



## The Effects of Personal and Social Responsibility Model in the Middle School Students' Sense of Responsibility and Behavior

Yeşim BULCA\*

Article Information	ABSTRACT
Received: 04.08.2020	<p>This study evaluated improvement in the personal and social responsibility model on the sense of responsibility and behavior of middle school students participating in a program in which Hellison's Teaching Personal and Social Responsibility Model was applied in extracurricular physical activities. Sixty-four at adolescents aged 13-14 years old (34 boys, 30 girls) were assigned to an intervention group (18 boys and 16 girls) and a comparison group (16 boys, 14 girls), the latter of which did not participate in extracurricular in the program. The result of the study showed an improvement in responsibility behaviors of participants in the intervention group. This suggests that the TPSRM could be effective for improving of responsibility for sense of responsibility, but it could not impact on students in the responsibility behaviors during the ten weeks.</p> <p><b>Keywords:</b> Teaching personal and social responsibility model, extracurricular activities, physical education, personal and social responsibility</p>
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### 1. INTRODUCTION

During the twenty-first century, many children and youth have been facing with various risks caused by poverty, violence, drug and alcohol abuse. They also have more exposed to social media, which bombards them with messages about fashion, money and violence (Weissberg, Kumpfer, & Seligman, 2003). The most important institution where the children and youth exposed to these situations learn how to deal with this kind of circumstances is schools. Especially after family, schools function crucially as a secondary socializing factor for acquisition of social behaviors in accordance with social expectations of individuals. In this context, one of the roles of a school is to provide a child with the sense of responsibility in social development and, meanwhile, transform the non-educational experiences from their environment into educational (Keske Aksoy and Gürsel 2017a; Kızmaz, 2007; Satan 2011; Terzi, 2007). Responsibility is a critical task that an individual need to undertake in every aspect of life. It is the most crucial mainstay for a person to overcome obstacles (Aladağ, 2009). Therefore, in order to ensure an integrated development of individuals, the sources providing personal and social responsibility development need to be increased in school programs, and accessibility of currently available sources needs to be improved (Masten, 2001). One of these available sources is the curricular physical education classes and extracurricular sports activities. Preparation, support, effort and sharing in physical activities included in physical education classes and sporting settings is usually the key to success (Avşar and Temel, 2008). Physical education classes and play activities promote rich environments for personal and social development. In these environments, a student learns the concepts of acting fast, success-failure, collaboration and gets the opportunity to implement them (Graham, Holt Hale and Parker, 2009). One of the teaching models for building these life skills is the Teaching Personal and Social Responsibility (TPSR) developed by Hellison (1993) (Hellison 2003; Metzler 2005). Hellison's TPSR (1985, 1995, & 2003) emphasizes the need to teach, through sports and physical activity, values and behavior that can contribute to the positive development of students' lives. Hellison's TPSR model identifies two values associated with well-being and personal development: effort and self-management. Two other values are associated with social integration and development: respect for other people's feelings and rights, and caring. The essence of this model is also earning of children and youth to take responsibilities of themselves and others under the control of exercising and in a collaborative environment in order to become accomplished individuals in a social circle. This model is based on students' gradual acquisition of behavioral targets regarding responsibility. Furthermore, it is primary in this model to learn behaviors such as respect for the rights and emotions of others, participation and effort, self-management and helping others and also to maintain these behaviors outside of school (Gallary, 2006). Revised curriculums for physical education classes in Turkey (MEB, 2013; MEB, 2018), like across the world (NASPE, 2014), highlight building the skills of personal and social responsibility. In this context, the development of this feature among

\* Assoc. Prof. Dr., Hacettepe University, Faculty of Sport Science, Department of Physical Education and Sport Teaching, Ankara-TURKEY. e-mail: [ybulca@hacettepe.edu.tr](mailto:ybulca@hacettepe.edu.tr) (ORCID: 0000-0001-9861-4390)

