

PEDAGOGY**Analyzing the Learning of the
Taking Personal and Social
Responsibility Model Within a New
Physical Education Undergraduate
Degree Program in El Salvador**

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Abstract

El Salvador has an unfortunate history that includes a military regime and a civil war that together created a legacy of violence in which the country still struggles nowadays. Salud Escolar Integral (SEI) was created in 2005 by universities, federal governments, a corporate sponsor, and sport associations as a program to combat youth violence with the promotion of humanistic principles in physical education (PE) classes. In 2007, SEI supported the Universidad del Salvador (UdS) to develop the physical education teacher education (PETE) curriculum for the novice degree that was created. The purpose of this research was to analyze whether the PETE program offered by UdS provided the education, training, and experience to develop high self-perception levels of competence and confidence related to attitude, skills, and knowledge to teach PE with humanistic principles. The taking personal and social responsibility (TPSR) model was used as the theoretical framework to analyze the development of humanistic principles. The research was conducted with a case study methodology including three sources of data:

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questionnaires, reflection templates, and interviews. The data were collected longitudinally across a 3-year process (2007–2009). Methods of triangulation were used in the research, and it was concluded that UdS students reported high levels of confidence and competence to teach PE with humanistic principles. Nevertheless, the research also acknowledges that UdS needs to provide better support in teaching principles such as students' empowerment and transfer learning to guarantee humanistic principles are used when PE is taught.

Located between Honduras and Guatemala, El Salvador is the smallest continental country of Central America. In spite of its small territory, El Salvador is highly populated with almost 7 million inhabitants. The violent civil war from 1980 to 1992, led to the death of over 70,000 people. This recent history has created a culture of violence and conflict that still persists today (“El Salvador,” 2011). Children and youths are highly affected by this legacy of violence. It has been reported that 20% of youths have been threatened with a weapon and 32% have engaged in physical fighting (Springer, Selwyn, & Kelder, 2006). According to the United Nations Office on Drugs and Crime (2011), El Salvador has the second highest rate of violence in the world. This unfortunate reality causes national issues such as high health care costs, crime, and problems with youth development (Springer et al., 2006).

An educational reform was one solution the Salvadoran government identified for changing the culture of violence. In 2005, the Ministry of Education launched a 16-year national plan to modernize the educational system. The national educational plan relates to the humanistic values presented in the Salvadoran constitution, recognizing the country was built based on values of fairness, guarantee of human rights, combat of violence, and achievement of spiritual, moral, and social development (Ministerio de Educación, 2011). Physical education (PE) is considered an important part of this plan to build up respect, personal development, and peace. According to Programas de Estudio (2011), in the Salvadoran national curriculum, the PE discipline has the goal of developing “values of respect, giving attention to diversity, fair play, personal effort, determination and respect for the rules and social norms in order to establish a place of a peaceful culture” (p. 9).

Hellison (1973) was the first author to present a PE model that included humanistic values among its objectives. Since then,

other PE models (such as Sport for Peace by Ennis et al., 1999) have presented the potentiality of using PE toward humanistic development. In 2005, the United Nations declared the International Year of Sport and Physical Education (IYSPE), supporting the use of PE and sport programs to develop humanistic values. The report of IYSPE (2005) can symbolize how one of the most important international organizations has recognized that PE is a powerful tool to promote countries' development in building bridges among social, racial, religious, and gender diversities.

Within the same principles presented by the IYSPE report, also in 2005, Salud Escolar Integral (SEI) was created in El Salvador to combat violence among children and youths. SEI was developed with the cooperation of diverse members, including a corporate sponsor (Scotiabank), university organizations (from Canada and El Salvador), sport and PE associations from El Salvador, and the governments of Canada and El Salvador. The corporate sponsor and the governments are responsible for funding the program. The Canadian university is responsible for conducting research and presenting lectures, workshops, and presentations that enhance the understanding on how to use PE to combat violence. The Salvadoran university and the local sport and PE associations are responsible for developing the physical activities events and PE programs, showing that value-based life skills can be learned in active play and games undertaken in PE classes.

Moreover, the most important contribution of SEI was the development of role models for children and youths. PE teachers were the main target to undertake this responsibility. Therefore, seeking to reformulate the role of PE in public schools, SEI provided extensive support for existing teachers and a special attention to train new teachers. In 2005, when SEI emerged, there were approximately 5,000 schools and 450 PE teachers. This lack of professionals was due to the closing of PE training schools in 1979 prior to the Salvadoran civil war that unfortunately were never reopened. From 1979 to 2005, only one program offered PE training in El Salvador. As a result, most of the Salvadoran schools did not offer PE classes or unprepared professionals taught them (Mandigo, Corlett, Hobin, & Sheppard, 2010). To provide more quality PE teachers to schools and shift this unfortunate reality, the Universidad del Salvador (UdS) offered the 3-year Physical Education teacher degree in 2007. The program was built up with SEI's humanistic

values, having the objective of using PE to promote more peaceful behaviors and shift the violent Salvadoran reality.

