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Decades of research and practices on Social and Emotional Learning (SEL) have formed a foundational body of knowledge that the development of SEL skills is positively associated with students' academic achievement and later life success (Durlak et al., 2011; Elias et al., 1997; Weissberg et al., 2015). This proposed research argues that learning is a social and emotional enterprise. Therefore, educational efforts should ensure an emphasis on developing students' SEL skills (Elias, 2019).

SEL programs and practices were initially developed in schools (Elias et al., 1997). However, the lack of clear leadership and support for teachers in schools around the social and emotional aspects of learning (Elias, 2019), school closures, and the stringent management practices during the COVID-19 pandemic have made schools a challenging place for studying and developing students' SEL competencies (Viner et al., 2020). The situation is highly likely worse for underserved students, including low-income, underrepresented racial/ethnic minorities, and first-generation students. Underserved students are more vulnerable to the lack of environmental education opportunities to develop SEL skills due to the issues of poverty, racism, oppression, and segregation (Holt et al., 2011; Martinek & Hellison, 1997, Coll et al., 1996), which may lead to a series of social issues and juvenile crimes (Jewett & Kuhn, 2016). One alternative way to provide educational opportunities on SEL for underserved students is participating in Sport-based Youth Development (SBYD) programs (Holt, 2016; Hemphill et al., 2019). This is especially true when some SBYD programs are still operating and available during the COVID-19 pandemic. In SBYD programs, students can be taught to “think through core program values beyond sport” and learn “how to navigate through potential environmental

barriers” in their lives (Jacobs & Wright, 2019, p. 13). SBYD programs have been proposed as potential contexts for promoting certain competencies that align well with the SEL framework for underserved students (Gould & Carson, 2008; Papacharisis et al., 2005). In comparison to other organized activities, students in SBYD programs reported significantly more positive experiences related to the initiative, emotional regulation, and teamwork (Larson et al., 2006).

For decades, researchers have been studying pedagogical practices that promote SEL skills in school physical education and sports settings. Most popular pedagogical practices focusing on students’ development of SEL skills include Teaching Personal and Social Responsibility (Hellison, 2011), Cooperative Learning (Dyson et al., 2020), Sports Education (Siedentop et al., 2004), and Adventure-based Learning (Sutherland & Stuhr, 2014). Those pedagogical practices are called models-based practices (MBP). While the benefits of SBYD in promoting SEL are evident, there is a limited empirical examination on how MBP could be utilized to promote students’ SEL skills in SBYD programs (Talebzadeh & Jarfari, 2012). The purpose of this dissertation study is to promote students’ SEL skills in SBYD programs using MBP. The dissertation study was guided by three research questions: (a) How do students experience SEL in an SBYD program grounded in TPSR? (b) What are the SEL skills students develop in an SBYD program grounded in a hybrid pedagogy of TPSR and CL? and (c) What is the impact of the SBYD program grounded in the hybridization of TPSR and CL on students’ physical, social, and emotional development?

The dissertation study was conducted in two soccer-based SBYD programs. Guided by a participatory action research approach (Chatterton et al., 2007), the researcher investigated the Saturday Soccer program grounded in TPSR. Another SBYD program, Beyond Soccer Field, was initiated and led by the researcher using a hybrid pedagogy grounded in TPSR and CL. A

total of 40 underserved students aged 8 to 14 years old participated in those two programs. This dissertation study adopted a case study design (Stake, 2006). Drawing on the qualitative and quantitative research traditions, the researcher collected data using semi-structured interviews, field notes, self-reflective journals, ACTi Graph GT9X 3-axis accelerometers (ActiGraph, LLC, Pensacola, FL), the Loughborough soccer passing test (Ali, et al., 2007), and the Personal and Social Responsibility Questionnaire (Waston, et al., 2003). Deductive and inductive analysis, constant comparison (Miles et al., 2014), repeated-measures multivariate analysis of variance (Johnson & Wichern, 2007), and paired *t*-test were utilized for data analysis.

Findings in Chapter Four (research question one) confirmed that TPSR could be an effective pedagogical practice that promotes students' development of SEL skills in SBYD programs. Findings in Chapter Five (research question two) provided qualitative evidence, indicating the hybridization of CL and TPSR could better facilitate the program practices and promote students' development of SEL skills, including respect, effort, teamwork, and leadership. Findings in Chapter Six (research question three) provided quantitative and qualitative evidence, showing that the SBYD program grounded in the hybridization of TPSR and CL could significantly promote students' physical, social, and emotional development. Collectively, those findings suggest TPSR and CL can be hybridized as an effective pedagogical practice that promotes students' physical, social, and emotional development in SBYD programs.

PROMOTING SOCIAL AND EMOTIONAL LEARNING FOR STUDENTS THROUGH
SPORTS-BASED YOUTH DEVELOPMENT PROGRAMS USING MODELS-BASED
PRACTICE

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To my wife and my two lovely daughters.

APPROVAL PAGE

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“There is no such thing as an individual. We have an illusion of self-sufficiency, but actually other people support us throughout the entire process of our development.” (Urie Bronfenbrenner).

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CHAPTER I: INTRODUCTION

It has been widely accepted that students need more than academic education to become successful in school and life (National Research Council, 2012). The need to develop the whole child is now prioritized through the combination of academic and social-emotional development (Oberle et al., 2014). Thus, scholars have proposed two universal education goals: (a) improve students' academic success; (b) strengthen students' social and emotional competencies (Ellis, 2003). One of the major premises of this proposed research argues that learning is a social and emotional enterprise. Therefore, educational efforts should ensure an emphasis on developing students' SEL skills (Elias, 2019). School education and after-school programs are best served by combining efforts and resources to develop students physically, cognitively, socially, and emotionally (Martinek, 2016; Hemphill & Richards, 2016; Hemphill et al., 2015).

