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 presents an unfortunate history that includes a military regime and a civil war that together created a legacy of violence in which the country still struggle nowadays. Salud Escolar Integral (SEI) was created in 2005 as a program to combat youth violence throughout the re-formulation of physical education (PE) classes in public schools, promoting life skills learning that supports the resolution of conflicts with non-violent ways. In 2007, SEI supported the creation of a physical education teacher education (PETE) degree at the Universidad Pedagógica de El Salvador (UPES), having the goal to assist pre-service teachers with a better understanding of humanistic principles. The present research analyzed if after attending all three years of UPES PETE program, students presented high self-perception levels of competence and confidence related to attitude, skills and knowledge to teach PE within humanistic principles. Taking Personal and Social Responsibility (TPSR) was the theoretical framework used to analyze the development of humanistic principles. The study had a mixed-method longitudinal design that included questionnaires, reflection templates and interviews. In conclusion, although it is suggested that UPES should provide better support for the development of the teaching principles of empowering students and transfer learning, most of the humanistic principles were highly promoted by the program. At last, it is suggested that future research should track teachers' progress while teaching in schools, in order to analyze if the theory of promoting humanistic principles have also become a daily practice.

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The study that I developed in my master program researched about humanistic learning. Fortunately, I had the opportunity to not only write about humanistic learning but also experience it. As a Brazilian, my two years experience in Canada went beyond the academic learning. I had the opportunity to learn a little bit about the Canadian culture, which fortunately include a humanistic learning. Not bad, eh?

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Chapter 1: Introduction

"Sport has the power to change the world, the power to inspire, the power to unite people in a way that little else can. It speaks to people in a language they understand". (Nelson Mandela cited in United Nations Final report IYSPE, 2005, p. 90).

A factual example of Mandela's speech can be taken from the program developed by Right to Play. Right to Play is an international humanitarian organization that uses the transformative power of sport and playing activities to build life skills that can lead to social changes in communities affected by war, poverty and disease. Right to Play seeks to foster cooperation, hope, integrity, leadership, dedication, respect, enthusiasm and nurture within a healthy and peaceful environment. Right to Play runs programs that promote play and sport, having a group of top athletes as role models in which children can be inspired (Right to Play, 2010).

Within this same premise, considering sport and playing activities as appropriate vehicles that may promote peace and understanding among people, the country of El Salvador seeks to make a change in its community. Due to a disturbing history that included a military regime that lasted almost fifty years followed by a civil war that lasted another twelve years, the country presents a serious violence issue that did not end with the peace accords of 1992 (Encyclopedia Britannica, 2009). In order to address this national problem, in 2005, the *Salud Escolar Integral* (SEI) program emerged in El Salvador as a new approach to combat violence among children and youth. SEI seeks to re-formulate the role of physical education (PE) in public schools, promoting life skills development that may support the resolution of conflicts with non-violent ways

(Mandigo et al, 2008). SEI actions include workshops and conferences, supporting organizations that may promote SEI's values and curriculum development for Physical Education Teacher Education (PETE) programs.

SEI has supported the education department at the *Universidad Pegagógica de El Salvador* (UPES) to develop the physical education teacher degree (*Profesorado en Educación Física y Deportes para Educación Básica y Educación Média*) which started to be offered in 2007. Within SEI principles, future PE teachers are trained to promote not only physical health but also skills and knowledge that may help children to develop a more peaceful attitude (Universidad Pedagógica de El Salvador, 2009b). The physical education program curriculum shows a clear direction towards a constructivist and humanistic formation that is sought to provide a social reform in El Salvador. The faculty states that future teachers should have the responsibility to provide positive experiences to all students while fostering cooperation and teamwork (Universidad Pedagógica de El Salvador, 2009a).

The creation of UPES PETE program has an important impact on the PE in public schools across the country, once the program will be giving a significant support to address the issue of lack of educated professionals. The lack of professionals was due to the closing of PE training schools in 1979 prior to the civil war which were never reopened. As a result, a 25-year gap of professional development across the country was generated. During all this time, there was only one program that offered PE training in El Salvador. Therefore, in 2005, when SEI emerged, there were approximately 5,000 schools and 450 PE teachers.

Although SEI seeks for a more peaceful community, this new program has no substantial data showing its effectiveness. Therefore, Taking Personal and Social Responsibility (TPSR) is a PE model that has been chosen to be an appropriate theoretical framework for this study. TPSR was first introduced as Humanistic Physical Education in 1973. Since its creation, the model presented goals that related life skills learning with the improvement of interpersonal relationships. It has been more than thirty years since the model first emerged and its acceptance has been growing among many countries (Martinek, 2008).

The research analyzed if the experience learning from UPES PETE program supported by SEI resulted in high self-perception levels of competence and confidence related to attitude, skills and knowledge to teach PE within TPSR's humanistic principles. Within a mixed quantitative-qualitative method longitudinal design, the study analyzed UPES' students throughout diverse sources of data (questionnaires, reflection templates and interviews), within a three year process (2007/ 2008/ 2009). Considering that the majority of PE teachers in El Salvador are currently being graduated from the UPES PETE program, an analysis of students' TPSR humanistic learning is important to understand the potentialities and limitations that may affect current PE programs in El Salvador.

The research was organized in five chapters. This first chapter is a brief introduction of what was chosen to be studied. Chapter two is a literature review, introducing a deep understanding of TPSR, SEI and other important concepts. Chapter three presents the methodology of the research, explaining how the study was conducted by exposing how each source of data contributes for the study development, and showing

details about the participants and UPES. Chapter four shows the results of the study.

Chapter five presents a discussion of what was found and the research conclusions.

Chapter 2: Literature Review

Located between Honduras and Guatemala, El Salvador is the smallest continental country of Central America (equivalent to 1.95% of the size of Ontario). In spite of its small territory, El Salvador is highly populated with almost seven 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 (Encyclopedia Britannica, 2009). Children and youth are highly affected by this legacy of violence. It has been reported that 20% of youth have been threatened with a weapon and 32% have engaged in physical fighting (Springer et al, 2006). According to the World Health Organization (2002) the homicide rate amongst the youth of El Salvador is the second highest in the world. This unfortunate reality causes national issues such as high health care costs, crime and problems with youth development.

One of the solutions established by the Salvadoran government to seek for a change towards its violence problem was through education. In 2005, the Ministry of Education launched a 16 year national plan to modernize the educational system (*Plan Nacional de Educación 2021*). The national educational plan recognizes that El Salvador presents humanistic values in its constitutional principles. The national plan establishes its principles based on the six educational objectives related in their constitution[2]: (1) to achieve personal spiritual, moral and social development; (2) to help building a more successful, fair and humanistic democratic society; (3) to guarantee human rights and obedience of its citizen obligations; (4) to combat any kind of intolerance and hate; (5) to know about the national reality and relate to its values and to the Salvadoran nationality;

(6) to promote the unification of Central American people (Ministério de Educación, 2009).

The national educational plan also states that the country has learned how choosing violent ways to solve their problems have only promoted destruction and poverty. Therefore, the national plan should seek for ways to unite the country. Health and Physical Education was considered an important part of this plan as a vehicle to build up cooperation, respect, inclusion and equity. The reason to address PE for these goals was due to its importance in the national culture inside schools.

This literature review will focus on four concepts: Taking Personal and Social Responsibility (TPSR) as the study's theoretical framework; Life Skills, which are the skills developed within TPSR; *Salud Escolar Integral* (SEI) as the Salvadoran program that seeks for a change in the community; and Physical Education Teacher Education (PETE), addressing important concepts while considering the preparation of future teachers that should deliver humanistic goals in PE. Figure 1 illustrates how these concepts are interrelated.

Taking Personal and Social Responsibility: The Theoretical Framework

Hellison (1973) presented one of the first approaches that related PE and life skills development, entitled Humanistic Physical Education. According to the author:

"Humanism means a concern for man above all else behaviorally and a concern for man's social and emotional well-being" (Hellison, 1973, p. 3).

The model presented five major principles: everybody must actualize your own potentiality as your major goal; each individual is unique; individuals must be selective on the values of society in which they follow; how a person feels is more important than what he knows; no one is better able than the person himself to determine how he learn best.

From 1973 until the present moment, Hellison and many other scholars have been working on the development of the model and its effectiveness (Hellison & Walsh, 2002). The Humanistic model gained more complexity in the book 'Beyond balls and bats' (Hellison, 1978) when the author introduced the levels of responsibility which were the goals established for the model. More recently, this same model is known as the Taking Personal and Social Responsibility (TPSR) (Hellison, 2003). The model intends to shift the dominant idea of 'education of the physical' to the 'education through the physical' (Hellison & Martinek, 2006). Initially, Humanistic Physical Education presented seven goals: personality development (throughout the improvement of self and body perception and socially approved behaviour); release of tension and aggression; value transfer (transferring learning to other environments); leadership; social mobility; sociometric (bringing people together) and self-actualization. Personality development, sociometric and the idea of value transfer were the major goals that were deeply considered on the subsequent studies of the model. Although the other goals were not given further attention in TPSR, most of them were focused in other approaches such as Sports Education (Sidentop, 1994) that focus on leadership, and Sports for Peace (Ennis et al., 1999) that focus on self-actualization.