After only 2 years of its establishment, the program had over 250 students enrolled in it. With the current limited number of PE teachers in the country, the program has played an important role in changing the existing status of PE in El Salvador. The present research focused on this Physical Education Teacher Education (PETE) program. Currently, the program is responsible for training the majority of PE teachers in El Salvador. SEI supported the development of UdS's PETE program within curriculum development and extensive in-service activity opportunities for the undergraduate students. Within these in-service opportunities, university students have been given the opportunity to apply SEI's values, using active play to support the development of life skills within the school community. Considering SEI's major goal is to provide professional development opportunities for current and new teachers, UdS's PETE program is considered the major accomplishment of the SEI program to date.

Although the UdS PETE program was built with SEI's humanistic values, no substantial data show the effectiveness of the SEI program. Therefore, to analyze the UdS PETE program, the present study needed a humanistic theoretical framework to examine the effectiveness of the SEI program. Hellison's (2003) taking personal and social responsibility (TPSR) model was chosen as the theoretical framework for this study.

Since 1973, Hellison and other scholars have been developing and testing the effectiveness of a humanistic model for PE (Hellison & Walsh, 2002). Since 1978, the model has presented four major goals (Hellison, 1978). Each goal has grown in complexity as the model developed. Two of these goals focus on personal responsibility (self-motivation and self-direction), and the other two goals focus on social responsibility (respect and caring for others). A fifth goal was added to the model in its latest version. This goal relates to the idea of transferring what was learned to other environments (Hellison, 2003).

All five goals that are presented in the following relate to Hellison's (2003) latest version of the model. The goal of self-motivation relates to the student's participation in class activities. At first, the student will make an effort; second, he or she will be engaged in practicing skills to improve; and finally, he or she will show a commitment on trying his or her best to master the activities. The idea of self-motivation relates to personal success; for example,

students should be committed to improving their motor skill while engaging in activities. The goal of self-direction relates to the idea that students will take responsibility for what they wish to learn and make a plan on how they should achieve their objective. This goal is considered a challenge once it deals with the confrontation of self-acceptance (own potentialities and limitations) and self-image without being peer oriented. In other words, students will have to build a strong personality to seek their own objectives instead of planning their objectives based on what other students value. The goal of respect relates to the idea that each student is able to respect others' rights and feelings, providing a safe place for peers. This goal also relates to the idea of self-control, meaning that a student should be able to control his or her temper despite possible adverse situations. For example, if a student is being provoked by others while playing a game, he or she must understand that if he or she engages in a fight he or she would actually be controlled by others, which was their initial intention. The goal of caring for others relates to the idea of contributions for the class. Students must have extraordinary interpersonal skills to help others when required without making it easier or being judgmental. For example, students should be aware that due to diversity, many students may need help to improve in a particular activity, and if a student has been successful in that same activity, he or she may share his or her experience. Finally, the goal of transfer relates to the idea that students should transfer the first four goals to other environments. Therefore, students accomplish the fifth goal only when they are respectful, are self-motivated, are self-directed, and care for others in other environments, not just in the PE classes (e.g., being able to control their temper not only in PE but also at their own homes). The model of TPSR does not consider this transfer automatic, meaning that students must be taught how to relate their behavior learning from one place to another.

The goals of TPSR set the behaviors each student should achieve to consider the implementation of the model successful. In addition to these goals, TPSR also presents themes, which are the fundamental teaching principles to achieve the desired goals. In other words, the themes are guiding principles that ensure that teachers are promoting the development of personal and social responsibility. The themes relate to the skills, knowledge, and attitude teachers must develop to teach humanism through TPSR. The model presents four themes: integration, empowerment, teacher–student relationship, and transfer.

The purpose of this research was to analyze if the PETE program offered by UdS provided the education, training, and experience to develop high self-perception levels of competence and confidence related to attitude, skills, and knowledge to teach PE within TPSR's humanistic principles. According to Hellison (1973), "Humanism means a concern for man above all else behaviorally and a concern for man's social and emotional well-being" (p. 3). As a result, the development of humanistic principles would mean a better social relationship, ensuring social well-being is more important than personal well-being. TPSR supports this development within the conquest of specific goals and the usage of the TPSR themes. Specifically, the multimethod research design addressed the following research objectives:

- to gain better understanding of UdS students' perceived competence to develop PE classes with TPSR humanistic principles and
- to gain better understanding of students' intention to teach PE within TPSR's themes.

Methodology

The present research was conducted using a case study methodology. According to Stake (2003), a case study is a system that should be able to recognize the diverse elements that compose its structure, explaining how each component affects one another and what can be learned from this relationship. Case studies can be categorized in diverse ways according to the approach in which the research is conducted. The present research conducts a particularist case study (i.e., the research focus on a specific environment) seeking to gain understanding of the context that is being analyzed within diverse sources of data (Willis, 2007). Therefore, the present case study sought to provide an overview of UdS students' perceived confidence and competence to deliver a humanistic approach in their teaching. Considering the challenging history of violence in the community and the novice PETE program that was established at the university, a methodology with diverse sources of data that are specially designed to consider its particularities was chosen as the most appropriate.