the self-management and social skills, as constituents of life skills, (MEB, 2013) and TPSR as one of the models to be employed for the acquisitions in the curriculum are included in the physical education class curriculum revised in 2013 (MEB, 2018). The teaching objective of the personal and social responsibility model represents many objectives such as particular goals for students in order to attain particular responsibilities in five staged levels of this model, in addition to contribution to the wellbeing of others, being a good person and personal improvement. These levels are respect for the rights and feelings of others, effort and cooperation, self-direction, helping others-leadership and transfer outside the gym (Metzler, 2005). Hellison (1995) suggests that the physical education class is inadequate for students to experience decision-making environments although physical it offers rich learning environments for students to build personal and social responsibility (Cited by Graham, Holt Hale and Parker, 2009). Therefore, this model can help children by means of mindfulness speeches for the development of acceptable responsibility, group discussions, counseling, reflection time, personal decision-making and modeling of the personal and social responsibility behaviors. The literature on this model reveals that numerous studies have been conducted since 1973. These studies concluded that this model establishes a positive learning environment by enhancing the personal and social responsibility development when it is applied in the activities of physical education classes (Hellison and Martinek 2006; Martinek, Schilling and Johnson, 2001). In the recent studies, Gordon (2012) analyzed the experiences of physical education teachers regarding this model and stated that teachers reported positive improvements on teachers. Escarti, Pascual, Gutiérrez, Marin, Martinez, Tarin (2012) employed this model in physical education classes in Spain, primarily for students at risk of social exclusion, and according to the acquired results, they expressed that the efficiency of this model can be implemented to all of the curriculum field subjects. In the study aiming to improve the social responsibility of students with physical games, it was concluded that the students created opportunities to establish positive relationships, develop cooperation and teamwork skills, get to know each other and discuss justice problems (Race, 2011). In the study they examined fair play behaviors of 9<sup>th</sup> grade students according to Kohlberg's theory of moral developments, Keske Aksoy and Gürsel (2017a) demonstrated that students can internalize the concept of fair play and make decisions in accordance with their self-chosen moral principles. While the studies researching the TSRP as one of the models for children to develop and learn the skills in order to successfully adapt to different life challenges are being carried out more profoundly across the world, a limited number of studies are available in our country (Filiz and Demirhan, 2019; Keske Aksoy and Gürsel, 2017b).

## 1.2 Purpose of the Study

We hypothesized that applying the TPSR model through extracurricular sports activities would be an appropriate medium for teaching personal and social responsibility and for experiencing success. For this research, values and behavior that can take responsibility awareness were associated with the TPSR model. These included respect for the rights and emotions of others, participation and effort, self-management and helping others and also to maintain these behaviors outside of school. Based on these details, this study addresses the impact of the personal and social responsibility model in extracurricular sports activities of secondary school students on responsibility feeling and behaviors.

## 2. METHOD

### 2.1. Research Model and Participants

This study is based on a matched pretest-posttest control group pattern (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2017). The research model is demonstrated in Table 1.

Table 1.

#### *Quasi-Experimental Model with a Matched Pretest-Posttest Control Group*

Groups	Pretest Before Implementation	Posttest During implementation
Test	Responsibility Feeling and Behaviors Scale (RFBS)	Implementation of extracurricular sports activities
Control	RFBS	No intervention

The research was carried out in a state school in one of the most migration-receiving district of Ankara located to the east of the province, which maintains rural life traditions and of considerably low socioeconomic level (Kalaycıoğlu, Çelik, Çelen, Türkyılmaz, 2010). The 7<sup>th</sup> grade students of these school were provided with Sense of Responsibility and Behaviors of Responsibility Scale (SRBR) and asked to fill in these scales. 64 of the 185 students that filled in the questionnaire were selected. 34 of the volunteer students who could attend the extracurricular activity without any problems (18 males, 16 females) were assigned as the test group, and the other 30 (16 males, 14 females) were assigned as the control group. In order to match the test and control groups, the scale was distributed to these students again, and independent groups t-test was conducted on the obtained data (Table 2). The analysis revealed that there is no statistically significant difference between the student scores for the subscales of responsibility feeling ( $t_{(62)} = 1.436, p = .156$ ) and transference of responsibility to behaviors ( $t_{(62)} = .983, p = .329$ ).

Table 2.

*Sense of Responsibility and Behaviors of Responsibility Scale of the Test and Control Group Pre-Test Results*

Groups	N	Pretest Sense of Responsibility				Pretest Behaviors of Responsibility			
		$\bar{X}$	sd	t	p	$\bar{X}$	sd	T	p
<b>Test</b>	34	34.41	4.63	1.436	.156	34.33	4.06	.983	.329
<b>Control</b>	30	34.33	4.06			34.20	4.16		

p < 0.05

The equivalence between the test and control group was tested and no significant difference was observed between the groups (p>0.05).

