenner & Gormley, 2020).

Concurrent criterion validity was evidenced by using correlation analysis between equivalent constructs of PSRQ and EQRPE. The newly developed scales of EQRPE correlated very highly with other variables of PSRQ designed to measure the same constructs, thus, providing evidence of convergent validity. In contrast, minimal-to-moderate correlations were found between EQRPE scales and PSRQ variables that were supposedly

not measuring the same construct, supporting discriminant/divergent validity (Swank &
Mullen, 2017).

The availability of a valid and reliable instrument for measuring students'
responsibility in PE settings provides the field with theoretical and empirical advantages. The
four second-order factors of EQRPE align directly with the four levels of the model and
differentiates them by establishing distinct subscales within each factor, which correspond to
the constituent components of each level (Hellison, 2011). In addition, the two third-order
factors established in EQRPE serve to distinguish the construct of personal responsibility
from the construct of social responsibility, thus, providing further support for the hierarchical
structure of the TPSR model. Hellison developed the TPSR model as a theory-in-action or
curriculum model (Hellison & Martinek, 2006), and therefore, the EQRPE may furnish
practitioners with a particularly useful tool for program evaluation and development.
Understanding the manifold manifestations of responsibility and learning more about what
personal and social responsibility portrays in practice, may inform and gradually transform
teaching practices by precisely calibrating responsibility assessment and TPSR program
development. The newly developed EQRPE can be used to evaluate the full measure of
personal and social responsibility in reference to particular components of the levels of
responsibility provided that fidelity of program implementation has been previously
established. In addition, EQRPE can be used to assess baseline responsibility regardless of
any program implementation.

While this study makes an important contribution to the literature, there are several
limitations. First, the EQRPE was designed for the Greek context and administered in Greek
language; the students were recruited from elementary and middle schools in central Greece.
It is unknown to what extent the questionnaire is appropriate for students across geographical
and cultural boundaries. Further work would be necessary to extend validation and

generalizability of EQRPE in other regions and countries. Second, longitudinal measurement invariance is also an important aspect of scale development and should be examined, because it determines whether temporal change in a construct is due to true change or to changes in the structure or measurement of the construct over time (Brown & Moore, 2012). Third, the length of the questionnaire may raise serious objections for students' motivation (Appendix III). We plan to examine whether a short version of the EQRPE produce quite similar findings to the full hierarchical measure. Fourth, although the first four TPSR levels are represented to a considerable extent, the transfer of responsibility outside the physical activity setting is not addressed by this instrument. Wright et al. (2019) have argued that exclusive focus on behavioral change without addressing participants' cognition and motivation would oversimplify the transfer process. To this end, they developed the Transfer of Responsibility Questionnaire, a specific instrument for measuring transfer of responsibility learning, which could be used in conjunction with EQRPE. It should also be noted that the EQRPE does not address TPSR implementation, but it could be used in parallel with TARE (Escartí et al., 2015), too.

In conclusion, the validation of a psychometric instrument conceptually consistent with the TPSR model to measure self-reported responsibility in PE represents an important contribution in the development of responsibility-based programs with significant implications for both researchers and practitioners.

References

Agiasotelis, E., Digelidis, N., Koutelidas, A., & Syrmpas, I. (2017). Personal and Social
Responsibility, Goal Orientations and Motivational Climate in Physical Education.
Inquiries in Sport & Physical Education, *15*(3), 11–20.

Bass, B. M., & Avolio, B. J. (1990). *Trnasformational leadership development: Manual for
the Multifactor Leadership Questionnaire*. Consulting Psychologists Press.

Boateng, G. O., Neilands, T. B., Frongillo, E. A., Melgar-Quiñonez, H. R., & Young, S. L.
(2018). Best Practices for Developing and Validating Scales for Health, Social, and
Behavioral Research: A Primer. *Frontiers in Public Health*, *6*(June), 1–18.
https://doi.org/10.3389/fpubh.2018.00149

Brown, J. M., Miller, W. R., & Lawendowski, L. A. (1999). The self-regulation
questionnaire. In *Innovations in clinical practice: A source book, Vol. 17.* (pp. 281–
292). Professional Resource Press/Professional Resource Exchange.

Brown, T. (2006). *Confirmatory Factor Analysis for Applied Research*. The Guilford Press.
https://doi.org/978-1-59385-275-7

Brown, T., & Moore, M. (2012). Confirmatory Factor Analysis. In Rick H. Hoyle (Ed.),
Handbook of Structural Equation Modeling (Issue July 2012). The Guilford Press.