School

The UdS is fairly new to its community. It was founded in 1982 in the city of San Salvador, the country's capital. In 2007, the Education Faculty started to offer the Physical Education teacher degree. The Faculty shows a clear direction toward a humanistic formation that should promote youth development. Among the goals that are mentioned, the department states the following: Learning as a social construction must promote cooperation and teamwork; teachers must realize that each student has his or her own particularities that must be respected; and learning must be developed with significant experiences. The PETE curriculum emphasizes providing pedagogical knowledge with many didactics courses and teaching experiences with many teaching practicum ($n = 5$) that starts to be offered in the first year. This provides the students with multiple opportunities to put into practice what they have learned in their courses directly in a school environment. The full 3-year curriculum is provided (see Table 1) to show how the PETE program is organized.

Table 1

UdS Physical Education Teacher Education Curriculum

Year 1		Year 2		Year 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Educational Psychology	Educational Psychology	Design and Application of Curriculum	Educational Computing	Professional Development	PE and Sport
General Didactics 1	General Didactics 2	Evaluation of Student Learning	Didactics of Individual Sports 2	Didactics of Team Sports 1	Didactics of Team Sports 2
Education and Society	Basic PE	Didactics of Individual Sports 1	Training Principles	Body Expression	Teaching Practicum
Anatomy, Physiology, & Hygiene	Teaching Practicum	Teaching Practicum	Teaching Practicum	Teaching Practicum	Teaching Practicum

Participants

The first cohort of graduates started their degree at the beginning of 2007 and finished it by the end of 2009 (the academic year in El Salvador starts in January and finishes in November). The UdS PETE program had 68 students (47 male, 20 female, 1 N/A) when the program was launched; however, only 49 students (35 male, 14 female) completed the program within the 3-year time period of the study. Initially the study had the intention to approach all 68 students that started the program; however, due to a dropout rate and a few abandonments from data collection, only 49 students were able to complete at least one method from the data collection.

Therefore, the study provided an overview of the first group of graduates' self-perception and addressed PE with humanistic principles. Prior to the beginning of the program, 20 students had engaged in a higher education degree; 14 students had some kind of PE-related experience, such as sport coach training and referee training; 28 students had previous experience in teaching PE; and 15 students had previous experience in teaching other subjects. Therefore, the majority of the students (43 in total) that contributed for the data collection of this research had prior teaching experience.

Data Collection and Analysis

The data were collected over a 3-year process (2007/2008/2009). The data were collected using a multimethod longitudinal design that included questionnaires, reflection templates, and interviews. The participants were asked to complete each of the methods at the beginning of each year of their program and at the end of their last year in the program. The data collection included quantitative and qualitative data.

Questionnaires

Questions ($n = 13$) identified by Hellison et al. (2000) to assess the implementation of the TPSR within PE were used to assess the degree to which participants felt confident about incorporating the model into their teaching. Participants rated on a 7-point Likert-type scale (1 = *low*, 7 = *high*) their level of confidence with using each of the 13 characteristics identified by Hellison et al. (2000) while teaching PE. The mean response across each item was calculated for each individual, resulting in an overall score representing the participants' confidence with implementing the TPSR model into

their teaching of PE. An overall reliability coefficient of .87 was reported, which is well within the acceptable standards of .75 or above (Mahoney, Thombs, & Howe, 1995). A repeated measures design was then used to assess changes in confidence from the start of the program (January 2007) to the finish of the program (November 2009). All data were analyzed using SPSS 19.0. Twenty-four students (15 male, 9 female) out of a total first-year cohort of 68 (47 male, 20 female, 1 N/A) completed the baseline and the exit questionnaires.

Reflection Templates

The reflection templates (RT) asked the students to identify up to five successes and five challenges from their experience in the PETE program. The instructions for the completion of the RT were simple and open ended: Students had to write up to five successes and five challenges that they had come across on their experience in the program.

The RT analysis had two processes. At first, a microanalysis was conducted to identify individuals' meanings. According to Strauss and Corbin (1998), microanalysis involves a line-by-line analysis to identify participants' meaning. Similar meaning units were coded to create categories. Each category related students' experience in UdS and their different intentions to teach PE. Second, each category was placed in one of two possible groups: TPSR principles (categories that showed students related their experience in UdS with the intention of teaching PE with TPSR humanistic principles) and non-TPSR principles (categories that showed students related their experience in UdS with intentions besides teaching PE with TPSR principles).

The RT were completed at the start of the second and third year of the students' program (2008 and 2009). There were a total of three data collections: start of 2008 (after completing 1 year of the program), start of 2009 (after completing 2 years of the program), and end of 2009 (after completing all 3 years of the program). All RTs were translated from Spanish to English prior to analysis. Forty-nine students (35 male, 14 female) completed the RT at some point during their program. In the first year of data collection (start of 2008), 46 students (32 male, 14 female) completed the RT; in the following year (start of 2009), 31 students (24 male, 7 female) completed the RT; and during the last data collection (end of 2009), 25 students (16 male, 9 female) completed the RT.