## 2.2. Instrument

Sense of Responsibility and Behaviors of Responsibility Scale (SRBR) developed by Özen (2013) was employed in the study in order to analyze the impact of SRBR on the assessment of students' sense of responsibility and transference to behaviors. It consists of the sense of responsibility towards 18 social situations and the behavioral of responsibility accordingly. While the feeling dimension represents the sense of responsibility experienced in social situations, the behaviors dimension represents the occurrence frequency of responsibility behaviors based on this feeling. Thus it measures the effect size of sense of responsibility in life and the extent of its transfer to behaviors. The scale has two parts. The first part of scale consists of sense of responsible in daily social situations faced in life, and the second part consists of the frequency rating of behaving responsibly in these situation (Özen, 2013). The scale composed of 18 items in total. Responses were classified according to a 4-point Likert-type scale anchored by never feel responsibility (1) always behave responsibility (4). Each item is designed to assess both the feeling and behaviors dimension of responsibility. Accordingly, the lowest possible score is 18 and the highest is 72 for each dimension of the scale (Özen, 2013). The reliability coefficient of the SRBR assessed with Cronbach Alpha was found .82. The Cronbach Alpha reliability coefficient on the data obtained was assessed in this conducted study too and was found as r= .67 for the responsibility feeling dimension and r= .75 for the responsibility behaviors dimension. The reliability coefficient of the SRBR assessed with Cronbach Alpha was found .82.

## 2.3. Implementation of the Program

Ethics committee approval was obtained for research from the Hacettepe University Ethics Committee (dated 29.06.2015 and with the number 431-2054). The school principal and counselor were met and informed after the issue of the approval. In the end of the information meeting, the SRBR was conducted on the 7<sup>th</sup> grade students, and the test and control groups were assembled. Afterwards, the families of the students in the test group were informed about the research and the necessary permissions were obtained from the families. The purpose of the research was explained to the students in the test group. The 40-minute extracurricular sports activities with TPSR were performed with the test group students two days a week (80 minutes) for 10 weeks after school. No intervention was carried out for the control group. SRBR was conducted in the test and control groups after the study ended.

Goals of the program: In this implementation of the TPSR model, the students learned responsibility progressively. Teacher's Responsibility: (a) To develop responsibility relationships and focus on strengths and positive behaviors, (b) To provide the students with opportunities to make informed decisions and to give back to their communities, (c) To talk about transfer. Structure of each session of the program. (a) Educational goal of the session: Arrival at the gym, during the first five minutes, the personal and social responsibility behaviors to be practiced that day were explained, in order to make the expectations of the class clear. The day's sport activity and its rules were explained. The aim of the activity was for the students to both practice responsibility and learn to behave according to the day's goals. The session lasted 20 minutes; (c) Group meeting: The students sat together in a circle with the program leaders. The students were given the floor so that they could share opinions, feelings and ideas about the games in general and the session in particular. The meeting lasted about 10 minutes. d) Evaluation and self-evaluation: Still seated in a circle, the daily session concluded with an evaluation by each student of his/her own behavior in class. Physical Activities. Physical activities were designed according to the educational goals of the responsibility levels. We sought to provide a variety of games. The games can be seen in Table 3 (Byl, 2002; Byl and Kloet VanGelis, 2014; Orlick, 2006).

Table 3.

*The Details of the TPSR Model Implemented on the Test Group*

Week	Subjects	Activity
1-2	Respect for the Rights and Feelings of Others	-Warm-up activities (Informing the study participants about the subject, explanation of the expectations and reading the study sheets on the wall) -Playing the educational games for empathy (empathy hat, getting into character) and respect (relay races-Circle Relay, Cumulative Relay, Blindfolded Obstacle Relay, Shuffle Run, Custodian Relay, Arch and Roll Relay, Exercise Relay) Warm-down activities [Evaluation of the behaviors of both self through self-assessment and friends with a thumb gesture (up, down or middle)]
3-4	Effort and Cooperation	-Warm-up activities (Informing the study participants about the subject, explanation of the expectations and reading the study sheets on the wall) -Playing educational games for Effort and Cooperation (Cooperative Net Game and Culture) Warm-down activities [Evaluation of the behaviors of both self through self-assessment and friends with a thumb gesture (up, down or middle)]
5-6	Self-Control	-Warm-up activities (Informing the study participants about the subject, explanation of the expectations and reading the study sheets on the wall) -Playing educational games for self-control (Rhythm activities) Warm-down activities [Evaluation of the behaviors of both self through self-assessment and friends with a thumb gesture (up, down or middle)]
7-8	Helping Others and Leadership	-Warm-up activities (Informing the study participants about the subject, explanation of the expectations and reading the study sheets on the wall) -Playing educational games for helping and leadership (ball games) Warm-down activities [Evaluation of the behaviors of both self through self-assessment and friends with a thumb gesture (up, down or middle)]
9	Social Responsibility	-Warm-up activities (Informing the study participants about the subject, explanation of the expectations and reading the study sheets on the wall) -Participation to an activity of a classmate and acting as a leader for her/him in replaying the games learned Warm-down activities [Evaluation of the behaviors of both self through self-assessment and friends with a thumb gesture (up, down or middle)]
10	Social Responsibility	-Warm-up activities (Informing the study participants about the subject, explanation of the expectations and reading the study sheets on the wall) -Participation to an activity of a family member and acting as a leader for her/him in replaying the games learned Warm-down activities [Evaluation of the behaviors of both self through self-assessment and friends with a thumb gesture (up, down or middle)]

**Qualities of the academic performing the implementation process**

The person who executed the process with TPSR in the research is an academic instructing the classes of educational play and special teaching methods in the teaching physical education and sports teaching department at university for sixteen years.