Since1978, the model presented four major goals. Each goal has grown in complexity as the model became older. Two of them focus on the development of personal responsibility (self-motivation and self-direction), other two focuses on social responsibility (respect and caring for others). A fifth goal was added to the model in its latest version in 2003, the final goal relates to the idea of transferring what was learned to other environments. The goal of self-motivation relates to the idea that a student will take part in activities. At first the student will make an effort to try (whatever is being taught); secondly, he should try to improve, and finally, he must give his best to master it. The idea of success is clearly related to this goal. However, the success mentioned refers to a task-involved person. In other words, each practitioner must participate and improve in a specific task, having himself as reference instead of having the concern of being better than others. The goal of self-direction relates to the idea that students should 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. 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 (without bullying or physically intimidating). The goal of respect also relates to self-control, teaching students to control their temper and desires in a respectful way without much supervision. The goal of caring for others relate to the idea of contributions for the class. Requiring extraordinary interpersonal skills, students must try to help others when required without making it easier or being judgemental. It requires good leadership skills, meaning that one must help to guide others without pursuing them with their personal goals. Finally, the goal of

transfer relates to the idea that students should transfer all other four goals to other environments. TPSR does not consider this transfer automatic, meaning that students must be taught on how to relate their learning from one place to another.

The goals of TPSR set the objectives that each student should achieve in order to consider the implementation of the model successful. In addition to these goals, TPSR also presents themes, which are the fundamental teaching principles. 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 that teachers must develop in order to teach humanism through TPSR. The model presents four themes: integration, empowerment, teacher-student relationship and transfer.

Integration refers to the combination of all multiple-tasking required while teaching. For instance, the teacher must combine physical activity knowledge, pedagogical skills and TPSR. The teacher must be able to put all these tasks together rather than teaching a physical activity and lecturing 'how TPSR' is attached to it. While teaching TPSR goals, teachers will still be requested to teach PE contents. For instance, children attending a swimming class must learn how to swim (besides any TPSR goal). Nevertheless, learning how to relate to your peers should be as important as learning any physical ability. The idea of interconnecting different learning relates to constructivism pedagogy. Like Dewey (1937) the author discusses the value of teaching behaviour while having a positive experience.

Empowering students is the process of gradually shifting the teacher's power to students, turning the teacher into a facilitator rather than an instructor. This theme explains why terms like self-motivation, self-direction and self-control are often mentioned throughout the model. Students should be empowered to find their own ways with freedom of choice without being unrestrained. The author presents a strategy progression in order to empower students. The progression presents four steps and it relates to the previous theme (integration). At first, students should be aware of their responsibility, relating to the program's goals. Secondly, the teacher must present the many challenges that TPSR address. Thirdly, students will gradually make their own decisions taking responsibility for their actions and attitudes. At last, the group should decide how to integrate personal goals to the group well-being. Once again the model relates to a constructivism perspective. Like Freire (1970) the author discusses the idea of choice and freedom in a sense that each student must learn what is best for his own development.

The teacher-student relationship is a key factor in order to be successful with the implementation of this model. Kallusky (2000) describes in detail how challenging this process can be while conducting TPSR in two different schools. The author shows that each environment has its particularity that forces the teacher to engage with the students to construct a relationship. Both experiences narrate the importance of considering each student an individual, respecting their particularities and understanding that each challenge can be perceived differently.

Transfer is probably the biggest challenge of the approach. Transfer learning is undertaken when the responsibility behaviour taught in PE classes are being reproduced

elsewhere. TPSR present transfer both as a goal and as theme. As presented previously, the goal of transfer is having the objective of transferring what was learned in PE classes to other environments. Nevertheless, this transfer learning is not automatic, i.e. it needs to be promoted by the teachers. The transfer theme is the teaching guidelines on how to achieve the goal of transfer. The transfer theme reinforces the importance of promoting discussions that relate PE classes to students' everyday life. Sheppard and Mandigo (2009) presented an example of this theme while discussing the usefulness of a target game that deals with the development of decision-making (life skill) that can be transferred to other environments. In games, students are given the chance to try their strategy and evaluate its effectiveness. It establishes a good connection between thinking and doing (Light & Fawns, 2003). Therefore, PE classes must have activities that relates to students' everyday life followed by discussions that may clarify this connection.

TPSR Positive Interventions

The idea of promoting PE programs that foster life skills development has been growing in the past few years (Li et al, 2008; Holt et al, 2007). TPSR has had a humanistic approach for over 30 years and its effectiveness has been supported by many studies. The following series of examples demonstrate how TPSR have diverse positive outcomes, showing to be an appropriate theoretical framework for the present study.

Martinek and Schilling (2003) described the implementation of TPSR throughout a sports camp that was developed in after school hours. The program was implemented in an unprivileged neighbourhood of Greensboro, North Carolina. The camp sought for the promotion of 'compassionate leadership' among youth. According to the authors, a

compassionate leader should understand others' potentialities and limitations and support them to achieve their goals. The program was created in order to promote role models that would emerge from the community. The study concluded that the program was successful, even though not all students were able to develop leadership skills. Even students whom were not ready for this role were pleased for receiving personal attention that led to better interpersonal relationships.

Wright and Burton (2008) described the development of a Tai Chi[3] after school program using TPSR to improve students' behaviour. The study was conducted within 23 African-American students in a city located in the southern of the United States. The program presented positive outcomes even though some difficulties such as cultural differences between instructors and students were recorded. The mixed method research showed that students were being more respectful to their peers, showing a growing engagement within the activities undertaken and even transferring their learning to other environments.

Although TPSR is usually implemented within underserved youth, its usefulness does not seem to be limited to this population. Wright et al (2004) developed a TPSR program using diverse martial arts to support children with disabilities. Even though the difficulties presented for a child with disability are different from a child that is underserved, TPSR still showed to be an effective way to promote better life skills development. The students that attended the program improved their self-esteem and social relationship skills as they experienced classes that would encourage their empowerment (students had the opportunity to lead classes) and interact with peers that they could relate.

DeBusk and Hellison (1989) conducted an action research to teach personal and social responsibility. The intervention was implemented with a group of forth graders that were identified with social relationship issues. The study analyzed the students' social and affective behaviour. Within an extensive mixed method data, the research suggested that the students were more likely to relate to their peers in a more peaceful manner during the program.

TPSR was also implemented throughout an action-research presented by Kallusky (2000) while conducting the model in a poor suburb area of Los Angeles. This was one of the few studies that recorded the implementation of the model within PE classes rather than after school programs or sports camps. The study was conducted within a group of students that had failed PE and that had presented serious behaviour issues in school. The author was able to register how students showed a concern for respecting others as the program developed throughout the year. The author gives a detailed description on how the model was implemented, showing a good relationship between his teaching skills and the TPSR's themes.

The implementation of TPSR has also been studied outside the United States. Cecchini et al (2003) used TPSR in a northern city of Spain while conducting an after school program focusing on teaching indoor soccer. The experimental research with 142 middle school students was able to register that the participants that were taught with TPSR methods were more likely to develop fair-play and self-control while playing.

Also outside the US, TPSR was studied while being implemented in PE classes of a middle school in New Zealand. The quasi-experimental research compared two classes

where TPSR was implemented with other two classes that did not implement TPSR. The findings from this research showed that the classes within TPSR orientation developed much better interrelationships among students and between the teacher and students (Gordon, 2010).

This brief review shows how TPSR have been successfully implemented in diverse scenarios and places. Within this supportive background, TPSR shows to be an appropriate theoretical framework for implementing a humanistic PE program in El Salvador. However, it is important to call attention that most studies focus on the outcomes that TPSR may provide without giving further considerations of what kind of teaching skills are needed to implement TPSR. Buchanan (2001) researched how a group of six teachers implemented TPSR goals after receiving one week of training. The study suggested that even though teachers seek to develop the model, many challenges arose. The author argues that in order to provide better interventions in the future, better preparation focusing on the instructor's teaching skills is needed. Therefore, the present study focuses on the TPSR's themes, investigating future teachers' pedagogic preparation to implement humanistic PE.

Life Skills: Skills Developed in TPSR

TPSR relates its major goals to the teaching of life skills. Life skills are skills that enable us to succeed in the environments in which we live. These environments include home, school, neighbourhood, workplace and public places. In order to be successful, individuals must be able to relate in diverse environments. Most likely, individuals will have more environments to relate as they grow older. For instance, a young child must

only relate to family members inside his house whereas a grown man must deal with co-- workers, family members and even unknown people from the diverse places in which he shares daily (Danish & Nellen, 1997). According to the National Research Council and Institute of Medicine (2002) life skills relates to four domains: physical development (e.g. walking), intellectual development (e.g. problem solving), psychological and emotional development (e.g. self-control), and social development (e.g. communication skills).

The United Nations Children's Fund (UNICEF) [4] presents three categories of life skills. The first category is Communication and Interpersonal Skills, which includes verbal and non-verbal communications, negotiation and refusal skills, empathy, cooperation, teamwork, and advocacy skills. The second category is Decision-Making and Critical Thinking Skills, which relates to problem solving situations while analyzing social values and beliefs. The last category is Coping and Self-Management Skills, which relates to self-development, including self-control and managing feelings and stress. UNICEF recognizes that there is no definitive list of life skills and that they may vary from one place to another (UNICEF, 2009).

Like UNICEF, TPSR focus its life skills development in cognitive, psychosocial and interpersonal skills. The goals that were designed for TPSR can relate to the same three categories presented by UNICEF. The goals of respect and self-motivation focus on managing feelings (self-control) and building up self-esteem and confidence towards a personal development. These two goals can relate to the Coping and Self-Management Skills category. The goal of self-direction focuses on developing skills that enables a person to plan his own way, which relates to the Decision-Making and Critical Thinking Skills category. The goal of caring for others focuses on good relationship among peers,

relating to the Communication and Interpersonal Skills category. The goal of transfer is the only one that does not relate to any of the three UNICEF's categories. Transfer may even not be qualified as a life skill, but just as learning. According to the model, when achieving this final goal, a student is able to transfer all his other learning (the other four goals) to other environments, therefore, not limiting his learned behaviour in PE classes.