Interviews

The interview outlined students' confidence and competence related to the knowledge, skills, and attitude to teach PE within TPSR's themes (integration, empowerment, student–teacher relationship, and transfer; Hellison, 2003). All interviews took place at the end of the students' program and were conducted in Spanish by a research assistant who received training to conduct interviews and had also developed a positive rapport with the students. All interviews were transcribed in Spanish and then translated into English. The interview guide is provided (see Table 2).

Table 2

Interview Guide for the Interviews

1	What should be the role of PE in El Salvador?
2	What are the skills that teachers need to successfully implement PE in Salvadoran schools?
3	Do you think PE is an appropriate place to teach positive behavioral attitudes (e.g., respect)?
	A Why?
	B Is PE more appropriate than other school subjects? How is it different?
	C Why would you say that PE (not school in general) is a good place for this specific learning?
	D What is it about the PE atmosphere that makes this behavioral learning appropriate?
4	How do you plan to teach positive behaviors attitudes while teaching PE contents (e.g., games)?
5	Do you think the students may not learn as much PE content if you try to teach positive behavioral attitudes as well?
	A How do you intend to integrate the two learning: positive behavior (e.g., respect) and traditional PE contents (e.g., soccer)?
	B Based on your previous example (respect), do you think that might be “in the way” of learning more about basketball/soccer (PE traditional contents)?
6	What is the relationship you wish to build with your students?
7	How do you intend to build this student–teacher relationship? What are the challenges?
	A Ask more about the challenges
	B What characteristics may help/be a problem for you?
8	How do you intend to choose your classes objectives?

Table 2 (cont.)

9	Do you believe your students should help you decide what they should learn, or do you think you should decide what is best for them?	
10	How do you intend to empower your students? Do you have a plan on how to share these responsibilities?	
	A	Can you give an example on how you are going to do that?
	B	Do you intend to integrate your students on sharing the responsibilities? How will you do that?
11	Do you think that what is learned in PE classes is transferred to other environments? Why?	
	A	Give me an example on how that may happen. Go back to the previous examples.
12	What could you do to improve the chances of your students behaving respectfully not only in your class but also elsewhere?	
	A	What can you do (in your PE classes) to make sure your students realize that their respectful behavior learned in your class should also be reproduced elsewhere?

The interviews were investigated using an inductive analysis using TPSR's four themes within a content analysis. According to Kvale and Brinkmann (2009), content analysis is a technique used to quantify a content of communication. In other words, the interview analysis identified whether the TPSR's four themes emerged from each interview. The analysis also acknowledged when the participants showed opposite ideas to TPSR's four themes. Ten students (6 male, 4 female) completed the interviews. These students were chosen by a convenience sampling, giving preference for those who had completed the other two methodologies (eight of 10 interviewees had done all questionnaires and the RT) and also seeking a balance of participants between genders.

Trustworthiness

Trustworthiness is the concept used in qualitative research to guarantee quality and rigor (Denzin, 1978). According to Guba (1981), trustworthiness may be categorized in four forms: credibility, transferability, dependability, and confirmability; research should relate to different forms of trustworthiness according to the research's purpose. The present research deals with only three of these categories, given the idea of transferability (ability to make generalizations) does not relate to a particularist case study methodology. Credibility relates to the idea of ensuring the research

findings are consistent with the reality. The present research ensures credibility with the development of familiarity with the local reality and culture and adoption of research methods that are able to relate to this context. Dependability relates to the concept of being able to repeat the same research and obtaining the same results considering the limitations and particularities of the local context. The present research ensures dependability by providing a clear description of its research methods design and implementing it thoughtfully along all 3 years of the data collection. At last, confirmability relates to the idea of ensuring the evidence from the research is verified to avoid bias. Two procedures were done to guarantee confirmability: triangulation and member's check.

Within three sources of data, a triangulation was drawn to give a holistic analysis of the humanistic PE development in the UdS program. According to Stake (2002), using diverse sources of data to analyze the same research reduces the likelihood of misinterpretation as well as provides a richer analysis with multiple points of view. The questionnaires and RT provide an overview of how students' progress their idea of incorporating humanism in PE classes along their 3-year program. The interviews focused on TPSR themes, analyzing whether students intended to incorporate these teaching principles in their PE classes. Within an overlap of what was inquired, it was possible to check whether the data collected from one method would relate to the data collected from the other method.

The RT and interviews were coded by an alternative coder as a form to conduct member's check. The RT had a 6% disagreement between the alternative coder and the original coder. The interviews had no disagreements. Where a discrepancy existed, a compromise between the original coder and the alternate coder was reached.

Limitations

The research presented a limitation related to the number of students that were able to complete all three sources of data. Only eight students were able to complete all three methods from the data collection, 14 students were able to complete two methods, and 27 were able to complete only one method (see Table 3). In spite of this, all students that graduated from UdS program were able to give a contribution to the research data. In the questionnaires only, 21 of 49 students that graduated completed the questionnaire in 2007 and 2009. Similar issues were also encountered with the RT.