Byrne, B. (2016). *Structural Equation Modeling with AMOS. Basic Concepts, Applications,
and Programming.* (3rd ed.). Taylor & Francis.

Caballero-Blanco, P., Delgado-Noguera, M. Á., & Escartí-Carbonell, A. (2013). Analysis of
teaching personal and social responsibility model-based programmes applied in USA
and Spain. *Journal of Human Sport and Exercise*, *8*(2 SUPPL), 427–441.
https://doi.org/10.4100/jhse.2012.82.10

Cheung, G. W., & Rensvold, R. B. (2002). Evaluating goodness-of-fit indexes for testing measurement invariance. *Structural Equation Modeling*, *9*(2), 233–255. https://doi.org/10.1207/S15328007SEM0902_5

Clark, L. A., & Watson, D. (1995). Constructing validity: basic issues in objective scale development. *Psychological Assessment*, *7*(3), 309–313.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, *16*(3), 297–334.

Deci, E. L., & Ryan, R. M. (2000). The " What " and " Why " of Goal Pursuits : Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, *11*(4), 227–268.

Duda, J. L., & Nicholls, J. G. (1992). Dimensions of Achievement Motivation in Schoolwork and Sport. *Journal of Educational Psychology*, *84*(3), 290–299. https://doi.org/10.1037/0022-0663.84.3.290

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, *82*(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Escartí, A., Gutiérrez, M., & Pascual, C. (2011). Psychometric properties of the Spanish version of the Personal and Social Responsibility Questionnaire in Physical Education contexts. *Revista de Psicologia Del Deporte*, *20*(1), 119–130.

Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. (2010). Implementation of the personal and social responsibility model to improve self-efficacy during physical education classes for primary school children. *International Journal of Psychology and Psychological Therapy*, *10*(3), 387–402.

Escartí, A., Llopis-Goig, R., & Wright, P. M. (2018). Assessing the Implementation Fidelity of a School-Based Teaching Personal and Social Responsibility Program in Physical

Education and Other Subject Areas. *Journal of Teaching in Physical Education*, *37*(1),
12–23. https://doi.org/10.1123/jtpe.2016-0200

Escartí, A., M. Wright, P., Pascual, C., & Gutiérrez, M. (2015). Tool for Assessing
Responsibility-based Education (TARE) 2.0: Instrument Revisions, Inter-rater
Reliability, and Correlations between Observed Teaching Strategies and Student
Behaviors. *Universal Journal of Psychology*, *3*(2), 55–63.
https://doi.org/10.13189/ujp.2015.030205

Escartí, A., Pascual, C., Gutiérrez, M., Marín, D., Martínez, M., & Tarín, S. (2012). Applying
the Teaching Personal and Social Responsibility Model (TPSR) in Spanish Schools
Context: Lesson Learned. *Ágora Para La Educación Física Y El Deporte*, *14*(2),
Volume: 14, Issue: 2, Pages: 178-196.
https://www5.uva.es/agora/revista/14_2/agora_14_2d_escarti_et_al.pdf

Gordon, B. (2010). An examination of the responsibility model in a New Zealand secondary
school physical education program. *Journal of Teaching in Physical Education*, *29*(1),
21–37.

Gordon, Barrie, Jacobs, J. M., & Wright, P. (2016). Social and emotional learning through a
teaching personal and social responsibility based after-school program for disengaged
middle-school boys. *Journal of Teaching in Physical Education*, *35*(4), 358–369.
https://doi.org/10.1123/jtpe.2016-0106

Hellison, D. (2011). *Teaching personal and social responsibility through physical activity*
(3rd ed.). Human Kinetics.

Hellison, D., & Martinek, T. (2006). Social and individual responsibility programs. In D.
Kirk, D. Macdonald, & M. O'Sullivan (Eds.), *The Handbook of Physical Education*.
Sage.

Hellison, D., & Walsh, D. (2002). Responsibility-based youth programs evaluation: Investigating the investigations. *Quest*, *54*(4), 292–307.

Hellison, D., & Wright, P. (2003). Retention in an Urban Extended Day Program: A Process-Based Assessment. *Journal of Teaching in Physical Education*, *22*(4), 369–381.

Hellison, Don. (1995). *Teaching responsibility through physical activity*. Human Kinetics.