As different places may require different skills, different PE models that were created to address life skills also focus on diverse skills. As different realities and needs are focused, different life skills are aimed. On the following, *Salud Escolar Integral* is presented. The literature review shows how the Salvadoran program presents the same humanistic values of TPSR.

Salud Escolar Integral: the Salvadoran Program

Physical Education models and curricula focusing on the development of life skills have been created since the 1970's. As a support of this trend, placing PE with the role of supporting students with their social skills, the United Nations (UN) declared the International Year of Sport and Physical Education (IYSPE) in 2005. This significant support can symbolize how one of the most important international organizations has recognized the powerful tool that PE can have to promote countries' development in many different areas. The IYSPE report recognized five different areas to be addressed within sport and physical education: sport and education, sport and health, sport and development, sport and peace, and the benefits of sports for all (United Nations, 2005).

As a legacy of the IYSPE, also in 2005, *Salud Escolar Integral* (SEI) was created in El Salvador as way to combat violence among children and youth. SEI was built within

the cooperation of diverse members that includes a corporate sponsor[5], universities organizations (both from Canada and El Salvador), Sport and PE associations from El Salvador and the government of Canada. This group of organizations shared the vision that throughout the development of life skills within the values of respect, inclusion, fairness, dignity and cooperation, a more peaceful community can be built.

SEI promote lectures, workshops and presentations showing how valued-based life skills can be learned throughout active play and games undertaken in PE classes. Organizational and administrative support was also given to events that promoted SEI values. Moreover, the most important contribution of SEI was the development of role models for children and youth. Teachers and coaches 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 great lack of professionals was due to the closing of PE training schools in 1979 prior to the civil war which unfortunately were never reopened. This reality generated a 25-year gap of professional development across the country. During all this time, there was only one program that offered PE training in El Salvador. The National University, offered a five year PE teaching degree that had a very low rate graduation. As a result, most of the Salvadoran schools was either not having PE classes or they were being taught by unprepared professionals (Mandigo et al, 2010). In order to produce a shift in this reality, SEI supported the development of a new Physical Education teacher degree. In 2007 the *Universidad Pegagógica de El Salvador* (UPES) started to offer the three

year Physical Education teacher degree focusing on health and peaceful development. Only after 2 years of its establishment, there are over 250 students enrolled in the program, showing to be an important support for this desirable change. The present research will be focusing on this Physical Education Teacher Education (PETE) program. Currently, the program is responsible for training most of the PE teachers in El Salvador. Considering that SEI supported UPES to develop the program within its values and goals, the program can be considered SEI's major achievement at this point.

Physical Education Teacher Education: considerations of UPES program

Academically, Physical Education Teacher Education (PETE) is an area of research that seeks to understand how diverse PE teaching programs can improve professional preparation. According to Collier (2006) there are seven areas related to PETE: PETE history; theoretical foundations in PETE programs; PETE program design (length, cultural focus, gender considerations, enhance students understanding); inquiring the roles teacher candidates should play in PETE curriculum; subjective matter of PETE programs (relates to the dichotomy discussion of scientific knowledge versus teaching skills preparation); programmatic features that contribute to quality PETE programs; and methods within PETE that help to prepare quality teachers. The present literature review discusses only two of these topics, focusing on what shows to be more relevant while discussing UPES's goals. At first, the theoretical foundations in PETE programs are analyzed in order to provide a better understanding where does UPES PETE program stands. Secondly, the roles of teacher candidates in PETE curriculum are investigated, i.e. the review will be seeking to answer the following question: How much of teacher candidates' beliefs should be considered by the PETE program?

Understanding the theoretical foundations of PETE programs are important to clarify what are the professional goals that are yearned. In other words, Teacher Education programs are built up within philosophical orientations that define what should be future teachers' principles and goals. Rink (1993) has suggested four orientations to interpret PETE theoretical foundations: academic, practical, technological and social or critical. Academic orientations prepare teachers by exposing them with theories that will support their teaching. Practical orientations seek to establish a connection between knowledge and practice, providing learning throughout a 'hands-on' approach. Technological orientations emphasize personal and professional development, focusing on specific skills that each teacher must learn. Social or critical orientations focus on the idea that teaching is a moral practice, i.e. teachers will have to adapt their teaching based on the reality of each place.

Identifying a single category to define where a PETE program stands is not always easy. Programs may have orientations from every category that was described. Nevertheless, it is most likely that each program will lead towards one of the described approaches. The PETE program analyzed in this study seek for a change in its community, therefore it shows to have a social philosophy perspective. For this reason, the social or critical orientation will be discussed with more depth.

According to Laker (2003) there is a trend leading PETE programs to seek a holistic perspective, having constructivism[6] as its major influence. PETE programs should establish what are the values and morals behind each educator. The author emphasizes that the great number of ongoing technocratic orientations that develop professionals, will only focus on promoting the importance of a physically active life

style. A PETE program with a critical pedagogy must reflect the teachers' beliefs, ethics, media representations, and discrimination issues in order to establish their principles as educators. A critical pedagogy orientation should focus on educating towards a humanistic perspective, meaning that love, hope, freedom and solidarity are principles that must be fostered. In addition, PETE should also teach about humanization (the act of humanize your students) which requires a learning of ethics and responsibility (Fernandez-Balboa, 1997). The choice of involving the University to support a change in the community should start on the philosophical perspective that it is drawn in the PETE program. A social orientation should prepare teachers to deal with diverse scenarios. Students should be understood as individuals with diverse goals, opinions and beliefs, which should be respected and considered while developing the classes objectives (Hellison et al., 2000).

As discussed in previous study (André, 2007) critical and social orientations have some dissimilarities, even though they were grouped in the same category by Rink (1993). Although their goals are very similar, their approach of achievement may have significant differences. The critical perspective seeks to humanize their students by giving them awareness of an unfair reality and encouraging them to fight for a change. The social perspective seeks to provide an understanding among students by supporting them with social skills learning. The PETE program that will be analyzed in this study has a social orientation.

UPES program has the goal to foster a more peaceful community. In order to provide this change, teachers must also believe that this is their role as educators. Thus, it is important to understand how future teachers' beliefs relate to the PETE goals and

curriculum. According to Pajares (1992) beliefs are intensions that individuals consider to be true. The author uses an analogy to clarify the concept, stating that beliefs can be considered a player's choice inside a game. In other words, like a player in a game, a person formulates his beliefs based on attitudes, values, judgments, opinions, ideologies, perceptions, theories, actions, rules and social behaviour. Research has suggested that teacher candidates' beliefs have a major role on how they interpret their PETE program (Laws & Aldridge, 1995; Curtner-Smith, 1999; Siedentop & Tannehill, 2000). Moreover, Doolittle et al. (1993) found that PETE programs had little influence on building teachers' beliefs once they were not designed for this purpose. Therefore, in order to guarantee that future teachers will be engaged to a social reform, UPES program should consider their students' beliefs. PETE should ensure that teacher candidates have similar goals to the program so they can relate to its philosophy of teaching and goals.

Seeking a more peaceful community

Within the idea that education (with the *Plan 2021*) and physical education (with UN's IYSPE) can promote a change in society, UPES developed a PETE program in order to create a more peaceful community that is consistent with Hellison et al. (2000). According to the author, a university program can have a significant impact in the community when developed for this purpose. SEI has supported UPES PETE development following this same premise. The establishment of this new PETE program seeks to provide qualified PE teachers who extremely needed for a change in the community.

The purpose of this research is to analyze if the PETE program offered by UPES provided high self-perception levels of competence and confidence related to attitude, skills and knowledge to teach PE within TPSR's humanistic principles. Specifically, the multi-method research design addressed the following research objectives:

i.   To gain better understanding of UPES students' perceived competence to develop PE classes with TPSR humanistic principles;

ii.   To gain better understanding of students intention to teach PE within TPSR's themes.

Chapter 3: Methodology

The present research was conducted using a case study methodology. According to Stake (2003), a case study is a system, meaning that it 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. The undergraduate physical education (PE) program from *Universidad Pegagógica de El Salvador* (UPES) is the 'system' analyzed. The study examined if UPES' program had developed high self-perception levels of competence and confidence related to attitude, skills and knowledge to teach PE within humanistic principles amongst its students. As mentioned previously, Taking Personal and Social Responsibility (TPSR) was the theoretical framework used while analyzing the humanistic principles. TPSR was developed within a humanistic philosophy (Hellison, 2003).

The School

The *Universidad Pegagógica de El Salvador* is fairly new to its community. It was founded in 1982 in the city of San Salvador, the country's capital. The university is divided into two faculties: Education (*Faculdad de Educación*) and Business (*Faculdad de Ciências Econômicas*). Due to a great need of educators in the region, the education area has been established as the major field since its beginning. In 1986, the first group of graduates was mostly from education (Quiénes somos, 2009). In 2007, the education department started to offer the Physical Education teacher degree[7]. In the first year, sixty-six students started the program. One year later there were seventy five. At the beginning of 2009, there were more than one hundred students starting the program.

The education faculty gives a brief description of the major responsibilities that future teachers should develop throughout the program. The faculty shows a clear direction towards a constructivist and humanistic formation that should promote youth development. Among the goals that are mentioned, the department states: learning as a social construction that should promote cooperation and teamwork; teachers must realize that each student has his own particularities that must be respected; learning must be developed within significant experiences (Universidad Pedagógica de El Salvador, 2009a). The three-year curriculum is provided (See Appendix A) in order to show how the undergraduate program is organized.