Table 3*Data Collected From Each Student Along the 3-Year Process*

Id #	Gender	Questionnaires		Reflection Templates			Interviews
		2007	2009	2008	2009	2009 exit	2009
2	Male	X	X	X	X		
3	Male	X	X	X	X		
4	Male	X		X	X	X	X
5	Male	X		X			
6	Female	X		X	X	X	
7	Male	X		X	X	X	X
8	Male	X		X	X		
9	Female	X		X		X	
11	Male	X		X	X		
12	Male	X		X	X	X	
13	Female	X		X	X	X	
14	Female	X		X	X	X	X
15	Male	X		X	X	X	X
16	Female	X		X	X	X	X
17	Male	X		X	X		
19	Male	X		X	X		X
20	Male	X			X	X	
21	Male	X		X	X	X	
22	Male	X		X	X	X	
23	Male	X		X	X	X	
24	Male	X		X			
29	Male	X		X		X	
30	Male	X		X	X	X	
31	Male	X		X	X	X	
32	Male	X		X	X	X	X
33	Male	X		X	X	X	
36	Male	X			X	X	
37	Female	X		X	X	X	X
39	Female	X		X	X	X	X
42	Male	X		X			
43	Male	X		X			

Table 3 (cont.)

Id #	Gender	Questionnaires		Reflection Templates			Interviews
		2007	2009	2008	2009	2009 exit	2009
47	Female	X		X			
52	Male	X		X			
53	Female	X		X			
54	Female		X	X	X		
55	Female		X	X		X	
56	Female		X	X	X	X	
57	Male			X			X
58	Male			X			
59	Male			X			
60	Male			X			
61	Male			X			
62	Male			X	X		
63	Male		X	X	X	X	
64	Female			X			
65	Female			X			
66	Male			X			
67	Male		X	X	X	X	
68	Male				X		

Another limitation of this study refers to the translation of the data collected. The data were collected in Spanish and translated to English. Although the UdS research assistant responsible for translating the data was bilingual and therefore fully capable to address a rigorous translation, there is always risk of misinterpretations.

Results

The results are presented in three sections (divided according to the method used): questionnaires, RT, and interviews.

Questionnaires

A repeated measures was used to examine whether participants' overall confidence level in implementing the TPSR model into their teaching of PE changed from the start of the program to the end of the program. A significant increase in confidence levels was reported, $F(1, 23) = 17.27; p < .001$, when comparing the beginning of the

degree program ($M = 5.96$) to the end of the program ($M = 6.56$). In other words, participants felt more confident in their ability to implement a PE program based upon the characteristics of the TPSR model at the end of their degree program compared to when they started. Table 4 presents the connection between the questionnaire's questions and TPSR goals and themes.

Table 4

Relationship Between the Questionnaire's Questions and TPSR Goals and Themes

	Question	Goal / Theme
1	Do you like kids and can you relate to them?	Theme: student–teacher relationship
2	Do you try to treat children and youth as individuals?	Theme: student–teacher relationship
3	Do you spend time consciously focusing upon students' strengths?	Goal: self-motivation
4	Do you listen to students and believe that they know things?	Theme: empowerment
5	Do you share your power as a teacher with students	Theme: empowerment
6	Do you help your students to solve their own conflicts so that they can do this on their own?	Goal: self-direction
7	Do you help your students to control negative statements and temper?	Goal: respect
8	Do you help students to include everybody in the activities?	Goal: caring for others
9	Do you give students opportunities to work independently toward their own goals?	Goal: self-direction
10	Do your students have a voice in evaluating each lesson and solving problems that arise?	Theme: empowerment
11	Do your students have opportunities to assume meaningful leadership roles such as teaching and coaching?	Theme: empowerment
12	Do you place an emphasis on transferring the skills from your class to their lives outside of PE?	Goal/Theme: transfer
13	Do your students leave your program understanding what taking responsibility means and how it applies to them?	Goal/Theme: transfer

Reflection Templates

The data collected from the RT were coded into 16 categories. All categories were classified in two different ways: successes and challenges and TPSR principles and non-TPSR principles. The “perceived successes” were the categories in which students exposed how confident they were in particular skills, whereas the “perceived challenges” were the categories in which students recognized that they were not confident in particular skills. The “TPSR principles” group was represented by categories related to skills or experiences that showed a concern for providing a social well-being (opposed to a personal well-being) and, at the same time, a concern for providing quality PE classes, which are principles presented in Hellison’s (2003) TPSR model. The “non-TPSR principles” group included any category that would not meet both of these conditions.

Table 5 presents the categories (similar meaning units) that emerged from the RT that were used to analyze the data. Eighteen categories emerged from data. The perceived successes had a total of eight categories (five related to TPSR principles group), and the perceived challenges had a total of 10 categories (six related to TPSR principles group). Table 6 provides a quantified overview of the categories along all 3 years of the program.

Most of the students (an average of over 57% among all 3 years) identified their disciplinary knowledge development as their major success. The knowledge was achieved throughout experience and courses undertaken in the program. Most of the students (an average of over 56% among all 3 years) also identified their involvement with the community during the program as an important learning experience. This experience was promoted throughout special events such as the Unity Games. The Unity Games is an annual event promoted by the university in which physical education majors have the opportunity to interact with children from the community while teaching games. The games from the Unity Games have the goal of teaching life skills.

