

INPLASY PROTOCOL

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None declared.

INTRODUCTION

Review question / Objective: What has been the evolution of the Teaching Personal and Social Responsibility Model in the school context over the last 6 years? The aim of this research was to identify and analyze the advances produced during the last 6 years in intervention studies based

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

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Review question / Objective: What has been the evolution of the Teaching Personal and Social Responsibility Model in the school context over the last 6 years? The aim of this research was to identify and analyze the advances produced during the last 6 years in intervention studies based on the Teaching Personal and Social Responsibility Model both in the subject of physical education and in any other area of knowledge within the school context.

Information sources: An exhaustive systematised search was conducted in the following electronic databases: Web of Science, SCOPUS, ERIC, EBSCOhost, Medline, PubMed and ProQuest. In addition, the reference lists of these articles were examined to find other publications relevant to this systematic review.

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 11 May 2022 (registration number INPLASY202240031).

on the Teaching Personal and Social Responsibility Model both in the subject of physical education and in any other area of knowledge within the school context.

Rationale: The Teaching Personal and Social Responsibility 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. Therefore, it seems that an update of the literature on TPSR model in the school context is needed.

Condition being studied: The evolution and implementation effects on the TPSR in the school curriculum.

METHODS

Search strategy: The studies were identified through a systematic search in seven databases containing scientific articles referring to education, physical education and sports: Web of Science, SCOPUS, ERIC, EBSCOhost, Medline, PubMed and ProQuest. The search strategies used for these databases emerged from combining the keywords with the search operators 'AND', 'OR' and 'NOT': TPSR (responsibility model, teaching personal and social responsibility, personal and social responsibility programme) and Education (Educational context, Preschool, Elementary School, Middle, High School).

Participant or population: Children, adolescents, preschool, elementary, middle or/and high school students.

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

Comparator: Education, Teaching Personal and Social Responsibility, comparison groups, control, traditional.

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

Eligibility criteria: The selected studies met the following inclusion criteria: (a) Studies published 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 Teaching Personal and Social Responsibility in physical education in Primary and Secondary Education are collected; (b) Peer-reviewed journal articles (Journal Citation Report or Scimago Journal Rank); (c) Articles published and written in English or Spanish; and (d) Teaching Personal and Social Responsibility implementation in school context.

Exclusion criteria: (a) Duplicates; (b) Articles published outside the period under study; (c) Articles published in languages other than English or Spanish; (d) Articles that did not apply the Teaching Personal and Social Responsibility in the school context; (e) Studies where the Teaching Personal and Social Responsibility was hybridized; (f) Methodological or non-intervention studies; (g) Grey literature; and (h) Systematic reviews.

Information sources: An exhaustive systematised search was conducted in the following electronic databases: Web of Science, SCOPUS, ERIC, EBSCOhost, Medline, PubMed and ProQuest. In addition, the reference lists of these articles were examined to find other publications relevant to this systematic review.

Main outcome(s): To analyse the outcomes, three research questions: (1) what were the characteristics of the implementation of the Teaching Personal and Social

Responsability based programme, (2) what impact did the implementation of the Teaching Personal and Social Responsibility have on the participating teachers, and (3) what were the results of the implementation of the Teaching Personal and Social Responsibility on the students? 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 Pedagogical Models (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), following five criteria: (1) programme description, (2) JCR or SJR indexed, (3) Methodology, (4) Sample, and (5) length. 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.

Strategy of data synthesis: The analysis was synthesized 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: No analysis.

Sensitivity analysis: No analysis.

Language: English and Spanish.

Country(ies) involved: Spain.

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

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