Hsu, W. T., Pan, Y. H., Chou, H. S., Lee, W. P., & Lu, F. J. H. (2014). Measuring students' responsibility in physical education. Instrument development and validation. *International Journal of Sport Psychology*, *45*(5), 487–503. https://doi.org/10.7352/IJSP.2014.45.487

Intrinsic Motivation Inventory. (n.d.). Retrieved January 22, 2018, from http://selfdeterminationtheory.org/questionnaires/

Jacobs, J., & Wright, P. (2017). Transfer of Life Skills in Sport-Based Youth Development Programs: A Conceptual Framework Bridging Learning to Application. *Quest*, *70*(1), 81–99. https://doi.org/10.1080/00336297.2017.1348304

Jacobs, Jenn, & Wright, P. (2014). Social and Emotional Learning Policies and Physical Education. *Strategies*, *27*(6), 42–44.

Jones, A., & Crandall, R. (1986). Validation of a Short Index of Self-Actualization. *Personality and Social Psychology Bulletin*, *12*(1), 63–73. https://doi.org/10.1177/0146167286121007

Kalkbrenner, M. T. (2021). A Practical Guide to Instrument Development and Score Validation in the Social Sciences: The Measure Approach. *Practical Assessment, Research and Evaluation*, *26*, 1–18.

Kalkbrenner, M. T., & Gormley, B. (2020). Development and Initial Validation of Scores on the Lifestyle Practices and Health Consciousness Inventory (LPHCI). *Measurement and*

Evaluation in Counseling and Development, *53*(4), 219–237.
https://doi.org/10.1080/07481756.2020.1722703

Knapp, T. R., & Mueller, R. O. (2010). Reliability and validity of instruments. In G. R. Hancock & R. O. Mueller (Eds.), *The reviewer's guide to quantitative methods in the social sciences* (pp. 337–341). Routledge.

Lawshe, C. H. (1975). A Quantitative Approach To Content Validity. *Personnel Psychology*, *28*(4), 563–575. https://doi.org/10.1111/j.1744-6570.1975.tb01393.x

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.

Martinek, T., Schilling, T., & Johnson, D. (2001). Transferring personal and social responsibility of underserved youth to the classroom. *Urban Review*, *33*(1), 29–45. https://doi.org/10.1023/A:1010332812171

Martins, P., Rosado, A., Ferreira, V., & Biscaia, R. (2015). Examining the validity of the personal-social responsibility questionnaire among athletes. *Motriz. Revista de Educacao Fisica*, *21*(3), 321–328. https://doi.org/10.1590/S1980-65742015000300014

Metzler, M. W. (2011). *Instructional models for physical education* (3rd ed.). Routledge, Taylor & Francis Group.

Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Harvard University Press.

Nicholls, J. G., Patashnick, M., & Nolen. (1985). Adolescents' Theories of Education. *Journal of Educational Psychology*, *77*(6), 683–692. https://doi.org/10.1037/0022-0663.77.6.683

Nunnally, J. C. (1978). *Psychometric Theory* (2nd ed.). McGraw-Hill.

Petitpas, A., Cornelius, A., Van Raalte, J., & Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *Sport Psychologist*, *19*(1), 63–80. https://doi.org/10.1123/tsp.19.1.63

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. https://doi.org/10.1177/1356336X16664749

Richards, A. R., & Shiver, V. N. (2020). "What's worth doing?": A qualitative historical analysis of the TPSR model. *Journal of Teaching in Physical Education*, *39*(3), 300–310. https://doi.org/10.1123/JTPE.2019-0215

Rorhbeck, C. A., Azar, S. T., & Wagner, P. E. (1991). Child Self-Control Rating Scale: Validation of a Child Self-Report Measure. *Journal of Clinical Child Psychology*, *20*(2), 179–183. https://doi.org/10.1207/s15374424jccp2002_9

Swank, J. M., & Mullen, P. R. (2017). Evaluating evidence for conceptually related constructs using bivariate correlations. *Measurement and Evaluation in Counseling and Development*, *50*(4), 270–274. https://doi.org/10.1080/07481756.2017.1339562

Tepper, B. J., & Percy, P. M. (1994). Structural validity of the multifactor leadership questionnaire. *Educational and Psychological Measurement*, *54*(3), 734–744. https://doi.org/10.1177/0013164494054003020

Vlachopoulos, S. P., & Michailidou, S. (2006). Development and initial validation of a measure of autonomy, competence, and relatedness in exercise: The Basic Psychological Needs in Exercise Scale. *Measurement in Physical Education and Exercise Science*, *10*(3), 179–201. https://doi.org/10.1207/s15327841mpee1003_4

Walsh, D. S., Ozaeta, J., & Wright, P. M. (2010). Transference of responsibility model goals to the school environment: Exploring the impact of a coaching club program. *Physical*

Education and Sport Pedagogy, *15*(1), 15–28.

https://doi.org/10.1080/17408980802401252

Ward, S., Parker, M., Henschel-Pellett, H., & Perez, M. (2012). Forecasting the Storm:

Student Perspectives Throughout a Teaching Personal and Social Responsibility

(TPSR)-Based Positive Youth Development Program. *Agora Para La Educación Física*

y El Deporte, *14*(2), 230–247.