Table 6 also provides a quantified overview of the students’ perceived challenges across all 3 years of the program. Most of the students (an average of over 59% among all 3 years) identified the pedagogical skills as their major challenge. The participants often mentioned their concern about putting everything they learn into practice and how challenging establishing a good relationship with their students can be. Almost half of the students (an average of over

Table 5*Successes and Challenges Categories That Emerged From the Reflection Templates*

	<i>Perceived Successes</i>	<i>Inclusion Criteria</i>
TPSR Goals	Community Connections	Experiences within the community such as placement, practicum, special events, and role of PE to foster social change.
	Pedagogical Skills	Gaining skills directly related to teaching effectively (deals specifically with the act of teaching).
	Disciplinary Knowledge	Gaining more knowledge and experience to become a more competent and confident professional (e.g., increased knowledge and understanding).
	Social Interaction	Positive interaction with peers, teachers, and society.
	Personal Development	The development of positive personal attributes (responsibility, self-esteem, self-motivation, etc.).
Non-TPSR Goals	Spiritual	Personal spiritual development (e.g., closer to God).
	Degree & Career Success	Positive outlook toward graduating and getting a job.
	Skill Development	Personal skill development such as fitness, improved athletic abilities.
	<i>Perceived Challenges</i>	<i>Inclusion Criteria</i>
TPSR Goals	Social Impact	Concerned with being able to positively effect social change through education.
	Special Events	Challenges faced while running special events.
	Pedagogical Skills	Concerned about being able to teach competently.
	Disciplinary Knowledge	Concerned with gaining more experience and knowledge about content associated with education.
	Social Interaction	Concerned with being able to interact positively with peers, teachers, and society.
	Personal Development	Concerned in developing positive personal attributes (responsibility, self-esteem, self-motivation, etc.).
Non-TPSR Goals	Skill Development	Concerned with improving skills such as fitness and athletic abilities.
	Resources	Concerned with lack of resources to implement program and to continue with program (e.g., financial, time).
	Quality of Program	Concerned with the quality of degree program being offered.
	Degree & Career Success	Concerned with doing well in courses and getting a job later.

Table 6*Perceived Successes and Challenges Found in Each Year Presented in Percentage Values*

Area	Category	% Identified Theme			Example
		1st year	2nd year	3rd year	
	<i>Perceived Successes</i>				
non-TPSR	Community Connection	73.33	45.45	52	To have helped in the RUN.
	Disciplinary Knowledge	53.33	69.70	48	What I have learned in all my classes.
	Pedagogical Skills	35.56	45.45	24	I have more experience in teaching.
	Social Interaction	20	48.48	56	To share my thoughts and experience.
	Personal Development	13.33	6.06	24	I am giving my 100%.
TPSR principles	Degree & Career Success	15.56	30.30	20	I got a job as a PE teacher.
	Skill Development	11.11	27.27	20	To swim better.
	Spiritual	6.67	9.09	0	How good is God with all of us.
	<i>Perceived Challenges</i>				
non-TPSR	Pedagogical Skills	46.67	66.67	65.38	To be able to help my students.
	Social Impact	33.33	27.27	57.69	To promote values in each class.
	Disciplinary Knowledge	35.56	24.24	30.77	To be updated all the time.
	Personal Development	13.33	30.30	15.38	To become a better human being.
	Special Events	17.78	12.12	11.54	To run mini Unity Games in my town.
	Social Interaction	13.33	18.18	19.23	To know how to live in peace with everybody.
TPSR principles	Degree & Career Success	44.44	66.67	30.77	To be a successful professional.
	Skill Development	6.67	12.12	15.38	Swimming in different styles.
	Resources	4.44	9.09	3.85	To have good equipment and spaces in the schools.
	Quality of Program	4.44	0	0	Improve the level of education of the program.

47% among all 3 years) also showed a concern about their degree and career success, exposing their insecurity about graduating and getting a job. Specifically in the last year, a number of students (over 57%) showed a concern about their capacity in providing a social impact, demonstrating a commitment to this purpose yet acknowledging its challenges.

Table 6 also provides a comparison between the TPSR principles (both perceived successes and perceived challenges) and non-TPSR group categories. It is also important to acknowledge the categories that are related to the TPSR principles were cited more often than the non-TPSR group categories. The TPSR principles categories, such as the community connection/social impact and disciplinary knowledge/pedagogical skills, showed a concern on providing a quality PE program as well as an intervention that may have a positive impact in the community.

Interviews

As previously presented, the content analysis is a technique that quantifies a content of communication; that is, it acknowledges whether the four TPSR themes (integration, teacher–student relationship, empowerment, and transfer) emerged from the interview conversations.

