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Teaching Responsibility in Schools: Mapping Research on the Teaching Personal and Social Responsibility Model in School-Based Physical Education – A Scoping Review

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ADMINISTRATIVE INFORMATION

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INTRODUCTION

Review question / Objective The objective of this scoping review is to understand how the Teaching Personal and Social Responsibility Model has been studied and therefore to identify the main results achieved regarding its implementation in Physical Education and gaps in the existing literature.

Background In the current international education system, it is crucial to promote not only the development of motor performance, but also the development of personal, social and civic skills (Layne et al., 2016; Valle-Muñoz et al., 2025). In this context, the 2030 Agenda for Sustainable Development, particularly Sustainable Development Goal 4 (SDG 4 – Quality Education), advocates for inclusive and equitable education geared towards relevant and effective learning.

More specifically, target 4.7 of SDG 4 highlights the importance of ensuring that all learners acquire the knowledge and skills necessary to promote sustainable development, including global citizenship, the promotion of a culture of peace and non-violence, respect for human rights, gender equality and the appreciation of cultural diversity (United Nations, 2015).

Within the current international educational framework, Kirk (2013) argues that Physical Education (PE) must adopt an approach based on pedagogical models to ensure its relevance and survival within the school curriculum. The author criticises the traditional format of PE and advocates a shift towards more diverse and sophisticated pedagogical approaches capable of responding to the complexity of contemporary educational contexts.

Building on this argument Metzler and Colquit (2021) emphasise the importance of using

structured instruction models to optimise physical education teaching. According to the authors, pedagogical effectiveness depends on the systematic alignment between learning objectives, the content taught and assessment strategies. The approach focuses on personalising teaching, adjusting activities according to the skill level, interests and cultural profile of each student. In this way, teachers have a range of methodologies that allows them to select the most appropriate one for each specific context. By mastering various models, teachers become able to create a more inclusive and diverse learning environment.

Among the various instructional models proposed, the Teaching Personal and Social Responsibility (TPSR) model aligns particularly well with these principles. The TPSR has the potential to promote students' personal and social development, as it focuses on developing autonomy, self-regulation, empathy, and personal and social responsibility. Originally developed by Hellison (2011), TPSR has been widely used in school physical education contexts as a pedagogical approach aimed at fostering autonomy, self-regulation, empathy, cooperation, and socially responsible behaviours (Pozo et al., 2018). TPSR is organised into five levels, respect, effort, self-direction, mutual support and transfer, which guide students in practising life skills in the school context, promoting their subsequent application in everyday life. In this way, it empowers young people to take responsibility for their own development and the well-being of others (Hellison, 2011). Research on the TPSR model has demonstrated its impact in this area. Escartí et al. (2010b) highlight significant improvements in personal and social responsibility, self-efficacy, and life satisfaction among students. Escartí et al. (2010a) showed that TPSR is an effective teaching instrument that helped teachers to structure classes and promoted the learning of responsibility behavior by the students. Aygun et al. (2024) concluded that the TPSR model positively influences emotional and social outcomes in Physical Education, promoting the development of children's skills and behaviours. More recently, Marcelino et al. (2025) demonstrated that TPSR can produce long-term effects, with ethical values, resilience, and personal and social responsibility remaining embedded in young people's identity several years after the intervention. Sanchez-Miguel et al. (2025) found that, after applying the TPSR model in the context of Physical Education, there is an improvement in personal and social responsibility. Jiménez-Parra et al. (2025), through their systematic review, found that the implementation of TPSR in the school

context has a positive impact on behavioural, psychological, social and affective dimensions.

Rationale Despite the results above, it is also clear that the scientific evidence supporting TPSR remains limited or insufficiently developed. As Aygun et al. (2024) point out, further research on TPSR is needed, emphasising the importance of overcoming linguistic and cultural barriers. Similarly, Sánchez-Miguel et al. (2025) indicate that further research is needed on student motivation, a point also advocated by Ochoa-Ávalos (2025), as well as on gender differences, teacher characteristics, qualitative methodologies, and the integration of TPSR with other teaching models. Batista et al. (2020) also suggest that studies should provide more detailed descriptions of the methods used. Ochoa-Ávalos et al. (2025) consider it relevant in future research to monitor information regarding the training of physical education teachers, their communication skills and the strategies implemented to promote student motivation.

These gaps highlight the need to systematically map the current state of research, allowing for the identification of trends, methodological limitations, and future directions for study.

Thus, this scoping review aims to identify and critically analyse what is currently known about the TPSR model and the methodological approaches used in studies conducted in school physical education contexts, in order to identify gaps, and consequently, future directions for research. By clarifying how the model has been studied, this review aims to contribute to a more robust understanding of the processes and effects associated with its implementation.

METHODS

Strategy of data synthesis Four electronic databases were selected: SportDiscus, PubMed, Scopus, and Web of Science. Search terms were combined using Boolean operators: "personal and social development" AND "physical education" OR "teaching personal and social responsibility model" AND "physical education" OR "positive youth development" AND "physical education".

Eligibility criteria The eligibility criteria were defined using an appropriate framework for scoping reviews (Population, Concept, Context – PCC).

(P) Students enrolled in Physical Education classes, attending from primary education to secondary education, integrated in regular classes or other formal educational groups. Studies will be excluded if the participants were from clubs,

academies, or other extracurricular or competitive contexts, adult or university populations, individuals outside the school context, as well as specific clinical populations when the intervention does not take place within a general school context.

(C) Studies that address the Teaching Personal and Social Responsibility Model (TPSR) as a pedagogical model guiding teaching practice in Physical Education, implemented fully, partially, or in hybrid forms (studies in which TPSR is combined with other pedagogical models).

The concept of interest includes research approaches used to study the implementation of TPSR in school-based Physical Education. Studies based on other pedagogical models without explicit reference to TPSR or that refer only generally to personal and social responsibility without a structured TPSR-based pedagogical intervention, will be excluded.

(C) Formal school-based Physical Education settings, including primary and secondary education, delivered within the regular curriculum.

Source of evidence screening and selection

Records retrieved from the databases will be exported to reference management software (EndNote 20), and duplicates will be removed. The remaining records will be subjected to a systematic screening process, conducted in accordance with the Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR) guidelines. Screening will be performed in stages, including the assessment of titles and abstracts, followed by full-text review. Both authors of this scoping review will perform data screening and extraction, resolving any discrepancies through discussion until consensus is reached.

Studies will be excluded if they involve non-peer-reviewed publications (e.g., conference proceedings), studies conducted in training or extracurricular class contexts, or if they are not related to the topic.

After identifying the final set of included studies, a cross-check of references will be performed by analysing the reference lists of all included articles to locate any additional relevant studies. The records identified will be assessed using the same eligibility criteria and screening procedures, in accordance with PRISMA-ScR guidelines. In addition, the research team will contact recognised experts in TPSR to request suggestions for any additional studies that may have been omitted. Any new records identified through this process will be evaluated using the same eligibility criteria and screening procedures, as recommended by PRISMA-ScR. The research team will then try to

contact expert on these area of research so they can suggest other articles.

Data management Records retrieved from the databases will be exported to reference management software (EndNote 20), and duplicates will be removed and remaining studies will be screened and extracted by both authors.

Language restriction No restrictions regarding publication language were applied. Studies published in any language were considered eligible, provided they met the predefined inclusion criteria.

Country(ies) involved Portugal.

Keywords personal and social development, physical education, teaching personal and social responsibility model.

Contributions of each author

Author 1 - Inês Cardoso.

Author 2 - Rui Araújo.