Schools have a fundamental goal of teaching students to learn core academic disciplines, such as mathematics, science, etc. In addition to these essential academic skills, education studies, politics, and experience have become profoundly mindful that social and emotional competencies influence learning (Elias et al., 1997; Jones et al., 2013; Osher et al., 2016). However, schools lack clear leadership and support for teachers around the social and emotional aspects of teaching and learning (Elias, 2019). In a nationwide investigation (Benson, 2006), 29% to 45% of the students surveyed recorded possessing social skills, such as decision-making, empathy, and conflict resolution. Only 29% suggested that their schools had a supportive and friendly atmosphere. In high school, 40%–60% of students had low motivation and engagement in schooling (Klem &Connell, 2004). It has been considered that students need more opportunities to develop SEL skills (Martinek & Hellison, 1997). However, students coming from low-income families have limited access to develop SEL skills due to the lack of financial and environmental resources (Shen et al., 2022). Students

that suffer from those adversities are called “underserved students.” Underserved students struggled with poverty, racism, oppression, and segregation (Holt et al., 2011; Martinek & Hellison, 1997; Coll et al., 1996). They are more vulnerable and lack opportunities to develop SEL (Holt, Kingsley, et al., 2011; Martinek & Hellison, 1997), which have led to a series of social issues and juvenile crimes (Jewett & Kuhn, 2016).

It has been widely accepted that physical education (PE) and sports programs are naturalistic environments where students can develop social and emotional skills through cooperative, promotive, and restorative interactions with adults and peers (Hemphill et al., 2018; Martinek & Hellison, 2016; Gagnon, 2016; Dyson, 2014; Lu & Buchanan, 2014). However, the school closure and stringent management practices during the COVID-19 pandemic have made school PE challenging for developing students’ SEL skills (Viner et al., 2020). In SBYD programs, students could be taught to “think through core program values beyond sport” and learn “how to navigate through potential environmental barriers” in their lives (Jacobs & Wright, 2019, p. 13). Those environmental barriers are organized into three broader categories: root barriers, intermediate barriers, and immediate barriers (Hellison, 2011). Poverty, racism, oppression, and segregation are examples of root barriers (Hellison, 2011). Examples of intermediate barriers include the absence of social or emotional skills that provide the basis for students’ sense of self and future for life (Hellison, 2011). Misconducts and crimes are examples of immediate barriers (Hellison, 2011). As Hellison (2011) pointed out there was “no panacea for today’s social problems” (p. 14). There is little that SBYD programs can do to remove and change the root and immediate barriers for underserved students. However, SBYD programs can help remove the intermediate barriers by empowering underserved students “taking responsibility for their personal well-being and contributing to the well-being of others” (Hellison, 2011, p. 14). Therefore, SBYD programs are helpful to ameliorate the negative impact of the root and immediate barriers. However,

Clark (2008) found that students from low-income households had a significantly fewer percentage of sports participation (44%) compared to students from high-income families (68%). There is an immediate need to study and develop SBYD programs to potentially supplement public school education and develop programs on SEL for students, particularly during this COVID-19 pandemic.

SEL and SBYD

SBYD programs have been confirmed to be effective in promoting students' specific social and emotional skills that align well with the existing SEL frameworks (Gould & Carson, 2008; Papacharisis et al., 2005). Compared to other structured events, students reported significantly more positive encounters of initiative, emotional control, and teamwork in SBYD programs (Larson et al., 2006). Those positive experiences are commonly referred to as life skills in SBYD studies that could be acquired across age, social class, religion, and gender (Hemphill et al., 2019; Camiré et al., 2011; Danish et al., 2004; Fraser-Thomas et al., 2008; Fraser-Thomas et al., 2005;). Life skills have been broadly defined as “skills that enable students to succeed in the different environments in which they live, such as school, home, and in their neighborhoods.” (Danish et al., 2005, p.49). In sports settings, Gould and Carson (2008) specified life skills as “goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and transferred for use in non-sport settings” (p. 60). These life skills promoted in SBYD programs, in addition with life skills (e.g., teamwork and leadership) found in other studies (Holt et al., 2008; Martinek et al., 2006), are closely aligned with SEL skills (Gould & Carson, 2008; Papacharisis et al., 2005; Wright et al., 2010). In addition, students reported more happiness and enjoyment in sports and physical activities (Chalip et al., 1984; McCarthy et al., 2008). Those enjoyable experiences could attract students' participation and keep them engaged in practices. “When these factors are taken together, it seems sport and PA programs in the afterschool context

may offer great potential for teaching life skills that relate to SEL.” (Gordon et al., 2016, p. 359).

SEL and Model-based Practices

Physical educators and SBYD program leaders have developed fundamental tools to help students develop physical, cognitive, social, and emotional competencies based on the evolving understanding of pedagogy. These tools are described as models-based practices (MBP; Haerens et al., 2011). Each MBP is a design specification with its key elements that inform teachers and students what they need to work on to execute the model and achieve educationally beneficial outcomes. In addition, MBP could be utilized by PE teachers and SBYD program leaders to design programs that are the best fit for the specific conditions of their local settings. There is a growing amount of research that suggests that MBP has been proven to be an effective pedagogies to promote students’ SEL development in school PE and SBYD programs (Ciotto & Gagnon, 2018; Gagnon, 2016; Jacobs & Wright, 2014; Martinek, 2016). However, despite the potential effectiveness of MBP as pedagogical practices for students’ SEL promotion, Casey (2014) argued that MBP could be either a “great white hope” or a “white elephant” since for teachers who did not receive requisite help from model developers and university researchers, the implementation of MBP could be challenging and difficult.