The Participants

The participants in this study include 66 students (46 male and 20 female) from the undergraduate PE program at UPES. The participants started their degree in 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). Therefore, the study provided an overview of the first group of graduates' self-perception while addressing PE with humanistic principles.

Data Collection and Analysis

The data used to conduct this research is a secondary data, meaning that it has been originally collected for the purpose of another research study (Mandigo et al, 2010). The authors initiated the data collection in 2007 in order to draw a better understanding of the skills, knowledge and attitudes of UPES' students and faculty members associated with the new undergraduate PE program. Within the consent of these authors and ethical

approval from Brock Research Ethics Board, the data was partially used to develop the

present research. This study only focused on the data collected from students.

The participants had contributed for the study data collection within a three year

process (2007/ 2008/ 2009). The data was collected using a mixed-method longitudinal

design which included questionnaires, reflection templates and interviews. A mixed

method is classified as a research that uses both quantitative and qualitative data. The

questionnaire method provided quantitative data while the reflection templates and

interviews provided qualitative data.

Questionnaires. The questionnaires outlined students' confidence and

competence related to the attitude, knowledge and skills to teach PE with humanistic

principles. The questionnaire consisted a series of seven-point Likert-type questions

(1=low, 7=high) with 13 key questions emerging from Hellison's (2000) TPSR model

(see Appendix B). The questionnaires were inputted and analyzed using paired t-tests

from the Statistical Program for the Social Science (SPSS) 16.0. The Likert-type

questions were developed by the authors of a previous research (Mandigo et al., 2010) in

order to enable students to rate their confidence and competence to implement TPSR

principles. The questions were developed based on the literature (Hellison et al., 2000;

Hellison, 2003), and lacks extensive validity or reliability evidence. This further

compounds the ability to conduct rigorous statistical analyses. The multiple paired t-tests

were performed due to the inability to group questions together.

There were two data collections, one at the start of 2007 and another at the end of

2009. As a result, the questionnaires provide a longitudinal study that show students'

humanistic principles progression from when they first started the program to when they ended. A total of 21 students (14 male and 7 female) out of a total of 66 (46 male and 20 female) from the initial cohort of the program completed the questionnaire both in 2007 and 2009. The other 45 students either completed the questionnaire in 2007 or 2009 but were unavailable to complete in both years. For the purpose of this research, only those who completed the questionnaire in both years were included in the questionnaire analysis.

Reflection templates. The reflection templates outline students' attitudes and intentions to teach PE focusing on humanistic goals. The reflection templates asked the students to identify five successes and five challenges from their program (see Appendix C). Within this method, the research related students' experience in UPES program to their personal goals while teaching PE. The analysis of the reflection templates had two processes. At first, a micro-analysis was conducted in order to identify individuals' meanings. According to Strauss and Corbin (1998) micro-analysis involves a line-by-line analysis to identify participant's meaning. Similar meaning units were coded in order to create categories. Each category related students' experience in UPES and their different intentions to teach PE. Secondly, each category was grouped into two main areas: TPSR goals (relating students' experience in UPES program with their intension of teaching PE with TPSR goals), non-TPSR goals (relating their experience in UPES program with any other intention besides teaching PE with TPSR goals).

The reflection templates were completed between 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 one year of the program), start of 2009 (after completing two

years of the program) and end of 2009 (after completing all three years of the program).
The reflection templates provided an overview about students' progression in relation to
their intention to teach PE with TPSR goals. All reflection templates were translated from
Spanish to English prior to its analysis. A total of 57 students (41 male and 16 female)
completed the reflection templates. In the first year of data collection (start of 2008) 45
students (31 male and 14 female) completed the reflection templates, on the following
year (start of 2009) 33 students (26 male and 7 female) were able to complete and the last
data collection (end of 2009) had 26 students (17 male and 9 female) completing it.

     Interviews. The interview outlines 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). 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
acknowledged if the TPSR's four themes emerged from each interview. The analysis also
acknowledged when the participants showed opposite ideas to TPSR's four themes. The
interview guide is provided (see Appendix D). All interviews were conducted in Spanish
by a research assistant that received training to conduct interviews and who has also
developed a positive rapport with the students. Having a researcher that had a positive
rapport with the students prior to the research was considered as an important
contribution, since the students felt comfortable to share their thoughts in a trustworthy
environment. All interviews were transcribed in Spanish and then translated into English.
A total of 10 students (6 male and 4 female) completed the interviews. These students

were chosen by a convenience sampling. All interviews were conducted at the end of 2009, the third and last year of the program.

Trustworthiness

Within three sources of data, a triangulation was drawn in order to give a holistic analysis of the humanistic physical education development in UPES program. According to Stake (2002) using diverse sources of data to analyze the same research question known as triangulation have been used in case studies both to reduce the likelihood of misinterpretation as well as to produce a richer analysis with multiple points of view.

As presented previously, the study was designed to investigate if the UPES program had developed high perception levels of confidence and competence related to attitude, skills and knowledge to teach PE within humanistic principles amongst the students. The questionnaires and reflection templates provide an overview on how students progress their idea of incorporating humanism in PE classes along their three year program. The interviews focus on TPSR themes, analyzing if students intend to incorporate these teaching principles in their PE classes. Within an overlap among the subjects that were inquired, it was possible to check if the data collected from one method would relate to the data collected from the other method. In addition, the reflection templates and interviews were also coded by an alternative coder. The reflection templates had a 6% disagreement between the alternative coder and the original coder. The interviews had no disagreements. Where there was discrepancy, a compromise between the original coder and the alternate coder was reached.

According to Willis (2007) triangulation is often used as a qualitative method to provide generalization or theory building. Nevertheless, this is not the purpose in which it should be used. The present research is a case study, therefore, the diverse methods to collect data were drawn as a way to enrich the data and guarantee its trustworthiness. According to Patton (2002) case studies are characterized by organizing specific cases and analyzing it with a holistic and context sensitive perspective.

Chapter 4: Results

The present chapter presents the results from the three methods: questionnaires, reflection templates and interviews. The questionnaires outline students' confidence and competence related to the attitude, knowledge and skills to teach PE with humanistic principles. The reflection templates outline students' attitudes and intentions to teach PE focusing on humanistic goals. The interview outlines students' confidence and competence related to the knowledge, skills and attitude to teach PE within TPSR's themes.

Questionnaire: Students' self perception confidence and competence in using TPSR principles

Table 1 presents the results of the 13 paired t-tests that examined the changes in the use of TPSR's principles when teaching children and youth. After three years in the program, students reported significantly ($p < .05$) higher confidence in being able to teach PE with the following values: spending time focusing on students strengths; listen to their students; help students to resolve their problems independently; to help their students to control their temper; to help their students to include everybody in the activities; to give students the opportunities to assume leadership roles; to feel comfortable that their students will leave their program taking responsibility and applying elsewhere.

Reflection Templates: Students' perceived successes and challenges

The reflection template analyses were separated in two sections: successes and challenges. Table 2 presents the categories (similar meaning units) that emerged from the reflection templates that were used to analyze the data.

Table 3 provides a quantified overview of the students' perceived successes categories in all three years of the program. Most of the students (presenting 48% or more in all three years) identified their disciplinary knowledge development as their major success. The knowledge was achieved throughout experience and courses undertaken in the program. A great number of students (representing 45% or more in all three years) 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.

Table 3 also provides a quantified overview of the students' perceived challenges across all three years of the program. Most of the students (representing 46% or more in all three years) identified the pedagogical skills as their major challenge. The participants often mentioned their concern on putting everything they learn into practice and how challenging it can be to establish a good relationship with their students. A great number of students (representing 30% or more in all three years) also showed a concern over their degree and career success exposing their insecurity about their profession. Specifically in the last year, a great number of students (over 57%) showed a concern over their capacity in providing a social impact, demonstrating a commitment to this purpose but at the same time acknowledging its challenges.

Interviews: Students' confidence and competence in using TPSR themes when teaching

Table 4 provides an overview of how many students intended to include TPSR themes while teaching PE. 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 students (80%) stated the importance of integration. This theme presented a high number of students whom showed a concern for applying this concept while teaching PE. The following quotes illustrate the students' perspective.

> "…throughout games we can teach values, a great example that we have is the Unity Games, that we have done here at UPES. It is a clear example of what can be taught. And they can also be taught and played in schools. We can't go anymore just with a soccer ball, there is much more to teach."

> "…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 TPSRs is the teacher-student relationship. According to the model, it is crucial that this relationship is built with trust, communication and friendship. Each student should be considered as an individual with its particularities, having different difficulties and potentialities in the learning process. The research found that 8 students (80%) stated the importance of the formation of a good teacher-student relationship. This theme presented a high number of students whom were concerned with applying this concept while teaching PE. The following quotes illustrate the students'

perspective. The students were asked how they intended to build their teacher-student relationship.

> "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."

> "A communicative relationship based on respect. There can be a nice friendship, but we cannot forget about the respect for them, so they respect us as well. Respect and communication has to come together."

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. In this scenario, teachers should support their students to develop self-direction and self-motivation attitudes where they are responsible for determining their own goals. The research found that 5 students (50%) stated the importance of empowering students. This theme presented the lowest number of students that outlined the value of empowering students, showing that students had even opposite points of view in regards to this teaching principle. The following quotes illustrate how students held different perspectives about empowerment. They were asked if students should help them decide what they should learn or if it was their decision alone.

> "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."

"I think it should be a mutual agreement, because I cannot teach something that they don't really like, because they won't even try to do it. But if they give me ideas, we can use them as a complement of my class. We cannot forget that the centre of the class is the child, everything should be child centred."