The first theme of TPSR is integration. The idea of integration refers to all multiple tasks that teachers are required to do while teaching PE with humanistic values. A teacher who follows the integration principle must be able to combine PE contents (e.g., motor skills) and humanistic values (e.g., respect for others) without prioritizing either of them. The research found that 8 out of 10 students stated the importance of integration. The following quote illustrates the students' perspective: "We can teach games and with games we can teach values, positive values. We can teach them to collaborate and help his/her classmates, solidarity."

The second theme of TPSR is the teacher–student relationship. According to the model, a positive teacher–student relationship is built with trust, communication, and friendship. Each student should be considered as an individual with particularities, having different difficulties and potentialities in the learning process. The research found that 8 out of 10 students stated the importance of the formation of a good teacher–student relationship. The following quote illustrates the students' perspective: "First of all, offering them a nice and trustworthy environment...A mutual relationship,

like classmates...to be open for criticism and help them in whatever they need. It is like to be a friend.”

The third theme of TPSR is empowerment. The idea of empowerment is the process of gradually shifting the teacher’s power to students. As a result, the teacher can establish the role of a facilitator rather than an instructor. The research found that 5 out of 10 students stated the importance of empowering students. The following quote illustrates students’ perspective:

I believe education is not the same as it used to be. Now it works both ways: I learn from them as much as they learn from me. So it means that as a team, we could see what topics they are interested in, and if they need to reinforce it, so it is like a mutual agreement.

The following quote illustrates students’ perspective, arguing against students’ empowerment: “Students should not help me decide, it is me the one that will decide because I am the teacher. I have to decide what I will teach, the contents, according to my planning.”

The last theme of TPSR is transfer. The idea of transfer is when a teacher tries to show that all the humanistic values that are learned in PE classes should be transferred to all other places. To present transferring teaching principles, teachers ought to create discussions to show how that learning fits in other environments. Although all students agreed with the idea that transferring learning is important, the research found that only 5 out of 10 students showed how to teach PE within transfer teaching principles. The following quote illustrates students’ perspective about being able to address the transferring principle:

I could assign a research paper, giving homework related to their community and something that they are really interested about...Things they could come up with to help avoid violence, so make them feel they can change and be part of this change as well.

The following quote illustrates the students’ inability to address the transferring principle:

First of all, it is important to teach them values, we have to tell them that values are not just sitting there, they are waiting to be put into practice, in school and in the places they live in society.

Discussion

Evidence from the three sources of data has suggested that UdS has been an important step toward the formation of PE teachers that feel confident and competent to teach PE within humanistic principles. The questionnaires provide an overview of how students felt about teaching PE with TPSR humanistic principles when they first started the program compared to when they left the program. The findings showed the students had reported significantly higher confidence and competence related to the implementation of the TPSR principles within their PE placements. The major reason for this positive response may be related to the PETE curriculum UdS developed. As shown in Table 1, the program places an enormous emphasis on the didactics and the teaching practicum. As a result, half of the program focuses on either acquiring knowledge on how to relate to children while teaching (didactics) or giving hands-on experience (teaching practicum) that provides the familiarity and understanding teachers need to feel confident to relate to their students.

Evidence from the RT suggests that students showed attitudes and intentions to teach PE focusing on humanistic principles. When reporting their perceived success along the 3 years of the program, students identified the connection to the community as an indication of success more often than their own personal degree and career success. The community connections refer to the experience of teaching PE to foster a social change throughout special events such as the Unity Games. In their first year of the program, students took part in organizing the National Unity Games. The event fostered life skills (e.g., cooperation, respect, problem solving) development through playing activities in over 500 children between ages 6 and 12. In subsequent years, the students have delivered mini-Unity Games in remote primary schools that were not able to access the national event (Mandigo et al., 2010).

The importance given to the Unity Games to teach life skills was a meaningful link to the implementation of the goals of TPSR. TPSR relates its goals to teaching life skills. According to Danish and

Nellen (1997), life skills enable us to succeed in the environments in which we live. These environments include home, school, neighborhood, workplace, and public places. Students reported a high concern with ensuring they had a positive social impact at the end of their program. Although this category emerged as a perceived challenge, this may not be related to a lack of preparation but rather to an awareness of how challenging it is to provide a change in the community. Hellison et al. (2000) highlighted several studies that address the ambition of linking universities and communities as well as seek youth development. They recognize that in spite of much preparation, this goal has always been a big challenge.

Students stated the importance of integrating positive behaviors such as respect and caring for others while teaching PE contents. As stated by one of the students: "... Within the game we can talk about inclusion, we can change someone's mind. Practicing values within games, also telling them about the value we are going to learn in that particular game."

According to Light and Fawns (2003), in games, students are given the chance to try their strategy and evaluate its effectiveness; it establishes a good connection between thinking and doing. In other words, when students are given the opportunity to experience values within the game, they become active learners, experiencing the importance of cooperating or trusting someone in a meaningful activity for them.

Students also stated the importance of establishing a good teacher–student relationship. The evidence provided in the interviews was consistent with the significant change reported in the questionnaires that included questions related to being able to relate with children and treat children as individuals. One of the students illustrated the importance of this relationship:

I want for students to trust me, so I can help them if they face any problem... I guess I should face challenges everyday with them, because some children are not as open or talkative and they would not come up to me and tell their problems. So, I guess I would have to know them well to know they are facing a problem.