The most frequently used and studied MBPs include Teaching Personal and Social Responsibility (TPSR; Hellison, 2011), Sports Education (SE; Siedentop et al., 2004), Cooperative Learning (CL; Dyson & Casey, 2012), and Adventure-based Learning (ABL; Sutherland & Stuhr, 2014). The MBP I utilized for this dissertation study includes Teaching Personal and Social Responsibility (TPSR) and Cooperative Learning (CL). The dissertation study was grounded in TPSR and the hybridization of TPSR and CL.

Hybridization of TPSR and CL

Using the hybridization of TPSR and CL to promote students' SEL outcomes lies in two essential rationales. The first rationale for hybridizing TPSR and CL is that they share common features, making them possible and easy to combine. In CL, one of the key elements is individual accountability, which was interpreted as "personal responsibility to achieve the group's goals" (Dyson & Casey, 2012, p. 3). While in TPSR, as Hellison (2011) stated, "cooperation as a dimension of effort... can be viewed as the beginning stage of responsibility development" (p. 21).

Second, there has been a growing concern that value-based programs grounded in one single model-based practice cannot achieve all the SEL learning outcomes and fit all the contexts (Haerens et al., 2011). Based on Casey and Goodyear's (2015) systematic literature review of CL studies, the evidence found in the affective domain development was weak. However, the five levels of responsibilities and the daily delivery format grounded in the TPSR model could provide powerful curricular and practical implications that are closely tied to affective learning (Hellison, 2011). About the TPSR model, Hellison (2011) pointed out, "for most program leaders, changing how physical activities are taught is the most difficult part of implementing TPSR." (p. 155). The utilization of CL Structures could overcome this challenge. CL Structures are a series of pedagogical instructions and procedures that can be utilized for organizing any physical activities, and CL Structures are "content-free" for any value-based programs (Dyson, 2001). Commonly used CL Structures are *Pairs-Check-Perform*, *Jigsaw Perform*, and *Learning Teams* (Dyson, 2001). For example, students who work in the CL Structure of *Learning Team* have the opportunity to collaboratively work with others to achieve group goals with different roles (e.g., team leader, equipment manager, encourager, recorder, etc.). Students who work in the CL Structure of *Jigsaw* have an equal opportunity to contribute to the achievement of group goals. In *Jigsaw*-based practice, each

student is responsible for learning a specific piece of learning cues and then teaching that piece of learning cues with the rest of the team members for group achievement.

Practices in this dissertation study were grounded in the hybridization of TPSR and CL. The five levels of personal and social responsibilities grounded in the TPSR model were utilized as a framework to guide the students' development of SEL skills. CL Structures were utilized during the physical activity time to organize and implement the soccer practices during the program. Students who work in CL-based practices have the opportunity to develop a set of SEL skills that are closely tied to personal and social responsibilities, including respect, effort, support, and leadership.

Theoretical and Conceptual Frameworks

Social-ecological Systems Theory (SEST; Bronfenbrenner, 1979, 1992) and Social Constructivism Theory (SCT; Vygotsky, 1978) were utilized as two theoretical frameworks for this dissertation study. SEST provided an overarching theoretical framework, which empowered the researcher to understand and investigate students' SEL development with a multiple-level approach. SCT provided a theoretical foundation in developing pedagogical practices at the micro-level of the ecological systems influencing students' SEL development. SEL frameworks proposed by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) and Jones and Bouffard (2012) were utilized as the conceptual framework for this dissertation study.

Social-ecological Systems Theory

SEST focuses on a continued state of human development with four interrelated vital factors: the process, the person, context, and time (Bronfenbrenner & Morris, 1998). Among those four factors, the process and the context are the two most important factors that have been addressed in Bronfenbrenner's SEST (Tudge et al., 2009). Bronfenbrenner and Morris (1998) described the process of human development as a "complex reciprocal interaction

between an active, evolving biopsychological human organism and the persons, objects, and symbols in its immediate external environment” (p. 996). Bronfenbrenner also suggested that individuals developed within a multi-level system of environmental and social organizations, including micro-level systems, meso-level systems, and macro-level systems (Bronfenbrenner, 1992).

In this dissertation, the SEST framework represents SEL from a broader and multiple-level perspective where transactions among people within their social and physical settings, over time and across personal, cultural, institutional, and political levels are examined (Bronfenbrenner, 1979; 1992). SEL research grounded in SEST focuses on examining the development of students’ SEL competencies within different levels of social environments and organizations, ranging from the proximal environments, such as schools and families (micro-level system), to the more distal environments, such as school climate and policies (meso-level system), and community and society (macro-level system) (Bornstein & Lamb, 2015). Applying SEST, I sought to understand SEL implementation and how the processes of SEL implementation could be facilitated in two local community settings.

This dissertation study focuses on the micro-level of students’ SEL development by investigating the students’ physical, social and emotional development within two local community settings. However, to understand how social organizations at the meso-level and macro-level could have an impact on students’ SEL development, interviews with the parents and the director of the local soccer foundation, and two program set-up meetings with the administrators of the community recreation center and the city recreation and park office were conducted. The data collected from the meso-level and macro-level social organizations provided a broader and more holistic approach to understanding the students’ SEL development and would be utilized for future publications.