Watson, D. L., & Clocksin, B. D. (2013). *Using physical activity and sport to teach personal*

and social responsibility. Human Kinetics.

Watson, D. L., Newton, M., & Kim, M.-S. (2003). Recognition of Values-Based Constructs

in a Summer Physical Activity Program. *The Urban Review*, *35*(3), 217–232.

http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc4&NEWS=N&A

N=2003-08462-003

Wright, P. M., & Craig, M. W. (2011). Tool for Assessing Responsibility-Based Education

(TARE): Instrument Development, Content Validity, and Inter-Rater Reliability.

Measurement in Physical Education and Exercise Science, *15*(3), 204–219.

https://doi.org/10.1080/1091367X.2011.590084

Wright, P., Richards, A., Jacobs, J., & Hemphill, M. (2019). Measuring Perceived Transfer of

Responsibility Learning from Physical Education: Initial Validation of the Transfer of

Responsibility Questionnaire. *Journal of Teaching in Physical Education*, *38*(4), 316–

327. https://doi.org/https://doi.org/10.1123/jtpe.2018-0246

Wright, Paul, Li, W., Ding, S., & Pickering, M. (2010). Integrating a personal and social

responsibility program into a wellness course for urban high school students: assessing

implementation and educational outcomes. *Sport, Education and Society*, *15*(3), 277–

298. https://doi.org/10.1080/13573322.2010.493309

Chapter 5

General Conclusion

Teaching personal and social responsibility has grown and appears to continue to grow rapidly into the future. Hellison envisioned a PE context effective for facilitating values education and for teachers' and coaches' professional development. He convincingly argued that although teaching personal and social responsibility (TPSR) will not solve the social problems we face today, helping young people take more responsibility for their personal and social development meant to promote character development through PE and help them navigate in our challenging times. He also acknowledged PE teachers' and coaches' growing worry about discipline and motivation problems in their professional context and their strenuous efforts to handle these problems.

One of Hellison's professional priorities and contributions in the physical education context across his career was his commitment to a blend of practice and theory in which practice informs theory just as much as the other way around. In fact, the development of the model during its formative stages has been an application of practical inquiry. Moreover, the TPSR model has disseminated across several countries and it has been introduced into new contexts and with different populations and diverse cultures. Within this context, in study 1, the practical inquiry framework and its application by a full time PE teacher in a Greek public elementary school was described. This practical inquiry project through in-school PE provided the PE teacher with the opportunity to exploit the structures and strategies of TPSR to change his teaching practice in ways that better reflected his teaching philosophy and what he wanted to impart in his students. These changes in his practice appeared to have

established a positive learning environment by handling the problems of discipline and motivation and to have helped his students to develop personal and social responsibility.

To support the translation of policy into practice, it is important to operationalize concepts such as personal and social responsibility in ways that teachers and students can engage with them. However, there is little research involving student perspectives on this aspect of the curriculum. Given the growing emphasis on personal and social responsibility in PE, it is important that students' voice and perspective inform the development and enactment of this aspect of the curriculum. Therefore, study 2 seeked to understand how elementary school students perceive and define personal and social responsibility in their PE curriculum in the Greek context by employing theTPSR model as a conceptual framework to analyze their perceptions and definitions of responsibility. Thus, baseline data were collected, which provided valuable insights into the perceptions of elementary school students unexposed to TPSR. Additionally, their limited awareness of more advanced manifestations of responsibility in PE renders responsibility model-based intervention indispensable for them. Baseline data may also inform practice by marking the limits of traditional PE teaching.

Finally, in study 3, an instrument, the EQRPE, endeavoring to measure responsibility and representing a key extension of existing research is proposed and validated. It overcomes limitations of the existing instruments in that it reflects all four levels of the TPSR model across all their respective constituent components and, thus, can inform practice to the full extent of the responsibility construct. It provides empirical support for understanding the goals and underlying values of the TPSR model and theoretical support for the model's hierarchical structure as well. Therefore, the EQRPE may furnish practitioners with a particularly useful tool for program evaluation and development. Understanding the manifold manifestations of responsibility and learning more about what personal and social

responsibility portrays in practice, may inform and gradually transform teaching practices by precisely calibrating responsibility assessment and TPSR program development. The newly developed EQRPE can be used to evaluate the full measure of personal and social responsibility in reference to particular components of the levels of responsibility provided that fidelity of program implementation has been previously established. In addition, EQRPE can be used to assess baseline responsibility regardless of any program implementation.

