

INPLASY PROTOCOL

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Support: No support.

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Conflicts of interest:
None declared.

The Relationship between Perceived Teacher Support and Student Engagement in Physical Education: A Systematic Review

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Review question / Objective: o examine the relationship between perceived teacher support and student engagement in physical education.

Condition being studied: Relationship between perceived teacher support and student engagement in physical education. The PRISMA table has been done, We found that 18 articles met the inclusion criteria. Now, we are analyzing these articles.

Eligibility criteria: The inclusion criteria were: 1. Studies published in English-language and peer-reviewed journals. 2. Observational studies (cross-sectional and longitudinal) and intervention studies, reviews were not included in this systematic review. 3. Involve participants without specific disabilities. 4. Analyzed the relationship between perceived teacher support and student engagement in a physical education context.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 25 May 2022 and was last updated on 25 May 2022 (registration number INPLASY202250143).

The PRISMA table has been done, We found that 18 articles met the inclusion criteria. Now, we are analyzing these articles.

METHODS

Participant or population: Elementary school, middle school and high school students.

INTRODUCTION

Review question / Objective: To examine the relationship between perceived teacher support and student engagement in physical education.

Condition being studied: Relationship between perceived teacher support and student engagement in physical education.

Intervention: Interventions focused on the promotion of student engagement in physical education classes through the three dimensions of teacher support, namely autonomy support, competence support and relatedness support.

Comparator: Not applicable.

Study designs to be included: Studies that meet publication criteria, qualitative or quantitative.

Eligibility criteria: The inclusion criteria were: 1. Studies published in English-language and peer-reviewed journals. 2. Observational studies (cross-sectional and longitudinal) and intervention studies, reviews were not included in this systematic review. 3. Involve participants without specific disabilities. 4. Analyzed the relationship between perceived teacher support and student engagement in a physical education context.

Information sources: Web of Science, SCOPUS, PsycINFO, ERIC (Education Resources Information Center) and SPORTDiscus.

Main outcome(s): Reviewing the articles on perceived teacher support in physical education and describe the reported relationships between perceived teacher support and student engagement.

Quality assessment / Risk of bias analysis: To assess the risk of bias due to flaws in design and implementation of the studies, quality assessment tools of the National Heart, Lung, and Blood Institute (NHLBI, 2014) were used. According to the study design, tools for controlled intervention studies, observational cohort and cross-sectional studies, and before-after studies with no control group were applied. The study ratings incorporated selection bias across participants, study design, confounders, blinding of researchers and participants, data collection methods, and drop-outs. Quality evaluation occurred similarly for each tool, so that a unitary overall rating was possible, and comparability of the study quality was

ensured. The rating differentiated between poor, fair, and good study quality.

Strategy of data synthesis: The information obtained in the systematic review is summarized according to the following categories of analysis: Author and Year, Country, Study design, Aim (s) of Study, Population/Grade level, Sample size, Age (range or M±SD), Measure of PTS, Measure of SE, Main findings.

Subgroup analysis: None.

Sensitivity analysis: Articles were not excluded based on low scores. Instead, scores were used to weight confidence in each outcome during synthesis. The two review authors will extract data independently, and the differences will be determined and resolved through discussion (discuss with the third author if necessary).

Country(ies) involved: China.

Keywords: Perceived Teacher Support; Student Engagement; Physical Education.

Contributions of each author:

Author 1 - Qi Guo - The author drafted the manuscript.

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