"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. I will teach and I will decide what I want them to learn."

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. In order 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 and possible to do it, most of them did not show what attitude, knowledge or skill are needed to succeed in such challenge. As a result, the research found that only 5 students (50%) showed clear ideas on how to teach PE within transfer teaching principles. The following quotes illustrate how students' show their concern about transferring the students' learning to other environments. The students were asked what they could do to improve the chances of transferring the behavioural learning from PE classes to other environments.

"I could assign a research paper, giving homework related to their community and something that they are really interested about. We can make a research on why there is a low nutrition status in our community, research on violence and have them come up with solutions. 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."

"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."

Chapter 5: Discussion and Conclusions

This final chapter presents a discussion of what was found within the research, evaluating the results and suggesting studies that could enhance the understanding of the present evidence. The chapter is divided in four sections: Discussion, Limitations, Future Directions and Conclusion.

Discussion

The development of UPES Physical Education teaching degree was *Salud Escolar Integral's* biggest accomplishment to the present date. UPES has set the goal of forming quality PE teachers that should promote life skills learning towards the development of a more peaceful community. After three years since the program first started, the first cohort of students has now become the first group of graduates. Evidence from the three sources of data has suggested that UPES has been successful in forming 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 that the students had reported significantly higher confidence and competence related to their knowledge, skills and attitude in 8 out of the 13 topics that were analyzed. The students reported to be willing to place the children at the centre of the learning process while stating and focusing on their strength, listening to them, helping them to solve their own problems and helping to include everyone in the activities. They also reported a concern for helping children to become responsible for themselves and others by helping them to control their temper, to share

power, to provide leadership roles and to focus on the understanding of responsibility.

Even though the other five topics did not report significant difference between the two

data collections, all topics reported an average of 6.05 or higher (out of seven) in the

second data collection, at the end of the program. Therefore, the students reported feeling

confident and competent in all areas by the end of the program.

Evidence from the reflection templates suggest that students showed attitudes and

intentions to teach PE focusing on humanistic development. When reporting their

perceived success along the three years of the program, students showed to give much

bigger attention to the community connection (average of 56%) than to their personal

degree and career success (average of 21%). 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 was able to bring over 500 children between the ages

of 6 and 12 in order to foster life skills development throughout playing activities. In

subsequent years, the students started to deliver mini-Unity games in remote primary

schools that were not able to access the national event (Mandigo, et al. 2010). The data

suggest that the students considered the success as a group more important than the one

accomplished individually. This idea remained consistent when students reported their

perceived challenges. Although students were asked to narrate the challenges that came

across during the program, the majority referred to the challenges that they believe they

will be facing after graduating. As a result, students reported to be more concerned about

their pedagogical skills (average of 59%) than their degree and career success (average of

46%). Therefore, students showed to be more worried about their goal of providing

quality PE classes than their personal professional success. The data indicate that students' attitudes were very much related to Hellison's (1973) idea of humanism. According to the author, humanism entitles man's social and emotional well-being as the biggest concern of all. The other categories that emerged from the data, both from the perceived successes and perceived challenges were consistent with this same idea, i.e. the majority of students related their successes and concerns focusing on TPSR's humanistic goals.

The evidence from the interviews reported that most students (80%) presented confidence and competence related to the knowledge, skills and attitude to teach PE with two of TPSR's themes (integration and student-teacher relationship). The idea of integrating physical activities to humanism was highly exposed to the UPES' students in special events (e.g. Unity Games). Moreover, the positive student-teacher relationship development was also promoted in these events, once the students had the opportunity to experience friendly relationships with children. On the other hand, the findings reported that only half of the students stated to feel confident and competent to include the other two themes (empowerment and transfer) while teaching PE. According to Sallas (1997) there is a long history of hierarchical and authoritarian system in the public schools of El Salvador. Therefore, the idea of empowering students may be resisted by many future teachers due to an educational culture that have been established in their country. Furthermore, the author also states that the violence promoted by adults (mostly by parents) over children and youth has become part of their culture. As a result, despite the fact that students state the importance of transferring learning, many of them do not know how to approach problems that are out of the school environment.

Findings reported that students stated the importance of integrating positive attitude behaviours 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."

By describing the significance of integrating learning, students showed similar ideas presented by Light and Fawns (2003) whom expose why students are more willing to understand values when being an active learner:

"Students are not just speakers, writers, and thinkers but also doers. They are active beings in a multidimensional world. It is a world that can be understood as a complex materiality, composed of relations among students and others and relations between students and sports equipment, spaces, and time" (p.172).

Students also stated the importance of establishing a good teacher-student relationship. The evidence provided in the interviews was consistent from what was reported in the questionnaires. The students showed high mean averages while being questioned if they liked to relate with children (6.37 out of 7) and if they threat children as individuals (6.22 out of 7). 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 was

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 stated that

her relationship with students was highly improved by the end of the year, once they were

constantly dealing with behavioural and attitudes learning.

The findings from the empowerment theme did not follow the same perspective as

the other themes. Only 50% of interviewees stated the importance of empowering

students in their lessons. Nevertheless, the questionnaires appear to contradict this

evidence, reporting that students felt confident and competent to share power with their

students. Even though the evidence from the questionnaires and interviews may seem to

contradict, a deeper analysis of students' understanding of empowerment may clarify

why they are not paradoxical. When analysing students' quotes (in the interviews) about

empowering children, some students seem to state its importance while teaching.

Nevertheless, some students show that their idea of empowerment is different from the

one defined in the theoretical framework in which they were analyzed. According to

Hellison (2003), empowering students is the process of gradually giving students the

freedom of choice in regards to what they will learn (relating to the ideas of self-

motivation and self-direction). Two quotes are presented in the following in order to

illustrate how some students presented different ideas from Hellison's empowerment

perspective. The students were asked how they intended to empower their students:

"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…"

"I can empower my students by making them leaders of a group"

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.

The other students related the idea of empowerment with leadership. This

misinterpretation of empowerment that relates to leadership is also supported by the

questionnaire results. Evidence from the questionnaires reported that the questions of

"sharing power" and "giving leadership roles" showed to have very similar results. In

summary, although TPSR illustrate the usefulness of leadership roles to empower

students as presented in previous research (Martinek & Schilling, 2003; Wright et al.,

2004; Wright and Burton, 2008) this theme cannot be limited to this role. Therefore,

students should be better prepared to address this theme in PE classes.

All ten students interviewed stated the importance of transferring the learning of

PE classes to other environments. Nevertheless, only half of these students stated to be

aware that this transfer is not automatic and that a proper pedagogy is required to

promote this transfer. In order to illustrate this scenario, a few quotes are presented:

"Teaching them to respect each other is the best way to live, respect is

a great tool to improve our society…"

"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 clear plans on how it can be fostered. According to Hellison (2003) transfer is the hardest theme to be accomplished. The author argues that there is not a single method to achieve transfer learning. However, teachers must constantly plan discussions that will promote positive behavioural attitudes in other environments. Therefore students appear to understand the significance of transfer learning to promote a social impact. Nevertheless they indicated the need for better pedagogical skills in order to address this theme properly.

Limitations

One of the limitations of this research was the questionnaire. The Likert-type questions were developed by the authors of a previous research (Mandigo et al., 2010) in order to enable students to rate their confidence and competence to implement TPSR principles. The questions were developed based on the literature (Hellison et al., 2000; Hellison, 2003), and lacks extensive validity or reliability evidence. This further compounds the ability to conduct rigorous statistical analyses. Therefore, the multiple paired t-tests were performed due to the inability to group questions together. This increases the chances of type one errors. Although the mixed-methods design used in this study suggests some elements of convergent validity (i.e., data from the questionnaire is consistent with the interviews and reflection templates) further research is needed to provide more sufficient validity evidence for the questionnaire to move it from simply a descriptive measure to a more psychometrically sound measure of student confidence.

Another limitation related to the questionnaire is the low response rate across the longitudinal study. Only 21 students out of a total of 66 completed the questionnaire both in 2007 and 2009. The other 45 students were unable to complete the questionnaire in both years, and therefore their data could not be use for the purpose of this study.

Another limitation of this study refers to the translation of the data collected. All the data was collected in Spanish and translated to English. Although the UPES research assistant responsible for translating the data was bilingual and therefore fully capable to address a rigorous translation, there is always risk of misinterpretations. According to Sofer (1998, p.52):

> "translation is more than the replacement of one word in the source
> language with another word in the target language. It is a decision making
> process involving a judgment regarding every single word translated, and
> the best way to translate it."

Therefore, among all the judgments that are made, misinterpretations are likely to happen occasionally.

Future Directions

After three years in the program, most students indicated that they felt competent and confident to teach PE classes that foster the development of humanistic values. In order to gain better understanding about the skills, knowledge and attitude from the teachers graduated at UPES, more research is required. A longitudinal study that is able to track UPES students after graduation would be an appropriate research to analyze if

the program provided an adequate formation to address a humanistic PE directly in schools.

Acknowledging that cultural differences can also be a problem while implementing TPSR in the Salvadoran schools (once the model was developed for the reality of underserved children in US), future studies could analyze the implementation of other models or even the creation of a Salvadoran model that would be in harmony with the local culture.