Taken the three studies together, it seems evident that exploiting the structures and strategies of TPSR through in-school PE practical inquiry project, understanding how students perceive and define personal and social responsibility in their PE curriculum, and validating a psychometric instrument conceptually consistent with the TPSR model to measure self-reported responsibility in PE represent an important contribution in the development of responsibility-based programs with significant implications for both researchers and practitioners.

Appendix I

Ethics Committee (Department of Physical Education and Sport Science, University of Thessaly) approval form

ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ
ΤΜΗΜΑ ΕΠΙΣΤΗΜΗΣ ΦΥΣΙΚΗΣ ΑΓΩΓΗΣ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

Εσωτερική Επιτροπή Δεοντολογίας

Τρίκαλα: 23 / 04/ 2014
Αριθμ. Πρωτ.: 860

Αίτηση Εξέτασης της πρότασης για διεξαγωγή Έρευνας με τίτλο: «Η Διδασκαλία της Προσωπικής και Κοινωνικής Υπευθυνότητας στο Μάθημα της Φυσικής Αγωγής στο Δημοτικό Σχολείο»

Επιστημονικώς υπεύθυνος επιβλέπων:	Διγγελίδης Νικόλαος
Ιδιότητα:	Επίκουρος Καθηγητής
Ίδρυμα:	Πανεπιστήμιο Θεσσαλίας
Τμήμα:	Επιστήμης Φυσικής Αγωγής & Αθλητισμού

Κύριος ερευνητής φοιτητής:	Κουτελίδας Αχίλλειος
Πρόγραμμα Σπουδών:	Εκπόνηση Διδακτορικής Διατριβής
Ίδρυμα:	Πανεπιστήμιο Θεσσαλίας
Τμήμα:	Επιστήμης Φυσικής Αγωγής & Αθλητισμού

Η προτεινόμενη έρευνα θα είναι:

Ερευνητικό πρόγραμμα ☐   Μεταπτυχιακή διατριβή ☐   Διπλωματική εργασία ☒   Ανεξάρτητη έρευνα ☐

Τηλ. επικοινωνίας:	2431 047052	697 479 1189	2431 025119
Email επικοινωνίας:	akoutelidas@gmail.com		

Η Εσωτερική Επιτροπή Δεοντολογίας του Τ.Ε.Φ.Α.Α., Πανεπιστημίου Θεσσαλίας μετά την υπ. Αριθμ. 3-2/23-4-2014 συνεδρίασή της εγκρίνει τη διεξαγωγή της προτεινόμενης έρευνας.

Ο Πρόεδρος της
Εσωτερικής Επιτροπής
Δεοντολογίας – ΤΕΦΑΑ

Τσιόκανος Αθανάσιος
Αναπληρωτής Καθηγητής

Appendix II

Participants' Consent forms according to the standards of Ethics Committee of the

University of Thessaly

ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ
ΤΜΗΜΑ ΕΠΙΣΤΗΜΗΣ ΦΥΣΙΚΗΣ ΑΓΩΓΗΣ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

Επιστολή ενημέρωσης και συναίνεσης γονέων και κηδεμόνων για συμμετοχή μαθητών /-τριών στην έρευνα

Αγαπητοί Γονείς

Σκοπός της έρευνας είναι η μελέτη της υπευθυνότητας των μαθητών δημοτικού και γυμνασίου. Επιπλέον, θα μελετηθεί η επίδραση της διδασκαλίας της υπευθυνότητας μέσα από το μάθημα της φυσικής αγωγής στη συμπεριφορά των μαθητών.

Τα ευρήματα της έρευνας συμβάλλουν στην καλύτερη κατανόηση του βαθμού υπευθυνότητας των μαθητών στο σχολείο και των παραγόντων που την αυξάνουν ή τη μειώνουν. Η έρευνα μπορεί να βοηθήσει τους εκπαιδευτικούς να βελτιώσουν ή να τροποποιήσουν τα εκπαιδευτικά τους προγράμματα ώστε να ανταποκρίνονται καλύτερα στις ανάγκες των παιδιών, με στόχο τη μεγιστοποίηση της προσωπικής και κοινωνικής υπευθυνότητάς τους.

Στην έρευνα συμμετέχουν οι μαθητές συμπληρώνοντας ένα ανώνυμο ερωτηματολόγιο μέσα στην τάξη υπό τη διακριτική καθοδήγηση των ερευνητών.

