

INPLASY PROTOCOL

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Corresponding author:
Alfonso Valero-Valenzuela

avalero@um.es

Author Affiliation:
University of Murcia

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The evolution of the Teaching Personal and Social Responsibility from a contextual to a transcontextual model. A systematic review

Jiménez-Parra, JF¹; González-Víllora, S²; Valero-Valenzuela, A³.

Review question / Objective: The aim of this research was to identify and analyze the advances produced during the last 6 years in intervention studies based on the Model of Personal and Social Responsibility (TPSR) both in the subject of physical education and in any other area of knowledge within the school context. To conduct this study, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed (Moher et al., 2015) and the question was elaborated in the PICO format: (P) Participants or Problem (eg children, adolescents, Elementary, secondary, country), (I) Intervention (eg units, lessons, quantitative, qualitative or mixed research), (C) Comparators (“Teaching Personal and Social Responsibility”, “Education”), and (O) Outcomes (eg personal and social responsibility, motivation, prosocial behaviors, basic psychological needs, perception of students and teachers).

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 06 April 2022 and was last updated on 06 April 2022 (registration number INPLASY202240031).

INTRODUCTION

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knowledge within the school context. To conduct this study, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed (Moher et al., 2015) and the question was elaborated in the PICO format: (P) Participants or Problem (eg children, adolescents, Elementary, secondary, country), (I) Intervention (eg

units, lessons, quantitative, qualitative or mixed research), (C) Comparators (“Teaching Personal and Social Responsibility”, “Education”), and (O) Outcomes (eg personal and social responsibility, motivation, prosocial behaviors, basic psychological needs, perception of students and teachers).

Rationale: The TPSR has undergone a progressive evolution over time (Dunn and Doolittle, 2020) that has culminated in its implementation in other curricular subjects (Escartí et al., 2018; Manzano-Sánchez et al., 2021), and even in other educational stages such as preschool (Pavão et al., 2019; Santos et al., 2020), as well as implementation by preservice teachers (McEntyre et al., 2019; Toivonen et al., 2019). Therefore, it has made the leap becoming what Fernández-Río et al. (2021) have called transcontextual model, or model that can be used in other fields of knowledge such as didactics of language or mathematics. As opposed to contextual models, which are those specific to the pedagogy of physical education and sport. The literature on programs based on the TPSR model has been reviewed in recent years in physical education (Pozo et al., 2018), in the out-of-school context (Baptista et al., 2020), and in both settings (Shen et al., 2022). However, none of these reviews have analyzed studies not only in physical education, but also in other curriculum subjects.

Condition being studied: The evolution of the Teaching Personal and Social Responsibility in school setting.

METHODS

Participant or population: Children, adolescents, elementary, secondary school centers.

Intervention: Units, lessons, quantitative, qualitative or mixed research.

Comparator: Teaching Personal and Social Responsibility, Education.

Study designs to be included: Quasi-experimental, action research, observational studies.

Eligibility criteria: Inclusion criteria: a) Between April 2016 and March 2022. The decision to start in April 2016 is given by the existence of a previous review conducted by Pozo et al. (2018) in which articles published up to March 2016 that apply the TPSR in physical education in Primary and Secondary Education are collected. b) JCR or SJR.c) English or Spanish.d) TPSR implementation in school context. Exclusion criteria: a) Duplicates.b) Out of period.c) In other languages.d) Articles that did not apply the TPSR in the school context.e) Studies where the TPSR was hybridized.f) No intervention.g) Gray literature.h) Systematic reviews.

Information sources: Electronic databases online: Web of Science, SCOPUS, ERIC, EBSCOhost, Medline, PubMed and ProQuest.

Main outcome(s): The results show the importance of the characteristics of the program to achieve greater fidelity in the implementation and improvements at the behavioral, psychosocial, emotional and competency levels in the students. It is concluded that it is a transcontextual pedagogical model due to its great adaptability and applicability to different subjects of the educational system in addition to physical education, highlighting its transversal and interdisciplinary nature.

Quality assessment / Risk of bias analysis: The quality assessment of the review process was performed following the procedure of previous studies on PM (Fernández-Río et al., 2022): (a) initially, the review protocol was registered in an international database (INPLASY), being able to consult at any time the key features of this review; (b) next, the quality of the present systematic review was assessed by means of the PRISMA guidelines (Moher et al., 2015); (c) subsequently, the quality of the selected articles was assessed by adapting the criteria collected in the Mixed Methods Appraisal Tool (MMAT; Hong et al.,

2018); and (d) finally, to ensure the attainment of relevant articles and to obtain a quality score for each study, a checklist was used, as performed in previous reviews (González-Víllora et al., 2019; Pozo et al., 2018) (see Table 1). The quality assessment of the studies was performed independently by two expert reviewers. After the separate assessment, a consensus meeting was organized to resolve cases where there were discrepancies. Translated with <http://www.DeepL.com/Translator> (free version).

Strategy of data synthesis: The analysis was summarized according to seven categories: (1) author/s and year of publication, (2) profile and context of participants, (3) objectives, (4) characteristics of the intervention, (5) measurement instruments or sources of measurement, (6) methodological analysis, and (7) results and conclusions.

Subgroup analysis: Subgroup analysis has been done for subsets of participants. One is those studies in physical education and the other one those in any other subject. A second subgroup analysis has done the educational stage (preschool, elementary and secondary school).

Sensitivity analysis: The search process was carried out by two independent reviewers (JFJP and AVV), who read both the titles and the abstracts of each of the studies. Subsequently, a meeting was organized with the aim of reaching a consensus and reaching a point of agreement on the differences detected between them. Subsequently, the articles were summarized and the most relevant studies were selected. The quality assessment of the studies was carried out independently by two expert reviewers. After the separate assessment, a consensus meeting was organized to resolve the cases where there were discrepancies.

Language: English and Spanish.

Country(ies) involved: Spain.

Keywords: Teaching personal and social responsibility, transversal and interdisciplinary model, preschool, elementary education, secondary education.

Contributions of each author:

Author 1 - José Francisco Jiménez-Parra.

Email: josefrancisco.jimenezp@um.es

Author 2 - Sixto González-Víllora.

Author 3 - Alfonso Valero-Valenzuela.