Conclusion

Almost 40 years ago, the idea that related PE teaching to humanism started to emerge in the academic field. This philosophy relates the learning of physical activities to the learning of teaching positive attitude has developed not only in its theory, but in practice as well. In El Salvador, this legacy has supported SEI's beliefs to create a PETE program that seeks for the formation of quality teachers that will be engaged to teach PE and life skills together. After three years of the program's implementation, the first group of graduates has shown to feel confident and competent to deliver such an important goal. The students from the program have attributed a significant importance to their connection with the community while taking part in the Unity Games. They 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, some teaching principles remain as a challenge for many students. So, despite the fact 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 to be needing support on how to empower students and how to promote transfer learning. Therefore, in order to foster a positive behaviour that may proliferate to other places, these teachers must learn more about teaching self-direction and transfer learning.

In conclusion, although it is suggested that UPES should focus on the improvement of two of TPSR's themes, most of the humanistic principles are being highly promoted by the program they have developed. Therefore, most of the future PE teachers are leaving the program not only with the feeling of competence and confidence to address a humanistic PE, but also with the engagement to delivering this goal. Nevertheless, in order to have better understanding if UPES teachers can in fact support a change in the Salvadoran community, a longitudinal research that follows the progress of these teachers would be needed.

Endnotes

[1]The butterfly effect was first present by Edward Lorenz in the 1961. According to this MIT meteorologist, a small event such as a butterfly flapping wings in Beijing could affect the weather in New York City few days later (Hong & Son, 2000).

[2]The original writing in Spanish is presented in order to clarify its authenticity: "(1) lograr el desarrollo integral de la persona en su dimensión espiritual, moral y social; (2) contribuir a la construcción de una sociedad democrática más próspera, justa y humana; (3) inculcar el respeto a los derechos humanos y la observancia de los correspondientes deberes; (4) combatir todo espíritu de intolerancia y de odio; (5) conocer la realidad nacional e identificarse con los valores de la nacionalidad salvadoreña y (6) propiciar la unidad del pueblo centroamericano".

[3]Tai chi is a Chinese martial art that uses the combination of smooth movements in order to promote physical and emotional balance to its practitioners.

[4]The United Nations Children's Fund (UNICEF) is an international agency affiliated to the United Nations. UNICEF was created in order to promote the defence of children's and youth rights. UNICEF seeks to contribute with ideas that address youth basic necessities and its full development.

[5]The Bank of Nova Scotia has been sponsoring *Salud Escolar Integral* since its development.

[6]Constructivism was a pedagogy approach first presented in the 1930's. Constructivism pedagogy establishes the student as an active learner, meaning that he or

she is responsible for constructing his knowledge based on his or hers experiences. Dewey (1937) and Freire (1970) are well-known authors that dedicated their career on developing constructivism pedagogy towards a social and critical pedagogy reform.

[7]Originaly entitle in Spanish as *Professorado en Educación Física y Deportes para Educación Básica y Educación Média.*

Table 1: *Mean differences in perceived confidence and competence to apply TPSR's principles.*

Personal and Social Responsibility	N	2007 Start Mean (SD)	2009 End Mean (SD)	t-value
Do you like kids and can you relate to them?	18	6.37 (1.07)	6.37 (1.01)	.000
Do you try to treat children and youth as individuals?	18	6.06 (1.30)	6.22 (1.06)	.470
Do you spend time consciously focusing upon students' strengths?	21	4.90 (1.50)	6.05 (1.02)	2.68*
Do you listen to students and believe that they know things?	21	5.95 (1.28)	6.67 (0.58)	2.37*
Do you share your power as a teacher with students	19	5.68 (1.29)	6.53 (0.77)	2.82*
Do you help your students to solve their own conflicts so that they can do this on their own?	21	5.86 (0.96)	6.67 (0.58)	4.00**
Do you help your students to control negative statements and temper?	21	5.76 (1.09)	6.43 (0.87)	2.09*
Do you help students to include everybody in the activities?	21	6.24 (0.83)	6.71 (0.56)	2.68*
Do you give students opportunities to work independently towards their own goals?	21	6.19 (0.98)	6.57 (0.87)	1.71
Do your students have a voice in evaluating each lesson and solving problems that arise?	21	5.86 (1.01)	6.43 (0.98)	1.92
Do your students have opportunities to assume meaningful leadership roles such as teaching and coaching?	21	5.90 (0.99)	6.52 (0.81)	2.21*
Do you place an emphasis on transferring the skills from your class to their lives outside of PE?	21	6.00 (1.58)	6.67 (0.73)	1.85
Do your students leave your program understanding what taking responsibility means and how it applies to them?	21	5.81(1.17)	6.48 (0.81)	2.75*

*p < .05; ** p < .01

Table 2:*Successes and Challenges categories that emerged from the Reflection Templates*

	Perceived Successes	Inclusion Criteria
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 (e.g., responsibility, self-esteem, self-motivation, etc).
Non-TPSR Goals	Spiritual	Development of personal spiritual development (e.g., closer to God)
	Degree & Career Success	Positive outlook towards graduating and getting a job.
	Skill Development	Personal skill development such as fitness, improved athletic abilities.

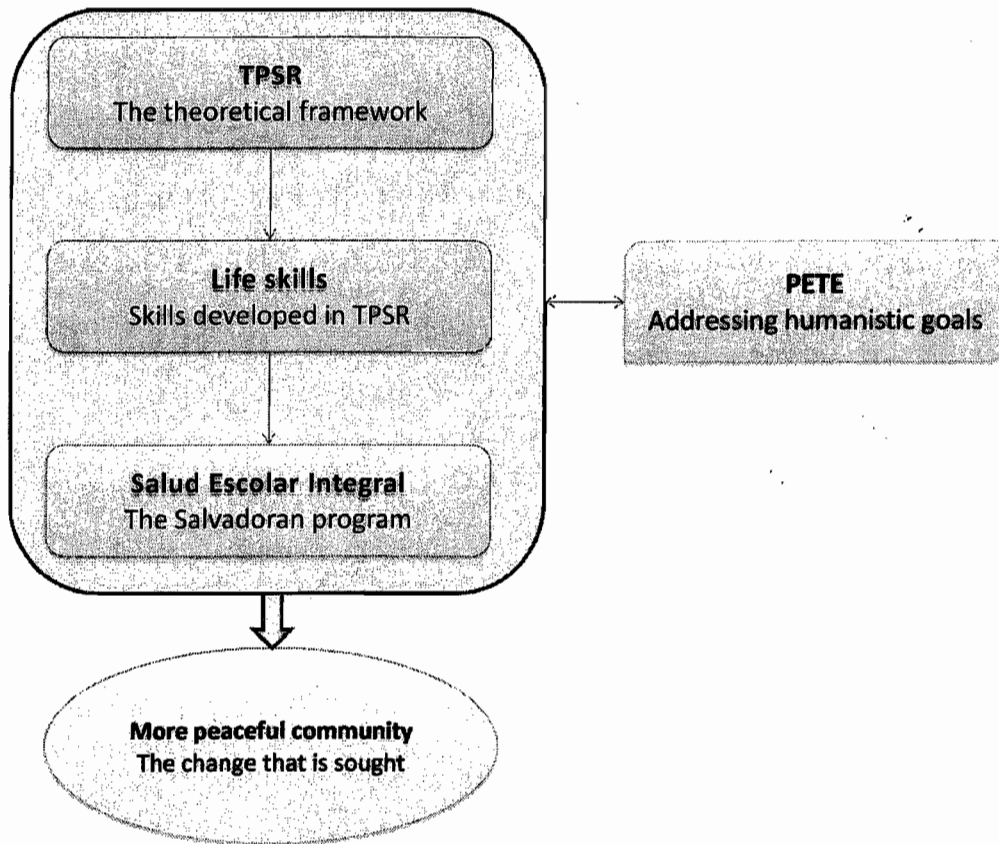|	Perceived Challenges	Inclusion Criteria
TPSR Goals	Social Impact	Concerned with being able to positively affect social change through Education.
	Special Events	Challenges faced while running special events.
	Pedagogical Skills	Concerned about being able to teach competently.
	Disciplinary Knowledge	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 (e.g., 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 & 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 3: *Perceived Successes and Challenges found in each year*

Area	Category	% Identified Theme			Example
	Perceived Successes	1st year	2nd year	3rd year	
TPSR goals	Community Connection	73.33	45.45	52	To have helped in the RUN
	Disciplinary Knowledge	53.33	69.7	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%
non-TPSR	Degree & Career Success	15.56	30.3	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.
	Perceived Challenges	1st year	2nd year	3rd year	
TPSR goals	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	30.3	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.
non-TPSR	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.