Η επεξεργασία των απαντήσεων των μαθητών γίνεται μόνο από την ερευνητική ομάδα και τα αποτελέσματα είναι εμπιστευτικά και παρουσιάζονται σε στατιστική μορφή. Ελπίζουμε ότι κατανοείτε τη συμβολή της μελέτης αυτής στην ανάπτυξη της υπευθυνότητας των μαθητών και ότι δεν έχετε αντίρρηση να συμμετάσχει το παιδί σας σε αυτή. Η ερευνητική ομάδα είναι στη διάθεσή σας για οποιαδήποτε ερώτηση ή διευκρίνιση σχετικά με όσα αναφέρθηκαν.

Ευχαριστούμε για τη συμβολή σας στην πραγματοποίηση αυτής της προσπάθειας.

Για τον κηδεμόνα: *Διάβασα το παραπάνω κείμενο και συμφωνώ για τη συμμετοχή του παιδιού μου σ' αυτή την έρευνα*   ΝΑΙ ☐   ΟΧΙ ☐

Για τον/την μαθητή/μαθήτρια: *Συμφωνώ να συμμετάσχω στην έρευνα*   ΝΑΙ ☐   ΟΧΙ ☐

Ημερομηνία: ___ / ___ / ____

Ο Επιστημονικός Υπεύθυνος της έρευνας	Ονοματεπώνυμο και υπογραφή γονέα-κηδεμόνα
Νικόλαος Διγγελίδης, Επίκουρος Καθηγητής Πανεπιστημίου Θεσσαλίας Τ.Ε.Φ.Α.Α. Τρικάλων	

Για περισσότερες πληροφορίες:
Νικόλαος Διγγελίδης, Επίκουρος Καθηγητής
Πανεπιστήμιο Θεσσαλίας – Τ.Ε.Φ.Α.Α.
42100 Καρυές Τρικάλων
Τηλ.: 24310 47052, e-mail: nikdig@pe.uth.gr
Αχίλλειος Κουτελίδας, Υποψήφιος Διδάκτορας
Τηλ.: 6974 791189, e-mail: akoutelidas@gmail.com

Appendix III

Extensive Questionnaire of Responsibility in Physical Education (EQRPE): The final

list of items per constituent component of each of the levels

LEVEL I: RESPECT		
	LEVEL 1a	**Se**lf-**c**ontrol
1	L1Asec1	I control my temper
2	L1Asec3	I am kind to my classmates
3	L1Asec4	I try not to offend my classmates
4	L1Asec5	I treat my classmates the way I would like to be treated
	LEVEL 1b	**C**onflict **re**solution
5	L1Bcre2	I help my classmates resolve conflicts through talking
6	L1Bcre3	When I am in dispute with my classmates, I try to listen to them and understand their point of view
7	L1Bcre4	When I am in dispute with my classmates, I ask that they explain their point of view
8	L1Bcre6	When I am in dispute with my classmates, I am usually willing to find a solution
9	L1Bcre7	When I am in dispute with my classmates, I try to find common ground
	LEVEL 1c	**R**ight **of p**articipation
10	L1Crop1	I cooperate with all of my classmates
11	L1Crop2	I share balls, mats and generally all of the P.E. equipment with my classmates
12	L1Crop5	We, the students, actually work as a team
13	L1Crop6	Everyone in my class deserves a chance to participate in games and activities
LEVEL II: EFFORT		
	LEVEL 2a	**Ef**fort – **E**njoyment
14	L2Aefe1	I give a good effort
15	L2Aefe2	It is important to me that I do well
16	L2Aefe3	I try very hard when I exercise/workout
17	L2Aefe5	I do not try hard
18	L2Aefe9	While I exercise/workout, I think about how much fun I am having
	LEVEL 2b	**T**rying new tasks – **T**ask **O**rientation
19	L2Btto1	I like learning new exercises/drills
20	L2Btto2	I want to try and learn new sports or games
21	L2Btto3	I like learning about a new exercise and this makes me want to exercise even more
22	L2Btto4	I like learning something that is fun to do
23	L2Btto5	I like learning about a new exercise/drill by trying hard
24	L2Btto6	I like it when something I am learning makes me want to practice more
25	L2Btto7	I like it when I can execute an exercise/drill really the correct way
LEVEL III: SELF-DIRECTION		
	LEVEL 3a	**Aut**onomy

