



UNIVERSITI PUTRA MALAYSIA

**EFFECTIVENESS OF RESPONSIBILITY MODEL FOR
PERSONAL AND SOCIAL DEVELOPMENT IN
PHYSICAL EDUCATION**

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By

NORLENA SALAMUDDIN

**Thesis Submitted in Fulfilment of the Requirement
for the Degree of Doctor of Philosophy
in the Faculty of Educational Studies
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DEDICATION

**To Faris Arifin and Farah Alyssa,
my beloved children.
Thanks for your patience.**



Abstract of thesis presented to the Senate of Universiti Putra
Malaysia in fulfilment of the requirements for the degree of
Doctor of Philosophy.

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Chairman: Professor Dr. Abdul Rahman Mohd. Aroff

Faculty: Educational Studies

An experiment to assess the effects of the responsibility model on students' personal and social development was conducted in a school in Shah Alam, Selangor. Instruction using the specific teaching strategies served as the intervention programme, and a pre test-post test control group research design was utilised. The study involved 146 Form One students (75 males and 71 females) in four classes. The teaching of personal and social development in physical education classes used the responsibility model developed by Hellison (1985) and adapted to Malaysian physical education curriculum. It was hypothesised that the responsibility model would improve students' personal and social development and would assist students in responding to sports and non-sports related dilemmas. It was further hypothesised that gender and level of competition did not have any influence on the students'



ability to respond to dilemmas. The hypotheses of the study received significant support. Students in the experimental group improved significantly after exposure to the responsibility model. Gender and number of years in competitive sports had no effect on the ability to adapt to the responsibility model. The implication of the study showed that the responsibility model did influence students' personal and social development. Therefore, it is recommended that specific teaching strategies be used in teaching physical education so that the aim of producing students who are able to choose right from wrong and good from bad be no longer taken for granted.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra
Malaysia sebagai memenuhi keperluan ijazah Doktor Falsafah

**KEBERKESANAN MODEL TANGGUNGJAWAB BAGI
PERKEMBANGAN SOSIO-KENDIRI DALAM
PENDIDIKAN JASMANI**

Oleh

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Satu kajian untuk menilai kesan model tanggungjawab ke atas perkembangan sosio-kendiri pelajar telah dijalankan di sebuah sekolah di Shah Alam, Selangor. Program intervensi bagi kumpulan kajian adalah menggunakan strategi pengajaran yang spesifik. Rekabentuk kajian adalah kajian kuasi menggunakan ujian pra dan pos. Seramai 146 orang pelajar Tingkatan Satu (75 lelaki dan 71 perempuan telah terlibat dalam kajian ini. Model tanggungjawab yang dibentuk oleh Hellison (1985) telah diadaptasikan dalam kurikulum pendidikan jasmani yang digunakan di Malaysia. Dalam kajian ini, model ini digunakan untuk mengajar kemahiran sosio-kendiri dikalangan pelajar sekolah. Beberapa hipotesis kajian telah dibentuk, diantara lain hipotesis kajian menyatakan bahawa model tanggungjawab ini dapat meningkatkan perkembangan sosio-kendiri serta membantu



pelajar dalam menangani dilema berkaitan sukan dan bukan sukan. Pengaruh jantina serta tahap penglibatan pelajar dalam sukan terhadap kebolehan untuk menangani dilema juga dikaji. Hipotesis kajian ini mendapat sambutan yang memberangsangkan. Pelajar-pelajar yang terlibat dalam kumpulan kajian telah menunjukkan prestasi signifikan dalam peningkatan dari segi tanggungjawab sosio-kendiri selepas didedahkan kepada model tanggungjawab tersebut. Jantina serta penglibatan dalam sukan tidak langsung mempengaruhi kebolehan untuk menyesuaikan diri kepada model tanggungjawab. Keputusan kajian dibincangkan dengan merujuk kepada objektif kajian serta pengajaran pendidikan jasmani. Saranan berkaitan dengan isi pengajaran serta kurikulum dan saranan kajian lanjutan juga dibincangkan.



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CHAPTER ONE

INTRODUCTION

Background of the Study

Based on media reports, it seems that the behaviours of the younger generation today are deteriorating. Many factors contribute to this depreciation in behaviour. However, most people attributed it to two prominent factors, i.e. the onset of modern technologies and working parents.

Through modern technologies, adolescents are introduced to televisions and video arcades. Television has been proven to influence adolescents in both positive and negative ways (White 1990; Robson 1997). Through television and other media of communication outside the school, students today are more knowledgeable and sophisticated than students of the past. Dr. Mahathir Mohamed also denounced the influence of television on local adolescents who follow the style of their punk counterparts overseas (The Star, Jan 10, 1997).

The second factor contributing to behavioural problems in adolescents is working parents (Smith and Sharp 1994). Since parents



were at work most of the day, adolescents spend most of their time on their own or under the care of a helper. As a consequence, these adolescents frequently became the perpetrators and victims of undesirable behaviours. Adolescents need to be taught, controlled and corrected by adults. Good behaviours and instructions need to be given to children of all ages for them to follow as ideal examples (Barnett, Matthews and Howard 1979; Crittenden 1991; Bernstein, 1996). If children need to possess self-control and self-direction, then they have to be provided with opportunities and responsibilities to control and direct their own actions according to the acceptable and commendable rules and norms of society (Bredemeier 1986; Eisenberg and Mussen 1989).