Social Constructivism Theory

SCT was employed as a theoretical framework to understand students' learning and development while utilizing pedagogical practices at the micro-level (the soccer program) of the ecological systems that influence students' SEL development. SCT was proposed by Vygotsky (1978), built upon Piaget's (1973) cognitive constructivism, believing that social interactions and context are imperative for learning. Vygotsky (1978) argued learning was an inherently social phenomenon in which students understood the information and create new knowledge in daily situations through activities and social encounters. Vygotsky proposed several key concepts, including intersubjectivity, scaffolding, the zone of proximal development, and transfer within the social construction process, which explained how students acquire knowledge in social settings. In line with Vygotsky's findings, social constructivists believe that learning is a social process and can only be achieved through reciprocal teaching and learning that involve social interactions with others (Dyson et al., 2021; Shen & Rose et al., 2022). As Azzarito and Ennis (2003) commented, "learning occurs through peer interactions, student ownership of the curriculum, and educational experiences that are authentic for students" (p. 179). The tenet of SCT is on the discovery of engaged, active, and creative learners (Rovegno & Dolly, 2006) and the concept that cooperative interactions are a powerful way to understand and build knowledge (Goodyear et al., 2014).

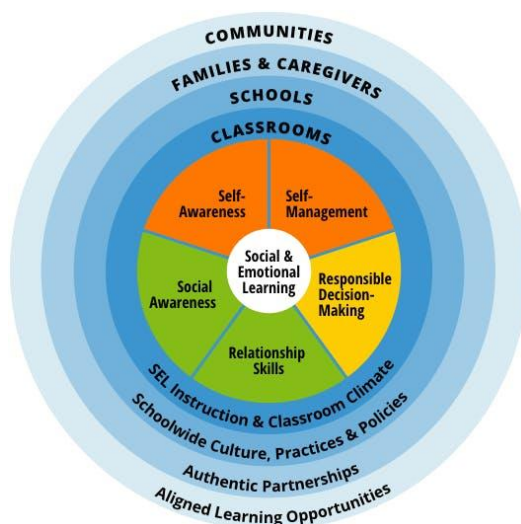
By adopting SCT, the development of pedagogical practices in the dissertation study considered learners' prior knowledge and experiences, and positive social interactions among the students and between the students and the researcher. The pedagogical practices in the dissertation study focused on promoting students' SEL skills through reciprocal teaching and learning that involved positive social interactions. The researcher endeavored to create a positive and supportive environment where students could develop physically, cognitively, socially, and emotionally in this dissertation study.

Social and Emotional Learning

Although the rapid growth in SEL research has provided evidence in positive social-emotional outcomes, behavioral adjustment, and academic improvement, there is a "lack of conceptual and definitional clarity" within the field of SEL (Jones et al., 2016). The two most competitive frameworks that have been utilized to guide previous SEL studies are the frameworks proposed by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) and Jones and Bouffard (2012).

CASEL defines SEL as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2015, p. 5). Five competencies were identified (Figure 1.1), including self-management, self-awareness, social-awareness, relationship skills, and responsible decision making, with growing interests in its practices across different environmental contexts (Weissberg & Cascarino, 2013).

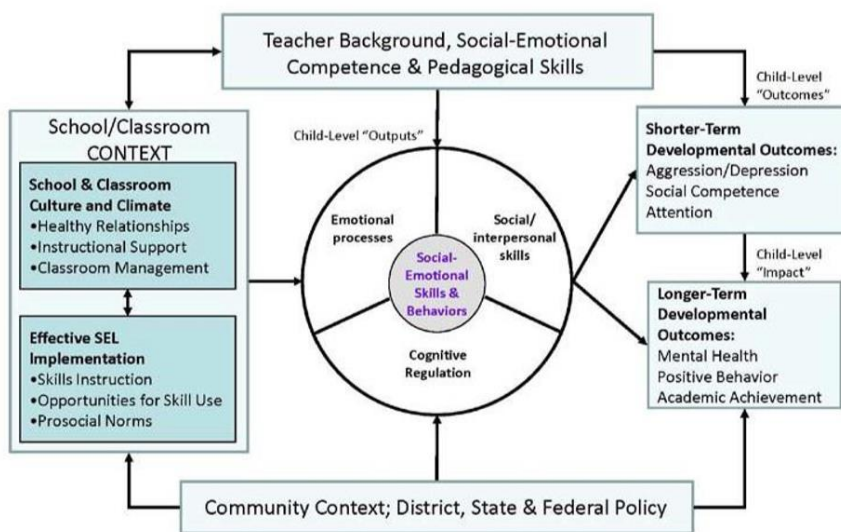
Figure 1.1. CASEL'S SEL Framework



The SEL framework proposed by Jones and Bouffard (2012) is grounded in the SEST (Bronfenbrenner, 1979, 1992), which examines the development of students' SEL with four interrelated concepts, including the process, the person, the context, and the time. Based on

SEST, Jones et al. (2017) defined SEL as "the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships, and citizenship" (p. 61). As shown in Figure 1.2, Jones and Bouffard (2012) viewed students' development within broader, nested, and interactive environments. Those environments range from more proximal micro-level systems (classroom and family) to more distal meso-level systems (classroom climate and school culture) and macro-level systems (neighbors and community). Developing students' social/interpersonal skills, emotional processes, and cognitive regulation is the center of this SEL framework. The dissertation study was guided by the two SEL frameworks, which helped the researcher to have a more comprehensive understanding of students' SEL development within multiple-level social organizations.

Figure 1.2. Jones and Bouffard's SEL Framework



Research Purpose and Questions

For decades, researchers have been studying best practices that promote SEL in school physical education and sports, including Cooperative Learning (Dyson et al., 2021), Teaching Personal and Social Responsibility (Hellison, 2011), Sports Education (Siedentop, 1998), and Adventure-based Learning (Sutherland & Stuhr, 2014). Those pedagogical

practices are called Models-based Practice (MBP). While the benefits of SBYD in promoting SEL are evident, there is a limited empirical examination on how MBP can be harnessed to promote students' SEL in SBYD programs (Talebzadeh & Jarfari, 2012). To address this research gap, the purpose of this dissertation study is to promote SEL for students in SBYD programs using MBP. Three research questions guided this dissertation study and were addressed and responded to by three independent studies (Chapters Four, Five, and Six).