26	L3Aaut1	I feel the lesson is carried out the way I like it
27	L3Aaut2	I feel the way the lesson is carried out completely expresses myself
28	L3Aaut3	I feel that the exercises/drills we do in the lesson could have been picked by me personally
29	L3Aaut4	The students have a considerable freedom of choice
	LEVEL 3b	**Go**al-**s**etting progression
30	L3Bgos1	I often set goals for myself
31	L3Bgos2	I often set goals regarding the improvement of my physical conditioning
32	L3Bgos3	When I set a goal, I make an effort to achieve it
33	L3Bgos4	I set a goal to improve in exercises/drills I am not very good at
34	L3Bgos5	I often set goals regarding my behavior
35	L3Bgos6	I often set goals regarding the improvement of my skills in sports
	LEVEL 3a	**S**elf-**ac**tualization
36	L3Asac3	I easily adjust myself to different conditions and different people
37	L3Asac4	I feel that I am doing my best
38	L3Asac6	I know what I need to learn and improve
39	L3Asac7	I am fully aware of what I want to achieve
40	L3Asac8	I am fully aware of what I can and cannot do
	LEVEL IV: LEADERSHIP	
	LEVEL 4a	**C**aring-**C**ompassion
41	L4Acac1	I care about all of my classmates
42	L4Acac2	I try not to make my classmates feel uncomfortable
43	L4Acac4	I understand the feelings of every student in my class
44	L4Acac5	I feel how badly might feel my classmates who do not do well
45	L4Acac6	I am willing to help my classmates
	LEVEL 4b	**S**ensitivity-**R**esponsiveness
46	L4Bser1	I try to find ways to help each person individually with what they need
47	L4Bser2	I help all of my classmates who may have difficulties
48	L4Bser3	I help all of my classmates to learn new things or improve, no matter who they are
49	L4Bser4	I feel satisfied when I help my classmates
	LEVEL 4c	**I**nner **st**rength
50	L4Cist1	I encourage my classmates to participate in all of the exercises/drills and games
51	L4Cist2	My classmates trust me to help them
52	L4Cist3	I inspire my classmates to try harder
53	L4Cist4	I try to encourage my classmates to think about what they are doing right or wrong
54	L4Cist5	I encourage my classmates to find solutions to problems

55	L4Cist6	I trust my classmates to help each other
	LEVEL 2c	**G**etting **a**long **w**ith others
56	L2Cgaw1	I support my classmates who make an effort
57	L2Cgaw2	I encourage my classmates to participate in exercises/drills and games
58	L2Cgaw4	I encourage my classmates to try new exercises/drills or games

Appendix IV

Sample pages of Publications or Presentation based on the data of the dissertation

Ερευνητική

Εφαρμόζοντας το Μοντέλο Διδασκαλίας Υπευθυνότητας του Hellison στο Μάθημα Φυσικής Αγωγής του Δημοτικού Σχολείου: Μία Πρακτική Έρευνα Δράσης

Αχίλλειος Κουτελίδας, Νικόλαος Διγγελίδης, & Ιωάννης Σύρμπας

Τμήμα Επιστήμης Φυσικής Αγωγής & Αθλητισμού, Πανεπιστήμιο Θεσσαλίας

Περίληψη

Σκοπός της παρούσας έρευνας ήταν να περιγράψει το πλαίσιο της πρακτικής έρευνας δράσης και τον τρόπο που εφαρμόστηκε από έναν εκπαιδευτικό Φυσικής Αγωγής (ΦΑ), στην προσπάθειά του να κατανοήσει περισσότερο το μοντέλο Διδασκαλίας Προσωπικής και Κοινωνικής Υπευθυνότητας (Teaching Personal and Social Responsibility ή TPSR) στην πράξη και να βελτιώσει την εφαρμογή του. Ο εκπαιδευτικός προσπάθησε να εναρμονίσει την πρακτική του με το μοντέλο συμπεριλαμβάνοντας στη διδασκαλία του διάφορες στρατηγικές προκειμένου να αντιμετωπίσει τις προκλήσεις και τις δυσκολίες που συνεπάγεται η διδασκαλία της ΦΑ στο δημοτικό σχολείο. Οι εννέα στρατηγικές διδασκαλίας ενός εργαλείου παρατήρησης και αναστοχασμού, γνωστού και ως Εργαλείου Αξιολόγησης της Διδασκαλίας με βάση την Υπευθυνότητα (Tool for Assessing Responsibility-based Education ή TARE), τεκμηρίωσαν και διαμόρφωσαν την εφαρμογή του TPSR και τη διαδικασία ανάπτυξης διδακτικών περιεχομένων. Επιμέρους τακτικές, που συμπεριλαμβάνονταν σε καθεμιά από τις παραπάνω στρατηγικές διδασκαλίας, προσαρμόστηκαν στις υπάρχουσες ή επινοήθηκαν από την αρχή προκειμένου να ικανοποιήσουν τις περιστασιακές ανάγκες κάθε μαθήματος · εξάλλου, η εφαρμογή του μοντέλου TPSR χρειάζεται κάθε φορά να αναδιαμορφωθεί και να προσαρμοστεί στο στυλ διδασκαλίας του κάθε εκπαιδευτικού, στους μαθητές και στα περιεχόμενα διδασκαλίας. Η συγκεκριμένη έρευνα δράσης μέσα από τη διδασκαλία της ΦΑ στο σχολείο παρείχε τη δυνατότητα στον εκπαιδευτικό να εμπνευστεί από τη δομή και τις στρατηγικές του TPSR για να αλλάξει τις πρακτικές διδασκαλίας του, ώστε να εκφράζουν καλύτερα την προσωπική του φιλοσοφία και όσα θα ήθελε να μεταλαμπαδεύσει στους μαθητές ή τις μαθήτριές του. Αυτή η αλλαγή των πρακτικών διδασκαλίας του φάνηκε να έχει εδραιώσει ένα θετικό μαθησιακό κλίμα και να έχει βοηθήσει τους μαθητές να υιοθετήσουν περισσότερη υπευθυνότητα τόσο στην προσωπική τους συμπεριφορά όσο και στη συμπεριφορά τους προς τους άλλους.