Schools are now under a tremendous pressure since parents are more worried about how their children perform in school, in other words, their children's grades in school (Broadfoot 1998). Schools are giving more and more attention to academic achievement of students. This increase in attention may be due to parental choice and competition among schools to be excellent in academic achievement. In such a climate, the future for other aspects of education is likely to be bleak. Time and enthusiasm spend on less measurable educational



values are greatly reduced because schools and individual teachers are forced to focus their energies on “getting the scores up” (Broadfoot 1998). Personal and social development is one of the several aspects of learning that are currently under pressure. Although politicians and policy-makers alike know about the need for schools to take more responsibility for moral, civic and spiritual development of society’s next generation, “what you test is what you get” attitude still prevails.

What is happening to schooling for the past several decades dictates the need of social skills training for school children. Teaching is a more difficult job today than it was in the past. Virtually everyone who is either directly or indirectly involved in education believes that students are more disruptive today than they were in the past (Siedentop, Mand, and Taggart 1986). Discipline has been the single most important issue in the minds of both parents and teachers over the past decade (Baer, Goodall and Brown 1983; Chomsky 1995).

Teachers, administrators and parents believe that students are more disruptive, more difficult to manage, and more in need of



disciplinary training (Dauer and Pangrazi 1986). Regardless of what previous generations of students were like, it seems clear that the current generation needs to learn to behave better in school as well as outside the school compound (Hellison 1978). Along with the widespread concern about disruptive behaviours, there is a related belief that schools should do more to teach students appropriate social and ethical behaviour (Inman, Buck and Burke 1998). The deep and continuing concern about the social development of students makes this study particularly relevant to the current scene.

There is also a long-standing belief that adolescents can learn valuable lessons pertaining to rules, authority, perseverance, courage, and responsibility through sports and games (Haft and Slade 1989; Rayner 1992). When physical education was introduced as a school subject in early 18th century in the United States of America and in the United Kingdom, character development occupied a significant role alongside physical fitness (Zeigler 1964; McPherson 1978). This proves that since it was first introduced, physical education was taught for fitness development and at the same time for the development of the self as a person.



Over the years, as educational jargons change, it becomes more common to describe this objective as social/emotional development rather than character development, but the two essentially meant the same thing. The progressive education movement serves to emphasise even more the importance of social development function of schools, and many important physical education teachers place great importance on social development outcomes in physical education.

Over the past decade, many have argued that there is little evidence that school physical education has made any distinct contribution to character development in students (Ogilvie and Tutko 1971; Leonard 1972; Hellison 1978; Orlick 1978, 1990; Kohn 1986; Sage 1988). One reason for this lack of evidence may be that the development of character has very seldom been approached as the major goal of a physical education programme. If character and social development is just one goal among many, it is not likely to be achieved to a degree that it becomes noticeable. Using the model developed by Hellison (1991), there are good reasons to believe that physical education teachers can achieve personal and social goals such as perseverance, self-responsibility, more appropriate behaviour,



sharing, and co-operation among troubled students and the general student population.

It would be highly presumptuous to state that physical education will automatically produce good personal and social behaviour. Physical education can be beneficial, neutral or detrimental to personal and social development, depending on the nature of social interactions that actually takes place in a physical education class. Henkel and Earls (1985) points out that physical education teachers were on average less develop in their moral reasoning capacities, thus making it difficult for them to implement moral development strategies in physical education classes. Nevertheless, there are many dedicated and competent physical education teachers who have quite effectively used various personal-social development models in their physical education classes.

Personal and Social Development Theories

Social problems among school children have caught the attention of many people. Although teachers often state that social development is



one of the general outcomes of education and physical education, it appears to be merely statements. A conscious effort need to be done in terms of planning for personal and social development so that students are aware of their behaviour. One way of planning for this outcome is using the ideas from personal and social development theorists.

Personal and social development theorists (Orlick 1978; Hellison 1985; Gruber 1986; Romance, Weiss and Bockoven 1986; Winnick 1990) believe that personal and social attributes can be taught. Personal and social development refers to a wide range of affective domain attributes such as self-esteem, courage, co-operation, motivation, sportsmanship and fair play. In a review of the publications of past physical education leaders, Miller and Jarman (1988) provide considerable evidence not only of the central role of "moral and ethical character development" in the urgings of past physical education leaders but of their awareness that physical education teachers must consciously teach toward these outcomes if they are to occur.

Currently, there are four teaching models that use the personal and social development theory as a major goal in physical education lessons. These models are:

1. self-esteem model,
2. moral education model,
3. outdoor pursuit and adventure education model, and
4. responsibility model.

The first model is the self-esteem model. Self-esteem is often viewed as a primary indicator of a person's emotional adjustment and mental health (Campbell 1984). Therefore, it often appears as a curriculum objective in school programmes (Gruber 1986). Proponents of the self-esteem model in teaching personal-social development promote strategies such as positive reinforcements, redefining success so that improvement and effort count, remedial support for those who perceive themselves to be unskilled or unfit, and attention to the inside self in the form of listening, conferences, and choices. However, because self-esteem is perceptual and subjective, it is difficult to plan for.

Another line of research (Weiss and Bredemeier 1986) suggested a different model of personal-social development which is called the moral education model. The goals of moral education are to promote moral reasoning, put moral reasoning into action, and deepen affective