

## **THE PERSONAL AND SOCIAL RESPONSIBILITY MODEL (TPSR) IN THE DIFFERENT SUBJECTS OF PRIMARY EDUCATION AND ITS IMPACT ON RESPONSIBILITY, AUTONOMY, MOTIVATION, SELF-CONCEPT AND SOCIAL CLIMATE.**

### **ABSTRACT**

The objective of this study is to apply a program based on the Personal and Social Responsibility Model (TPSR) of Hellison (1978), traditionally used in Physical Education, to other educational subjects and assess their influence on responsibility, autonomy, motivation, self-concept and social climate of the classroom. The program was applied during 4 months receiving the students a percentage around 70% of the teaching hours with their curricular contents through this teaching methodology. The mixed methodology of the study and the quasi-experimental design materialized from a group of 25 participants from the 4th year of Primary Education, to whom a questionnaire was administered, before and after the experience to analyze the variables of the study; daily self-evaluations, by the teacher and the students; and finally semi-structured interviews. The results indicate an improvement of the experimental group for the personal and social responsibility, autonomy, intrinsic and introjected motivation, total self-concept and the social climate of the classroom. Consecutively, the positive self-evaluations of the students were also increasing as the implementation of the program progressed at the various levels. As conclusions, the MRPS has been shown to be effective in other subjects, achieving an improvement in responsibility, autonomy, intrinsic motivation, self-concept and the social climate of the classroom being positively valued by the faculty and students.

## KEY WORDS

Active methodologies, Teaching, Physical Education, Curriculum, Educational values