Table 4: *Students' confidence and competence in using TPSR themes when teaching physical education*

Participants ID	TPSR Themes			
	Integration	Student - Teacher Relationship	Empowerment	Transfer
Carlos	X	X		X
Jose		X	X	X
Ana	X	X		X
Fernando	X		X	
Maria	X	X	X	X
Camila	X	X		
Juan	X	X	X	X
Santiago	X	X	X	
Sallas	X			
Cristina		X		
Total	8	8	5	5
Percentage	80%	80%	50%	50%

Figure 1: *Interconnection among the concepts presented in the literature review*

TPSR
The theoretical framework

Life skills
Skills developed in TPSR

PETE
Addressing humanistic goals

Salud Escolar Integral
The Salvadoran program

More peaceful community
The change that is sought

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Appendix A

UPES Curriculum

Original and Translation

Curriculum del Programa de Educacion Fisica de UPES

UNIVERSIDAD PEDAGÓGICA DE EL SALVADOR

PEDAGOGICA

PLAN DE ESTUDIOS DE LA CARRERA DE PROFESORADO EN EDUCACIÓN FÍSICA Y DEPORTE PARA EDUCACIÓN BÁSICA Y EDUCACIÓN MEDIA

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI
1 PSICOPEDAGOGIA I	**5** PSICOPEDAGOGIA II	**9** DISEÑO Y APLICACIÓN DE CURRICULO	**13** INFORMATICA EDUCATIVA	**17** DESARROLLO PROFESIONAL	**21** EDUCACION FISICA DEPORTIVA
B 4	1 4	5-9 4	6 4	3-5 4	15 5
2 DIDACTICA GENERAL I	**6** DIDACTICA GENERAL II	**10** EVALUACION DEL APRENDIZAJE	**14** DIDACTICA DE LOS DEPORTES INDIVIDUALES II	**18** DIDACTICA DE LOS DEPORTES DE CONJUNTO I	**22** DIDACTICA DE LOS DEPORTES DE CONJUNTO II
B 4	2 4	6 4	11 5	11 5	18 5
3 EDUCACION Y SOCIEDAD	**7** EDUCACION FISICA DE BASE	**11** DIDACTICA DE LOS DEPORTES INDIVIDUALES I	**15** FUNDAMENTOS DE LA CONDICION FISICA DEPORTIVA	**19** EXPRESION CORPORAL	**23** PRACTICA DOCENTE V: APLICACION DEL CURRICULO
B 4	4 5	7 5	5-7 5	7 5	
4 ANATOMIA, FISIOLOGIA E HIGIENE	**8** PRACTICA DOCENTE I: OBSERVACION INSTITUCIONAL	**12** PRACTICA DOCENTE II: ASISTENCIA AL DOCENTE	**16** PRACTICA DOCENTE III: ASISTENCIA AL DOCENTE	**20** PRACTICA DOCENTE IV: APLICACIÓN DEL CURRICULO	
B 5	1-2 4	5-6-8 4	10-12 4	14-15-16 6	18-19-20 10

No. de Orden					
Prerrequisito		U.V. B: Bachiller	NOMBRE:		

UPES physical education program 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

Appendix B

Questionnaire

Original and Translation

Cuestionare

Califica por favor como te usas las siguientes características cuando enseñe a niños y jóvenes:

|	¡CLARO QUE NO!			A veces			¡CLARO QUE SI!
1. ¿Te caen bien los niños y puedes relacionar bien con ellos?	1	2	3	4	5	6	7
2. ¿Intentas tratar niños y jóvenes como individuos?	1	2	3	4	5	6	7
3. ¿Pasas tiempo conscientemente enfocándote en las fuerzas de los estudiantes?	1	2	3	4	5	6	7
4. ¿Escuchas a los estudiantes y crees que si, "saben cosas?"	1	2	3	4	5	6	7
5. ¿Compartes tu poder como profesor con los estudiantes?	1	2	3	4	5	6	7
6. ¿Ayudas a tus estudiantes resolver sus propios conflictos para que lo hagan por su cuenta?	1	2	3	4	5	6	7
7. ¿Ayudas a tus estudiantes controlarse las declaraciones negativas y mal humor?	1	2	3	4	5	6	7
8. ¿Ayudas a los estudiantes para que incluyan a todos en las actividades?	1	2	3	4	5	6	7
9. ¿Das a los estudiantes oportunidades trabajar independientemente hacia sus propias metas?	1	2	3	4	5	6	7
10. ¿Pueden comentar tus estudiantes en evaluar cada lección y en resolver los problemas que surgen?	1	2	3	4	5	6	7
11. ¿Tienen tus estudiantes oportunidades para asumir roles de liderazgo con significado como enseñanza y entrenamiento?	1	2	3	4	5	6	7
12. ¿Pones énfasis en transferir las habilidades de tu clase a sus vidas afuera de la educación física?	1	2	3	4	5	6	7
13. ¿Salen tus estudiantes de tu programa entendiendo lo que es asumir la responsabilidad significa y como se relaciona esto a ellos?	1	2	3	4	5	6	7

Questionnaire

Please qualify how you use each of the following characteristics when teaching children:

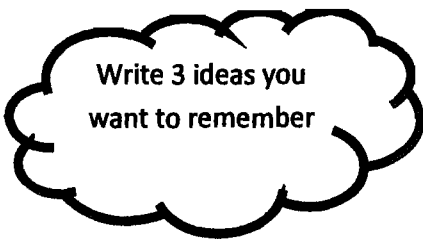|	OF COURSE NOT!!			Some times			YES, OF COURSE!
1. Do you have a good relationship with children?	1	2	3	4	5	6	7
2. Do you intend to treat children and youth as individuals?	1	2	3	4	5	6	7
3. Do you spend time focusing in your students' strengths?	1	2	3	4	5	6	7
4. Do you listen to your students and believe that they "know stuff"?	1	2	3	4	5	6	7
5. Do you share your 'power' as a teacher with students?	1	2	3	4	5	6	7
6. Do you help your students to solve their conflicts as a way for them to rely on themselves?	1	2	3	4	5	6	7
7. Do you help your students to control their negative speech and bad mood?	1	2	3	4	5	6	7
8. Do you hep your students to include everyone in the activities?	1	2	3	4	5	6	7
9. Do you give your students the opportunity to work independently towards their own goals?	1	2	3	4	5	6	7
10. Can your students make comments evaluating your lessons and solve the problems that emerge?	1	2	3	4	5	6	7
11. Do your students have the opportunity to take leadership roles to teach and provide training?	1	2	3	4	5	6	7
12. Do you give emphasis in transferring the skills they learn in your class to the life outside the PE classes?	1	2	3	4	5	6	7
13. Do your students finish your program understanding the meaning of to taking responsibility and how it relates to them?	1	2	3	4	5	6	7

Appendix C

Reflection Templates

Original and Translation

Escriba 3 ideas que
quiera recordar
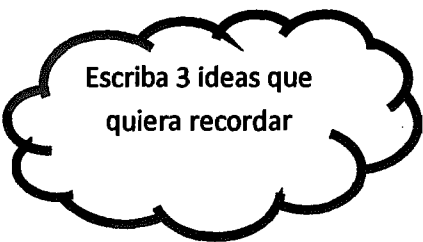
Lo Bueno	Retos
1	1.
2.	2.
3.	3.
4.	4.
5.	5.
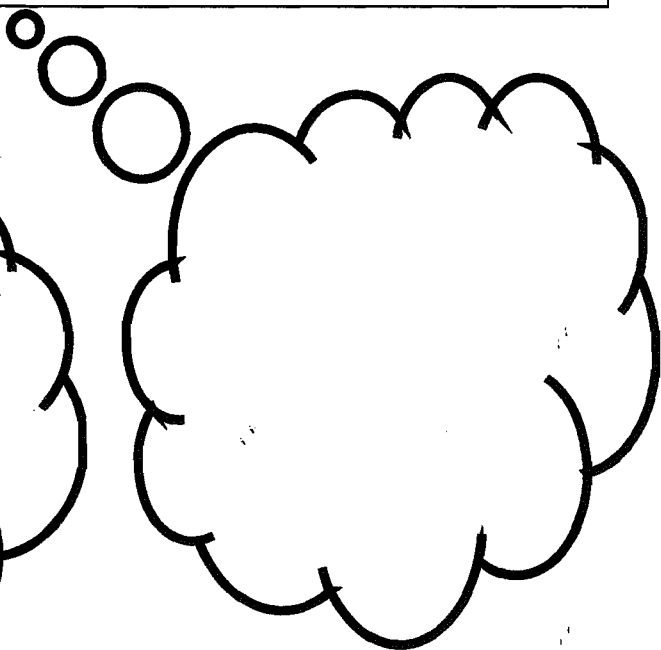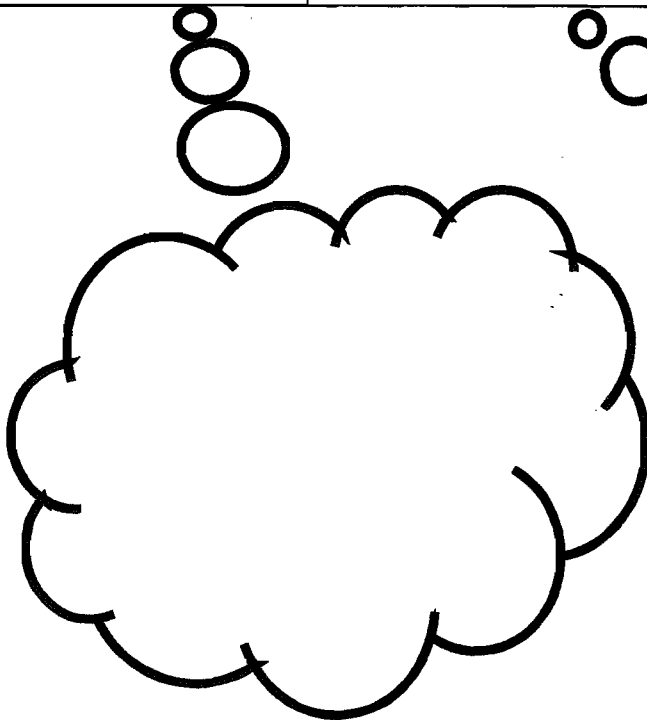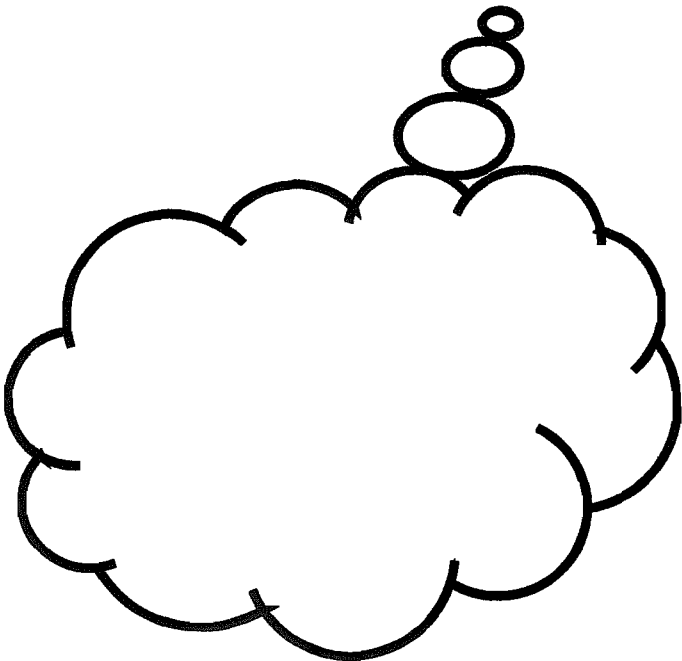
Write 3 ideas you
want to remember