Chapter Four: (a) How do students experience SEL in an SBYD program grounded in TPSR?

Chapter Five: (b) What are the SEL skills students develop in an SBYD program grounded in a hybrid pedagogy of TPSR and CL?

Chapter Six: (c) What is the impact of the SBYD program grounded in the hybridization of TPSR and CL on students' physical, social, and emotional development?

Significance of the Dissertation Study

The dissertation study has three significant contributions to the field of investigating students' SEL promotion through PE, physical activity, and sports. Firstly, the dissertation study provided evidence that TPSR could be an effective pedagogical practice in promoting students' SEL development in SBYD programs. The dissertation study is one of the few studies showing evidence of the connection between TPSR and SEL in SBYD settings. Secondly, the dissertation study provided evidence to support the possibility and effectiveness of the hybridization of TPSR and CL. This research appears to be the first empirical research on a hybrid MBP grounded in TPSR and CL. As Hellison (2011) argued, most SBYD program leaders struggled with the organization of physical activities that promote personal and social responsibilities grounded in the TPSR model. There is a research gap regarding the development of effective pedagogy that facilitates teaching and learning in SBYD programs grounded in TPSR. Findings in this study helped to narrow down this research gap by

developing a hybrid pedagogy grounded in TPSR and CL. Thirdly, the dissertation study examined the impact of the SBYD program grounded in the hybridization of TPSR and CL on the students' physical, social, and emotional development using both quantitative and qualitative evidence. Findings in this study provided a comprehensive presentation of the products and the processes grounded in the hybrid MBP, shedding light for future pedagogical studies in SBYD and school PE settings.

Limitations

This study seems to be the first empirical SBYD study on a hybrid models-based practice grounded in TPSR and CL. The development, implementation, and evaluation of the dissertation study demand higher levels of expertise and knowledge of those two pedagogical models and sports. As a result, without university researchers' and sports experts' support, program leaders or practitioners might find challenging to duplicate the dissertation program. The recruitment and retainment of participants were also challenging, particularly during the COVID-19 pandemic. The strategy of collaborating with existing SBYD programs or local social organizations was utilized, which helped the researcher gain access to the students and have a safe place to work on this dissertation program. Incentives such as soccer equipment were also provided to keep the students consistently attending the program. Due to the case study nature, the number of participants was relatively small, which might raise the concern of the generalizability of the findings. However, the study adopted appropriate pedagogical practices which were widely utilized in the SBYD program and school PE settings, and the findings should be transferable to other SBYD and school PE programs. In addition, this dissertation only included data from the micro-level system (students and the researcher in the soccer program). Interview data from the parents (micro-level), the community recreation center officer (meso-level), the city soccer foundation director (macro-level), and the city recreation and park officer (macro-level) should be further analyzed and included in the

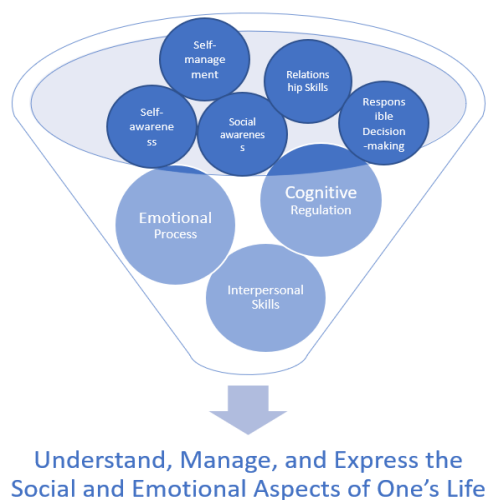
future research agenda. Their perspectives on students' SEL development could provide meaningful information for future community-based SEL programming.

CHAPTER II: REVIEW OF LITERATURE

Social and Emotional Learning

To improve students' mental health, and provide alternatives to punitive student behavior problems, a collective of psychologists, educators, scholars, and child advocates gathered at the Fetzer Institute and developed the concept of social and emotional learning. Social and emotional learning has been utilized as a conceptual framework to organize school-based and out-of-school programs to promote students' cognitive, social, emotional, and academic development (Corcoran et al., 2018). Researchers have been examining SEL from different levels (see Figure 2.1). At a macro-level, SEL is defined as the process of acquiring "the ability to understand, manage, and express the social and emotional aspects of one's life" (Elias et al., 1997, p. 2). At a meso-level, SEL includes competencies of cognitive regulation, emotional processes, and social/interpersonal skills (Jones & Bouffard, 2012). SEL can be further recognized at a micro-level as five interrelated skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020).

Figure 2.1. Social and Emotional Learning



Substantial studies have shown that a wide range of SEL competencies is connected with students' later success in multiple contexts, including school and workplace (Durlak et al., 2015; Jones & Doolittle, 2017). Some of the meta-analyses within the last ten years have added evidence to the benefits of SEL for students, advancing the case for further implementation within schools. Durlak et al.'s (2011) meta-analysis of 213 school-based SEL programs observed significant positive effects, including increased social-emotional competencies, enhanced behavioral adjustments, reduced mental stress, and improved academic performance. Sklad et al.'s (2012) meta-analysis also suggested that SEL programs significantly reduced antisocial behavior and substance abuse. By examining the core SEL competencies (e.g., attitudes towards self, pro-social behavior, conduct problems, emotional distress, etc.), Wigelsworth et al. (2016) confirmed that SEL programs effectively achieved the intended outcomes in these areas. Taylor et al.'s (2017) meta-analysis of 75 reports from 69 SEL programs found significantly improved academic and school performance among the students. More recent findings from Corcoran et al.'s (2018) meta-analysis of academic achievement-oriented school SEL programs found that students in SEL-based classes received more benefits and improvement in reading and mathematics.