**2.4. Data Analysis**

In the data analysis, the t-test was employed for the equivalence of groups in the independent samples (Table 2) and 2 (Group) x 2 (Time) factorial analyses of variance with Repeated Measures in the second factor. The Group factor (independent variable) included both intervention and comparison groups (Büyüköztürk, 2011). The dependent variable was the RFBS scores of students, and the independent variable was the TPSR model implementation. In order to determine if the data acquired before the implementation corresponds to the assumptions of the analyses to be performed, Kolmogorov- Smirnov test was conducted to see if the distributions are normal in both groups for each dimension of the dependent variable. The result was  $p = .07$  in the responsibility feeling dimension, and  $p = .20$  in the responsibility behaviors dimension.

**3. RESULTS**

Table 4 presents the descriptive statistics (mean and standard deviations) related to the measures at pre- and post-test.

Table 4.

Sense of Responsibility and Behaviors Scale of the Test and Control Group Pretest-Posttest Mean and Standard Deviations

Subscales	Groups	N	Pretest		Posttest	
			$\bar{X}$	SD	$\bar{X}$	SD
Sense of Responsibility	Experimental Group	34	35.41	4.63	42.76	7.26
	Control Group	30	34.33	4.06	35.46	3.97
Responsibility Behaviors	Experimental Group	34	35.85	4.94	36.76	4.49
	Control Group	30	34.20	4.16	34.67	4.05

Table 4 shows that experimental group ( $\bar{X}_{pre}=35.41\pm 4.63$ ,  $\bar{X}_{post} = 42.76 \pm 7.26$ ) scores the sense of responsibility were significantly improved after the course; no significant improvement was noticed in the control group ( $\bar{X}_{pre} = 34.33 \pm 4.06$ ,  $\bar{X}_{post} = 35.46 \pm 3.97$ ). The pretest and post-test mean experimental group ( $\bar{X}_{pre}=35.85\pm 4.94$ ,  $\bar{X}_{post} = 36.76 \pm 4.49$ ) and control group ( $\bar{X}_{pre}=34.20\pm 4.16$ ,  $\bar{X}_{post} = 34.67 \pm 4.05$ ) results of the behavioral transference of responsibility of students did not show significant improvement was noticed the scores.

A 2 (group) x 2 (time) analysis of variance with repeated measures in the last factor was conducted to assess main and interaction effects on sense of responsibility and behavior.

Table 5.

*Time Effects and Interaction of Time and Group Effects in 2x2 ANOVA Sense of Responsibility*

Source of the Variance	Sum of Squares	Sd	Average of Squares	F	P	$\eta^2$
Group	1266.337	1	1266.337	15.712	0.00*	.202
Time	774.552	1	774.552	63.985	0.00*	.508
Group x Time	396.052	1	396.052	34.036	0.00*	.354
Error	721.448	62	11.636			

\*p&lt;0.05

Regarding the interaction effects (time x group) of the 2x2 ANOVA (Table 5), the significant changes were found for sense of responsibility revealing that the TPSR caused substantial improvements in this variable ( $F_{(1-62)} = 34,036$  p<0.05) for the participants in experimental group. Improvements in sense of responsibility were also confirmed with a considerable effect size ( $\eta^2_{partial}=.354$ ).

Table 6.

*Time Effects and Interaction of Time and Group Effects in 2x2 ANOVA Responsibility Behaviors*

Source of the Variance	Sum of Squares	Sd	Average of Squares	F	P	$\eta^2$
Group	145.389	1	145.389	2.619	0.11	0.41
Time	15.196	1	15.196	7.27	0.00*	0.05
Group x Time	3.237	1	3.237	1.549	0,21	0.02
Error	129.586	62	2.090			

\*p&lt;0.05

In the case of responsibility behavior, the main effect noted for group was no statistically significant  $F_{(1-62)}= 2.619$ , p >0.05, but the time factor  $F_{(1-62)} = 7.27$ , p = .000 was statistically significant. The interaction of time x group was no statistically significant  $F_{(1-62)} = 1.549$ , p = .21 which demonstrates that the intervention produced an effect, with a value of  $\eta^2 = .02$ .