Λέξεις κλειδιά: προσωπική και κοινωνική υπευθυνότητα, Εργαλείο Αξιολόγησης της Διδασκαλίας με βάση την Υπευθυνότητα, στρατηγικές διδασκαλίας

Διεύθυνση επικοινωνίας: Αχίλλειος Κουτελίδας
Τμήμα Επιστήμης Φυσικής Αγωγής & Αθλητισμού, Πανεπιστήμιο Θεσσαλίας
42100, Καρυές, Τρίκαλα, Ελλάδα
E-mail: akoutelidas@gmail.com

Check for updates

Students' perceptions of responsibility in physical education: a qualitative study

Achillios Koutelidas [a], Nikolaos Digelidis [a], Ioannis Symrpas [a], Paul Wright [b] and Marios Goudas [a]

[a]Department of Physical Education and Sport Science, University of Thessaly, Trikala, Greece; [b]Department of Kinesiology and Physical Education, Northern Illinois University, DeKalb, IL, USA

ABSTRACT

The purpose of this study was to investigate students' perceptions of responsibility in the context of physical education. 17 6th-grade students (7 boys and 10 girls) from 9 Greek elementary schools were interviewed. Theory and data driven thematic analysis was conducted. The Teaching Personal and Social Responsibility (TPSR) model provided a conceptual framework to guide data analysis. Most of the students' values, motives, attitudes, intentions, and experiences reflected the foundational responsibility goals included in the TPSR model; however, students' awareness of more advanced manifestations of responsibility in physical education was weaker. Findings shed light on Greek students' perceptions of responsibility in physical education (PE) classes and other settings. The TPSR model provided a relevant framework for describing and interpreting students' perceptions of responsibility. However, there was a marked discrepancy between students' perceived values of responsibility and their reported experiences. Implications for promoting responsibility in physical education are discussed.

Introduction

Globally, there is growing commitment to the notion that affective learning outcomes are central to quality physical education (PE). This is reflected in international guidelines (e.g. UNESCO, 2017) and in the educational policies and curricula of many nations (Wright, Gordon, and Gray in press). Such policy mandates are supported by international consensus among researchers that physical activity programmes can indeed support a wide range of affective outcomes for children and youth (Bangsbo et al. 2016). However, these affective learning outcomes are often ill-defined in policy and practice (Jacobs and Wright 2014; Wright and Walsh 2015). The concept of responsibility, for example, is often mentioned in policy guidelines and curriculum documents, but with little precision. While scholars can debate the nature and role of responsibility in sport and PE through differing psychological, educational, and philosophical lenses (Hellison and Martinek 2006; Doganis, Goudas, and Wright 2019), such discussions are often far removed from and offer little guidance for teaching and learning in school settings (Parker and Hellison 2001).

To support the translation of policy into practice, it is important to operationalise concepts such as personal and social responsibility in ways that teachers and students can engage with them (Parker and Hellison 2001). Research has explored PE teachers' interpretation and promotion of responsibility as called for in the curricula of Scotland (Gray et al. 2019), New Zealand (Gordon 2010; Gordon, Thevenard, and Hodis 2011) and the United States (Wright and Irwin 2018).