Sports-based Youth Development

Holt et al. (2016) defined Sports-based Youth Development (SBYD) as a way to “facilitate youth development via experiences and processes that enable participants in adult-supervised programs to gain transferable personal and social life skills, along with physical competencies. These skills and competency outcomes will enable participants in youth sports programs to thrive and contribute to their communities, both now and in the future.” (p. 231).

SBYD historically has been rooted in the tenets of Positive Youth Development (PYD). The central conception behind PYD is the belief in a capacity for systemic change in the development cycle of students (Lerner, 1996; Holt & Neely, 2011). Research has

expanded over the last ten years to investigate how sports activities can be harnessed to enhance learning outcomes in PYD programs (Jacobs & Wright, 2018). Sports have been historically considered one of the most popular physical activities for youth (Dyreson, 1998) and have been connected to many social, emotional, and psychomotor benefits (Coakley, 2011). Weiss (2016) described SBYD programs as “old wine in new bottles” (p. 9), implying a long tradition of youth sport studies (old wine) has just been investigated by PYD studies in the current time (new bottles). Although it was long believed that young sports would have beneficial developmental outcomes, this belief was officially distributed at a global level when the United Nations defined sports as “an entry point ... to help youth promote health, education, and development to reach the MDGs and for communicating values, such as respect for rules and cooperation, to help build peace” (United Nations, 2005, p. 291).

It is evident that participating in programs that are purely grounded in sports activities does not automatically produce PYD outcomes. Many studies warned that sports programs could have deleterious influences on students’ physical development (Danish et al., 1993; Brustad et al., 2001; Shields & Bredemeier, 1995). The promotion of PYD outcomes through sport must be closely tied up with how the sports activities are delivered and experienced (Holt & Neely, 2011). Deliberate teaching and coaching are necessary for PYD outcomes to occur in SBYD programs (Holt et al., 2017).

SEL in SBYD Programs

Research has expanded over the last ten years to investigate how sports activities can be harnessed to enhance students’ SEL learning outcomes in PYD programs (Hemphill et al., 2019; Jacobs & Wright, 2018). By conducting a systematic review of literature relevant to SEL in SBYD programs, Hermens et al. (2017) found three categories of life skills frequently reported in SBYD programs, including cognitive skills, social skills, and emotional skills. Those life skills prove that SBYD programs can be an effective setting to promote students’

SEL development.

Cognitive Skills Development in SBYD Programs

The evidence of cognitive life skills found in SBYD programs could be divided into two categories: self-regulation skills and self-esteem (Hermens et al., 2017). Improvements in self-esteem were the most frequently reported positive cognitive outcomes in SBYD studies (Holt et al., 2017). The level of engagement in SBYD is primarily influenced by self-perceptions of ability and confidence for success (Martinek, 1996). Evidence of improved self-esteem was reported in many SBYD studies, including the study for orphan girls who participated in the aerobic sessions (Hasanpour et al., 2014), the study of weekly sports sessions for school students in underserved areas (Bonhauser et al., 2005), the study of parents' interviews about their kids who took part in a sports-based summer program (Riley & Anderson-Butcher, 2012), and the study of the impact of a role model sports program on students' self-esteem reported by the teachers (Armour & Duncombe, 2012).

Evidence of the improvements in self-regulation was reported with a broader range of related skills. Based on the interviews with students, parents, and program leaders, Bean et al. (2014) and Riley and Anderson-Butcher (2012) reported that SBYD programs were effective in developing students' self-regulation competencies, such as self-control, effort, self-direction, goal setting, and self-motivation, etc. Another two quantitative studies in SBYD programs found positive development in attention/concentration (Lalonde et al., 2012) and critical thinking (Bonnette et al., 2001). Those findings align well with the cognitive regulation development in the current SEL framework (Jones & Bouffard, 2012).

Social Skills Development in SYBD Programs

Findings in SBYD programs at the social level primarily include interactions with coaches, relationships with new friends, teamwork, and social skills (Holt et al., 2011). Social life skills reported in SBYD studies could be organized into two primary categories: social

responsibility and social interaction skills (Hermens et al., 2017).

Evidence of improvements in social responsibility skills was found mainly in the SBYD programs grounded in the TPSR model (Hellison, 2011). The TPSR model (Hellison, 2011) was initially developed to promote valuable life skills for students through planned and organized physical activities. The objective of the TPSR model was to offer students opportunities for developing talents to contribute to society and acquiring new life skills to become responsible citizens. Four guiding principles have been proposed for TPSR-based programs: (a) employing responsibility-based physical activities; (b) empowering students to take responsibility; (c) creating positive teacher-student relationships; and (d) promoting the transfer of responsibility in other contexts (Hellison, 2011). SBYD programs grounded in TPSR proposed three critical factors that facilitated the positive change of students' personal and social responsibilities, including the presence of caring adults (Hellison & Wright, 2003), the deliberate education of life skills (Riley & Anderson-Butcher, 2012), and the opportunities to practice empathy (Holt et al., 2012).

Communication skills and conflict resolution skills (Bean et al., 2014; Fuller et al., 2013) were reported as primary social interaction skills found in SBYD programs. Through participation in SBYD programs, students could have the opportunity to meet with friends and develop their communication skills as they are positively interacting with others during the practices. SBYD programs also emphasize respecting one another, dealing with conflict in a peaceful way, and resisting the impulse to fight back. It may be that learning to communicate with others to accomplish shared group goals requires social interaction. Students need to learn to work together to achieve individual and team goals. Collectively, those findings can be recognized as social awareness and relationship skills within the current SEL framework (CASEL, 2020).