#### 4. DISCUSSION AND RECOMMENDATIONS

Regarding the question that the TPSR model through extracurricular sports activities or teaching personal and social responsibility and for experiencing success seems to confirm that the responsibility behavior of the participants improved during the course of the implementation of the TPSR. The results of our intervention indicate that the TPSR program, when applied to adolescents during the ten weeks, can produce an improvement of responsibility for enlisting sense of responsibility and behavior of responsibility. The result indicates that TPSR has effects on responsibility feeling of students. In other words, it can be suggested that the responsibility feeling levels of the students in the test group was increased as a result of participation in extracurricular sports activities. It was observed that the impact of the implemented model was efficient and effective in internalization of the responsibility feeling by students. In a similar way, the studies of Hellison and Walsh (2002), Hellison and Wright (2003), Race (2011) and Escartí, Gutiérrez, Pascual, Llopis, (2010), Escarti et al. (2012) reinforces the research results with their conclusion that TPSR implementation in youth at risk develops personal responsibility feeling.

Regarding the another result of this study is that employment of TPSR in extracurricular activities does not lead to a statistically significant difference between the pretest-posttest scores in the dimension of responsibility behaviors of students. This result indicates that the TPSR implemented for 10 weeks has an impact on students in the responsibility behaviors dimension, however, the impact level in not sufficient. The short duration of model implementation can a one of the reasons of this situation.

Even though the students have acquired and internalized responsibility feeling, this duration could have been limited to create the necessary effect in order to transform this feature into a behavior. It has been reported in similar studies in the literature that, about one year is necessary for the development of these kinds of features (Escardi et al., 2010; Gordon 2012; Hellison and Walsh, 2002; Hellison and Wright 2003). Another factor can be carrying out the extracurricular sports activity play program in accordance with the concepts suggested by the model, neglecting to determine the needs of students. Cecchini, Montero, Alonso Izquierdo and Contreras (2007) reported, in the study they researched the implementation impact of TPSR based on the argument that the needs of school-age youth is fair play and self-control, that the behaviors to win such as playing rough and committing fouls partially decreased in youth while the indicators of sportsmanship, pleasure and personal responsibility improved. In the study they conducted by determining the needs of 9th grade students regarding fair play behaviors and intervening with TPSR, fair play behaviors of 9th grade students, Keske Aksoy and Gürsel (2017a) observed that students can internalize the concept of fair play and make decisions in accordance with their self-chosen moral principles. These two studies in the literature conclude that focusing on a concept needed by students in implementation of the model produces more efficient results. Another factor for the model to be effective is considered to be the implementation of the games and activities, selected for the characteristics of the structures composing the themes of the model, by the students themselves. The students had difficulty in activities containing themes such as effort and self-control while they comprehended and performed the games and activities for collaboration, leadership and respect more easily. This condition can be considered as an impeding factor for the transference of responsibility feeling to behaviors.

Consequently, TPSR generated a statistically significant effect on responsibility feeling level of students and improved the level of responsibility behaviors but didn't produced any effect on it. Nevertheless, the teaching model implemented on students created a positive change in average points of both responsibility feeling and responsibility behaviors even though the students couldn't transfer the responsibility feeling qualification they learned by means of the model into behaviors. Therefore, it is considered that the students at risk can develop the responsibility feeling, one of the extremely critical affective behaviors for human life, and maintain this behavior if their teachers teach the physical education classes with the help of this model.

In accordance with the study results, the following can be suggested to researchers and trainers. Firstly, the requirement of activity selection and implementation can be satisfied according to the readiness of study participant students for each theme by determining the readiness levels regarding the themes composing this model (empathy, respect, effort, self-control etc.) at the start of a study. Secondly, it is crucial to conduct longer-term studies with more participants and in various grade levels in order to obtain more reliable results. Thirdly, in this study conducted, the impact of gender on this model couldn't be investigated due to the limited number of students in the test group. For further studies, research to observe the impact of gender on the model is also required. Finally, the study was designed only quantitatively. It is suggested to employ qualitative methods in addition to quantitative design in further studies.

### **Research and Publication Ethics Statement**

The author hereby declare that she has not used any sources other than those listed in the references. Ethics committee approval was obtained for research from the Hacettepe University Ethics Committee (dated 29.06.2015 and with the number 431-2054).

### **Contribution Rates of Authors to the Article**

Since the article has a single title, the idea application result and discussion were written by the author.

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### **Statement of Interest**

In the study, there is no conflict of interest within the author or with other persons / institutions / organizations.

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