The Implementation of Teaching Personal and Social Responsibility Model on the Elementary School Frisbee PE Program: An Action Research

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The purpose was to investigate the students’ responsibility level performance and interpersonal interaction improvement in PE class before and after the integration of TPSR Model into the elementary school’s Frisbee PE program. It also explored the teacher’s teaching experience and reflection.

1. There were significant differences in the responsibility levels of efforts (t=2.31, p=0.028 < 0.05), self-grade (t=2.42, p=0.022 < 0.05), and helping others (t=2.14, p=0.041 < 0.05) after the teaching intervention as shown in Table 1.

2. The low-achievers and bullied students started to attempt striving for learning on their own while the dominant students were gradually willing to accept others. The exclusion phenomenon in the class was improved by degrees.

3. The students set up exercise goals, abandon individual biases, control emotions to get along with other and learned to negotiate and cooperate, by themselves.

4. Reflections of the PE teacher: The study showed that the Frisbee PE Program generated differentiated learning effects in the two classes. Therefore, teacher needed to design different questions to direct group discussions and be self-reflect to assist students in establishing conception of responsibility levels.

Table 1. The differences in the responsible levels.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Number</th>
<th>r</th>
<th>stage</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>31</td>
<td>.27</td>
<td>Test1</td>
<td>21.90</td>
<td>3.59</td>
<td>2.31</td>
<td>.028*</td>
</tr>
<tr>
<td>Self-grade</td>
<td>31</td>
<td>.22</td>
<td>Test1</td>
<td>21.83</td>
<td>4.40</td>
<td>2.42</td>
<td>.022*</td>
</tr>
<tr>
<td>Following class rules</td>
<td>31</td>
<td>.25</td>
<td>Test1</td>
<td>27.55</td>
<td>3.66</td>
<td>1.33</td>
<td>.193</td>
</tr>
<tr>
<td>Cooperating</td>
<td>31</td>
<td>.19</td>
<td>Test1</td>
<td>21.96</td>
<td>4.09</td>
<td>1.52</td>
<td>.140</td>
</tr>
</tbody>
</table>

**Introduction**

According to Martinec & Hellsion, (2016), Personal and social responsibility (TPSR) model proposed by Hellsion in 2003 is a quality program which promotes the young people’s development through physical activity. Hayden (2012) published a study entitled “Developing responsibility using physical activity: A case study of Team Support”. This study was conducted in a resource-poor Spanish school with low socioeconomic background. The results showed that students improved significantly in all levels of responsibility indicators.

There were some studies using TPSR model in Taiwan, such as the study of Li and Keh (2016) to investigate junior delinquents’ performance responsibility using (TPSR) and concluded that the participants achieved responsibility level performance to some degree and were able to transfer their learning outside the gym and apply in daily lives. This study aimed to use TPSR model to study ethnic minority groups with low socioeconomic background in Taiwan.

**Method**

1. The PTPSR model was applied in the PE class and the change of the students’ responsibility level performance was observed as well.

2. Questionnaire was used to collect the data from the students and teachers.

3. The average scores of the students’ responsibility level performance was 6.10 (A students), 3.52 (B students), 3.07 (C students) with the standard errors of 0.86, 0.80, 0.78 respectively.

**Results**

1. After the teaching intervention, the students’ responsibility level performance was improved significantly in the following aspects:

   - Effort (t=2.31, p=0.028 < 0.05)
   - Self-grade (t=2.42, p=0.022 < 0.05)
   - Helping others (t=2.14, p=0.041 < 0.05)

2. The low-achievers and bullied students started to attempt striving for learning on their own while the dominant students were gradually willing to accept others. The exclusion phenomenon in the class was improved by degrees.

3. The students set up exercise goals, abandon individual biases, control emotions to get along with other and learned to negotiate and cooperate, by themselves.

**Discussion**

1. Similar to other study results (Escartí, Llopop-Goig, & Wright, 2018), TPSR Frisbee PE Program was effective in improving the performance of the students and the interpersonal relationships among the students.

2. TPSR Frisbee PE Program was very helpful to the low-achievers and bullied students as they tried to work hard and gain the assistance and recognition of other dominant students (Whiteley, Coble, & Jewell, 2016).

3. Students of low socioeconomic background in Taiwan benefited the most from TPSR Frisbee PE Program as they learn to be independent and work well with others (Lee & Choi, 2015).

4. It was important for the teacher to be reflective to consider the different needs of students to provide students with appropriate physical activity design within TPSR model structure (Filiz, 2017) to facilitate them to learn the conception of responsibility levels and achieve the according responsibility performance.

**Conclusion**

- The TPSR Frisbee PE Program promoted students’ responsibility level performance, including effort, self-direction, respect for others, helping others and cooperation. PE teacher played an essential role in guiding students in learning the responsibility levels progressively.

- It was suggested that structural and goal-oriented teamwork activity design should be recommended to enhance the effectiveness of TPSR model.

**References**

- Li, M., & Keh, N. (2016). To investigate junior delinquents’ performance responsibility using (TPSR) and concluded that the participants achieved responsibility level performance to some degree and were able to transfer their learning outside the gym and apply in daily lives. This study aimed to use TPSR model to study ethnic minority groups with low socioeconomic background in Taiwan.

**Action research approach**

- The participants were 2 classes (A or B) of 31 fifth graders, including 12 males and 19 females, from an elementary school in Hualien County, Eastern Taiwan.

- The TPSR Frisbee lessons lasted for 12 weeks with two 40-minute sessions per week.

- Quantitative data was collected through “Personal and Social Responsibility self-report Questionnaire” developed by Hoa, Pan, Chou, Lee and Su (2014). The data was analyzed by the paired-sample t-test statistically.

- Qualitative data was collected from 32 students’ learning sheets (L), semi-structured interview(I) with 11 students, a total of 110 minutes and 20 seconds, and the teacher teaching journals(T). The data was analyzed inductively.

**Example**

- Code Example: 9060215.3 to do a 100 times I'm doing a 100 times with my best and improve myself with my best.

**Results**

1. Before, I thought I was not good at PE, and I was afraid of PE. But after doing Frisbee, I feel that PE is not bad for me.

2. Before, I didn't respect my classmates, and I didn't care about others. But after doing Frisbee, I feel that we should respect others.

3. Before, I didn't like to work with others. But after doing Frisbee, I feel that we should cooperate with others.

4. Before, I was afraid of making mistakes. But after doing Frisbee, I feel that we should try our best to do things well.

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