Emotional Skills Development in SBYD

SBYD programs have been proven effective in fostering emotion-related skills such as developing a strong psychological need for self-actualization and being compassionate and caring for others. Those learned emotional skills could help decrease mental stress among socially vulnerable students and empower them to cope with challenging situations in positive and constructive ways (Martinek et al., 2006). Two quantitative research in SBYD programs reported reductions in internalizing symptoms (Bonhauser et al., 2005; D'Andrea et al., 2013). In a basketball-based SBYD program, D'Andrea et al. (2013) found a significant decrease of the internalizing symptoms (i.e., depression, anxiety, and withdrawal) for the girls in the experimental group who received a trauma-informed intervention. Bonhauser et al. (2005) reported anxiety symptoms decreased for underserved students who attended weekly sports at secondary schools. In addition, studies also found that sports could be a vehicle to develop transferable life skills such as grit (Mala et al., 2020), which had been described as the determination and mentality to continue doing something even though it was rugged tough. Fuller et al. (2013) reported that social growth and grit could be developed in SBYD programs when program practices were deliberately implemented to help students to be successful with long-term life goals. In SBYD programs, students were encouraged to reach out to support others and become role models for others. Students in SBYD programs were nudged from fulfilling self-interests toward acting in a way that was beneficial to others (Catalano et al., 2004). Findings of the emotional development in the current SBYD studies align well with self-awareness and responsible decision-making, which are the two critical elements in the current SEL framework (CASEL, 2020).

Models-based Practices: TPSR and CL

If PE and SBYD programs are to sustain their valued cultural and moral position, Kirk (2013) accentuated that we should focus on developing best practices that can promote

“educationally beneficial outcomes for students, across a range of domains” (p. 978). Thus, models-based practices (MBP) represent a range of pedagogical practices, “each with its unique and distinctive learning outcomes and its alignment of learning outcomes with teaching strategies and subject matter, and each with its non-negotiable features in terms of what teachers and learners must do in order to faithfully implement the model” (Kirk, 2013, p. 979). The following section is a literature review of the TPSR model (Hellison, 2011) and the CL model (Dyson & Casey, 2012), which are the two pedagogical practices employed in this dissertation study.

Teaching Personal and Social Responsibility

Originally conceived to use physical activities to encourage meaningful transferable life skills for underserved children in communities, the TPSR model (Hellison 2011) was developed. The central tenet of TPSR is “putting kids first” (Hellison, 2000, p. 36). TPSR-based programs are primarily targeted at offering students opportunities to apply learned life skills to various social settings, thus becoming more responsible citizens.

Programs grounded in the TPSR model are guided by and progressed with a set of responsibility levels that help focus on lesson content and work toward the achievement of each of these levels (Hellison, 2011). The first four responsibility levels include: (a) respecting the rights and feelings of others; (b) effort and cooperation; (c) self-direction; and (d) helping others and leadership. The fifth level, transfer outside the gym, involves the application of the first four responsibilities in other contexts of youths’ lives, such as school, community, and family (Martinek & Lee, 2012). These TPSR levels are carried out in a flexible instruction structure, including five components: relational time, awareness talk, physical activity plan, group meeting, and reflection time (Hellison, 2011, p. 27).

The TPSR model is not grounded in any particular theory. Instead, it is developed from field-based practices and extensive reflections to help students become responsible

citizens (Martinek & Hellison, 2009). However, the benefits of the TPSR model can be understood and interpreted by the tenets of self-determination theory (Deci & Ryan, 1985). The central tenet of self-determination theory is based on the idea that motivation is needed for individuals to strive for achievements, and motivation can be intrinsic and extrinsic (Deci & Ryan, 1985). Intrinsic motivation applies to people's autonomous drive to participate in an activity because it's enjoyable. In contrast, extrinsic motivation is the regulated drive to engage in an action to escape punishment or earn rewards (Deci & Ryan, 2008). It has been testified that individuals could feel a sense of self-endorsement when they are autonomously motivated, which leads to positive learning outcomes (Deci & Ryan, 2002; Chirkov & Ryan; 2001). The theory further suggests that motivation is a mechanism by which specific psychological requirements for competence, autonomy, and relatedness are met for successful growth (Ryan & Deci, 2000). These three psychological needs articulated in the self-determination theory are aligned closely with the TPSR model. Students in TPSR programs were reported making autonomously responsible choices (Hellison & Martinek, 2006), relating to and interacting with positive and caring adults (Hellison, 2011), and improving psychomotor skills through well-designed practices (Wright et al., 2012). The TPSR model can provide meaningful curricular and pedagogical implications in developing students' SEL skills (Jacobs et al., 2017).

In addition, one of the National Physical Education (PE) Standards asserts that "The physically literate individual exhibits responsible personal and social behavior that respects self and others" (SHAPE, 2014). This standard clarifies that students' learning outcomes and instructional effectiveness in PE must highlight students' social and personal responsibilities. As Wright and Irwin (2018) accentuated, this standard "constitutes a mandate for PE teachers to help students learn and practice responsible behavior" (p. 250). It is important to note that the National PE standard on responsibility is currently the least developed area (Wright &

Craig, 2011). Consequently, the TPSR model becomes an effective pedagogical tool for educators to intentionally address this curricular demand for students. Utilizing the TPSR model as a proactive approach in sports and physical activity programs can empower students to take “responsibility for their personal well-being and contributing to the well-being of others” (Hellison, 2011, p. 14). Consequently, the TPSR model becomes an effective pedagogical tool for PE teachers and SBYD program leaders to intentionally address this curricular demand for their students.