According to Gordon (2010), establishing a good teacher–student relationship is considered not only a prerequisite for the successful implementation of TPSR in PE classes in New Zealand, but also a

consequence. In other words, the teacher in Gordon's study stated that her relationship with students was highly improved by the end of the year, once they were constantly dealing with behavioral and attitudes learning.

The findings from the empowerment theme did not follow the same perspective as the other themes. Although the questionnaires reported participants felt confident and competent to share power with their students, only half of the interviewees shared the same perspective. Even though the evidence from the questionnaires and interviews may seem contradictory, a deeper analysis of students' understanding of empowerment may clarify why they are not paradoxical.

Most students stated the importance of empowering children while teaching in their interview. Nevertheless, some students showed their idea of empowerment is different from the one defined in the theoretical framework in which they were analyzed. One of the student's quotes is presented to illustrate this matter: "I think it is easy for me to tell which kid has leadership attitudes or bad attitudes, so in this case I would make this kid in charge..."

According to Hellison (2003), empowering students is the process of gradually giving students the freedom of choice in regard to what they will learn (relating to the ideas of self-motivation and self-direction). Therefore, among the five students that were not considered to use the empowerment theme, only two stated to be against any kind of student empowerment. According to Sallas (1997), there is a long history of hierarchical and authoritarian system in the public schools of El Salvador. Therefore, many current and future physical educators may resist the idea of empowering students due to an educational culture that has been established in their country.

Although TPSR illustrates the usefulness of leadership roles to empower students as presented in previous research (Martinek & Schilling, 2003; Wright & Burton, 2008; Wright, White, & Gaebler-Spira, 2004), the empowerment theme cannot be limited to provide leadership roles to students. Therefore, students need to improve their understanding of the concept of empowerment. In the future, the PETE program may consider introducing concepts such as peer teaching and cooperative learning (Byra, 2006) and student-design games lessons (Hastie, 2010) to encourage future teachers to prevail the role of a facilitator rather than an instructor that possesses all knowledge.

All 10 students interviewed stated the importance of transferring the learning of PE classes to other environments. Nevertheless, only half of these students stated they were aware that this transfer is not automatic and that a proper pedagogy is required to promote this transfer. One of the student's quotes illustrates this matter: "I guess the first thing is for them to respect me, so once they watch the way I behave, they will learn. So they will behave respectfully in other places." Thus, even though all students seem to believe in transfer learning and emphasize its importance for the successful implementation of a humanistic PE, only a few presented plans on how it can be fostered. One of the student's quotes illustrates this matter:

Talking to them after each class, letting them know that they can be nice and behave well everywhere not just in my class, they can do it at home, in the other classes, letting them know we all need respect, we all need to be better people.

This quote illustrates how the student is committed to provide talks and discussions that enhance reflections and inspire behavioral changes.

According to Hellison (2003), transfer is the hardest theme to accomplish. He argued there is not a single method to achieve transfer learning. However, PE teachers must constantly plan discussions that will promote positive behavioral attitudes in other environments. Therefore, UdS students appear to understand the significance of transfer learning to promote a social impact; however, they showed a lack of preparation to address this theme properly.

Conclusion

Almost 40 years ago, the idea that related PE teaching to humanism started to emerge in the academic field (Hellison, 1973). The humanistic paradigm that relates the learning of physical activities to the learning of positive attitude has developed not only in theory but also in practice. In El Salvador, this legacy has supported SEI's beliefs to create a PETE program that seeks the formation of quality teachers that will be engaged to teach PE and life skills together (Mandigo et al., 2010). Hellison et al. (2000) discussed the possibility of linking universities and communities within humanistic PE programs. The present research provides a better understanding on how this approach has been developed in El Salvador.

After 3 years of the program's implementation, the first group of graduates has shown they feel confident and competent to deliver PE classes with most of the humanistic principles. The students from the program have attributed a significant importance to their connection with the community. They have also reported an engagement to continue to relate PE and life skills learning when working with schools.

Even though they have shown significant progress on how to approach their students when teaching humanism, many students remain challenged by some teaching principles. Despite that these future teachers have shown an understanding on how to build a strong teacher–student relationship and how to integrate PE contents to humanism, they have also shown they need support on how to empower students and how to promote transfer learning. UdS students had a misunderstanding of empowerment, relating this concept exclusively to leadership skills. Therefore, to guarantee students' empowerment, the understanding of self-direction needs further consideration.

Although it is suggested that UdS should focus on the improvement of the empowerment and transfer learning themes, the program it has developed is promoting most of the humanistic principles (including all TPSR goals, engagement on seeking for a social impact and a community connection, and the TPSR themes of integration and positive teacher–student relationship). Nevertheless, to better understand whether UdS teachers can support a change in the Salvadoran community, longitudinal research that follows the progress of these teachers into their full-time practice of teaching is needed. In other words, ethnographic research that analyzes the environment created within the PE classes may provide a better understanding of whether these teachers are able to apply a humanistic PE on a daily basis.

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