	What was good (successes)	The challenges
1		1.
2.		2.
3.		3.
4.		4.
5.		5.
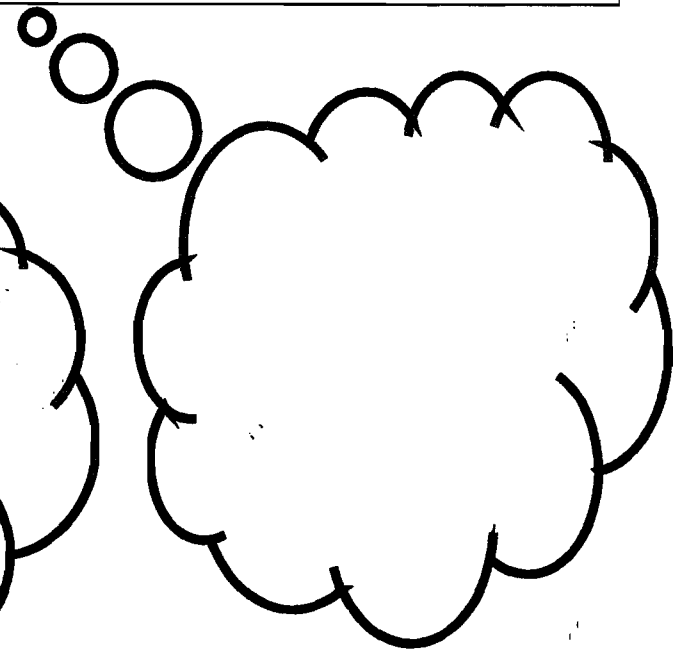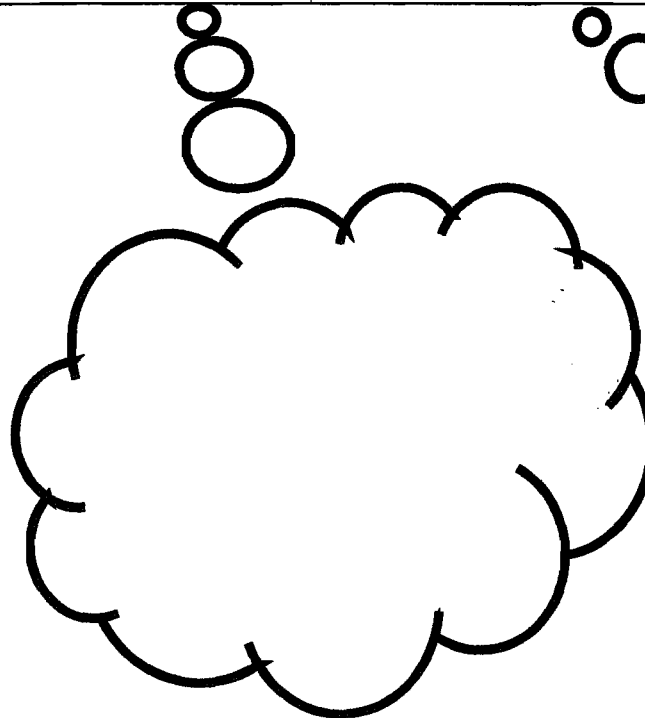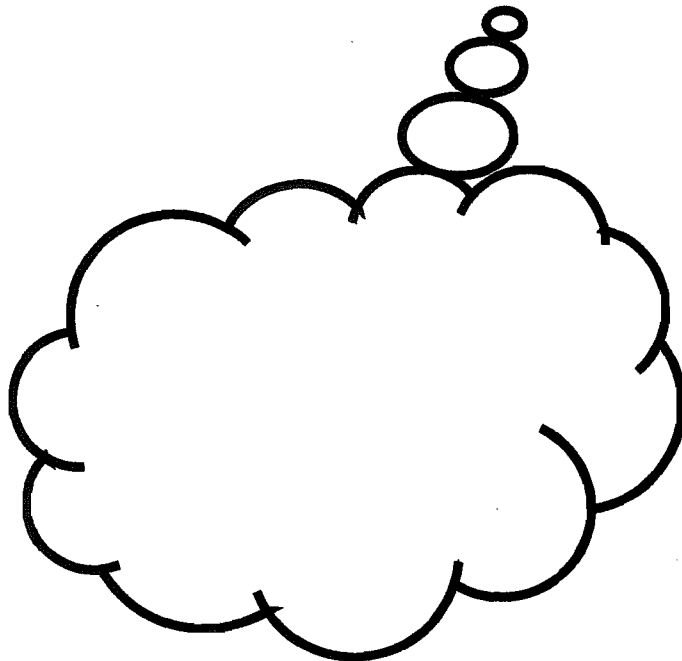
Appendix D

Interview Guide

Original and Translation

Guía de Entrevista

1. ¿Cuál debería ser lo papel de la Educación Física en El Salvador?

2. ¿Cuáles habilidades que un profesor necesita para implementar buenas clases de Educación Física en escuelas de El Salvador?

3. ¿Piensa que la Educación Física es un local apropiado para ensenar comportamientos de actitudes positivas? (Como respecto por ejemplo)

   a. ¿Por qué?

   b. ¿La Educación Física es más apropiada que otras materias escolares? De que forma es diferente? ¿Por qué usted pudría decir que la EF es un lugar apropiado para esto?

   c. ¿O que ha en el ambiente de la EF que posibilita esta enseñanza apropiada (facilitada)?

4. ¿Cómo planea ensenar comportamientos atitudinais positivos cuando esté ensenando contenidos de Educación Física? (Como juegos por ejemplo)

   a. Puede dar-me un ejemplo de cómo enseñaría respeto.

   b. ¿Usted tendrá objetivos específicos con los aprendizajes de comportamiento?

5. ¿Piensa que los estudiantes pueden no aprender los contenidos de la Educación Física muy bien se tu intentar ensenar comportamientos atitudinais positivos también?

   a. ¿Cómo pretende hacer la integración de las dúas enseñanzas: comportamientos positivos (ex. Respecto) y contenidos tradicionales de la Educación Física (ex. Fútbol)

b. ¿Considerando su ejemplo de enseñanza de respecto – piensa que esto puede perjudicar la enseñanzas de otros contenidos de la EF? (como fútbol o básquetbol)

6. ¿Cual es o relacionamiento que quiere construir con suyos estudiantes?

7. ¿Cómo pretende construir este relacionamiento? ¿Cuáles son los desafíos?

a. ¿Puede decir más sobre los desafíos?

b. ¿Cuales características que tiene que quizá puede ayudarte o uno desafió personal?

8. ¿Cómo pretende escoger los objetivos de sus clases?

9. ¿Cree que sus estudiantes pueden ayudar decidir lo que ellos deben aprender o cree que usted debe decidir o que es mejor para ellos?

10. ¿Cómo pretende dividir su poder con sus estudiantes? ¿Tiene un plano de cómo compartir estas responsabilidades?

a. Puede dar un ejemplo de cómo hará esto.

b. ¿Usted pretende integrar los alumnos con las responsabilidades? Como hará esto?

11. ¿Piensa que lo que es aprendido en clases de Educación Física es transferido para otros ambientes?

a. ¿Como usted podrá hacer una ligación fuerte entre las enseñanzas de sus clases de EF y el comportamiento en otros lugares?

12. ¿O que usted podría hacer para aumentar las chances de que sus alumnos comportasen respetuosamente no solamente en su clase pero en otros ambientes también?

a. ¿O qué puede hacer en su clase de Educación Física para que os

alumnos perciben que lo comportamiento de respecto aprendido en su

clase también debe ser repetido en otros lugares?

Interview Guide

1. What should be the role of Physical Education in El Salvador?

2. What are the skills that teachers need to successfully implement physical education in Salvadoran schools?

3. Do you think PE is an appropriate place to teach positive behavioural attitudes (e.g. respect)?

    a. Why?

    b. Is PE more appropriate than other school subjects? How is it different? Why would you say that PE (not school in general) is a good place for this specific learning?

    c. What is it about the PE atmosphere that makes this behavioural learning appropriate?

4. How do you plan to teach positive behavioural attitudes while teaching PE contents (e.g. games)?

    a. Will you have specific goals in regards to behavioural attitudes?

    b. Give me an example on how you would teach 'respect' for instance.

5. Do you think the students may not learn as much PE content if you try to teach positive behavioural attitudes as well?

    a. How do you intend to integrate the two learnings: positive behavior (ex. respect) and traditional PE contents (ex. 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 characteristic that you have that may help/ be a problem you

8. How do you intend to you choose your classes objectives?

9. Do you believe your students should help you on deciding 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 example

12. What could you do to improve the chances of your students to behave respectfully not only in your class but 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. this link between PE classes and elsewhere.