Cooperative Learning

Cooperative Learning (CL) was developed as a pedagogical practice in the US during the 1970s amid concerns that students rarely had the opportunity to develop interpersonal and emotional skills in traditional and competitive school environments (Johnson & Johnson, 2009; Kagan & Kagan, 2009; Slavin, 1995, 1996). CL is grounded in Social Constructivism Learning Theory (Vygotsky, 1978). Vygotsky and other social constructivists proposed that learning was a social process and could only be achieved through reciprocal teaching, peer collaboration, cognitive apprenticeships, problem-based instruction, anchored instruction, and other methods that involved interactions with others (Shunk, 2000). The tenet of this theoretical framework is to discover engaged, active, and creative learners (Casey & Goodyear, 2015; Rovegno & Dolly, 2006). The implementation of CL has been proven a perfect match with this tenet (Perkins, 1999).

CL is defined as a dynamic pedagogical practice that can teach diverse content to students at different grade levels in PE (Casey & Goodyear, 2015). In CL-based classes, students could work together in small, structured, and heterogeneous groups to complete group tasks (Dyson, 2001). Five essential elements are recommended by Johnson and Johnson (1989) to implement CL fully: positive interdependence, individual accountability, promotive face-to-face interaction, interpersonal and small group skills, and group processing

(Dyson et al., 2016). A considerable number of studies have confirmed the effectiveness of CL in promoting students' social and emotional development in PE and sports program settings (Dyson et al., 2004; Barrett, 2005; Metzler, 2011; Metzler & McCullick, 2008). To further identify the impacts of CL on students' learning, Casey and Goodyear (2015) conducted a systematic literature review. Their findings provided substantial evidence that CL could improve students' learning achievement in physical, cognitive, social, and emotional domains. Students instructed by CL are responsible for their behaviors and help other group members learn and achieve. It has been universally agreed that CL is an effective MBP that can promote SEL in PE and sports program settings (Jones & Doolittle, 2017).

In CL-based practices, students are always guided by CL Structures for social interactions (Dyson, 2001). CL Structures are a series of teaching and learning procedures that teachers and students can follow in the classroom or gym. CL Structures are “content-free” so that any “physical education content can be taught and learned in a cooperative manner.” (Dyson, 2001, p. 29). The most frequently utilized CL in PE are *Learning Team*, *Pair-Check-Perform*, and *Jigsaw* (Dyson, 2001). Students who work in the CL Structure of *Learning Team* have the opportunity to collaboratively work with others to achieve group goals with different roles (e.g., team leader, equipment manager, encourager, recorder, etc.). Students who work in the CL Structure of *Pair-Check-Perform* have the opportunity to develop individual skills first and then help and share with others for improvement. During the *Pair-Check-Perform* process, students' critical thinking, communication, and performance are developed through collaborative work with others. Students who work in the CL Structure of *Jigsaw* have an equal opportunity to contribute to the achievement of group goals. In *Jigsaw*-based practice, each student is responsible for learning a specific piece of learning cues and then teaching that piece of learning cues with the rest of the team members for group achievement.

Hybrid Models-based Practice

It has been recognized that a single MBP is more likely to be implemented with specific content and pedagogical knowledge and is not capable of achieving the comprehensive learning outcomes in physical, cognitive, social, and emotional domains (Haerens et al., 2011). In addition, the wide variety of dynamic instructional challenges that teachers encounter in their specific school contexts makes it impossible to solve all the pedagogical problems by adopting a single MBP. Teachers should adopt a hybrid model-based practice approach to achieve this educational goal (Casey & MacPhail, 2018). This hybridization seems “absolutely necessary to make innovative practices fit the existing school structures, but also to enhance the potentialities of the different pedagogical models alone, making them fit like pieces of a pedagogical puzzle” (Fernandez-Rio, 2014, p. 3). Hybrid MBP has been used to represent the idea of the combination of different MBP or parts of them to achieve greater teaching effectiveness and more comprehensive learning outcomes in PE or sports programs (Lund & Tannehill, 2010; Metzler, 2011). In a systematic review on hybrid MBP in PE, González-Víllora et al. (2019) found that “combined benefits in the physical/motor, cognitive, affective, and social domains have been observed only when merging different PMs [MBP].” The growing number of studies using hybrid MBP indicates that this innovative pedagogical approach extends the effects of the single MBP approach.

The studies of hybrid MBP can be organized into two broader categories based on the tentative learning outcomes: (a) skills-driven hybrid MBPs, which include game understanding, tactical and technical skills; and (b) SEL-driven hybrid MBPs, which include social, emotional, and character development (Gonzalez-Villora et al., 2019). Gubacs-Collins & Olsen (2010) investigated a five-year middle school sports program using the Tactical Games Approach within the Sport Education model (SE). They found the improvement of game performance in “game-like practice conditions” made the students feel “more

challenging and require more awareness.” (p. 41). Casey and Dyson (2009) combined the CL model and Tactical Games for Understanding (TGFU) model in elementary PE. The results indicated that despite the design and implementation of hybrid MPB were “time-consuming and highly labor-intensive” (Casey & Dyson, 2009, p. 175), it empowered the students to be active learners and the students achieved greater learning outcomes in the program. In another hybrid MPB study, Fernandez-Rio & Menendez-Santurio (2017) investigated students' and teachers' perceptions of their participation in an educational kickboxing learning unit grounded in a hybrid MPB using SE and TPSR. The study showed that hybridizing the two pedagogical models provided students with a meaningful sports experience and helped students improve their awareness of social and personal responsibilities. Similarly, in another hybrid MBP study, 45 six-grade boys, who had previously struggled with fair play in sports games, participated in a 26-lesson sports unit grounded in TPSR and SE. The findings reported a robust triangulation of program goals between the students' sports competencies, social responsibilities, and individual empowerment.

The total number of studies in hybrid MBPs has rapidly increased over the last decade, especially the studies that utilized SE and TPSR (Hastie & Buchanan, 2000; Stran et al., 2012). Hybrid MBPs involving CL were the least reported despite numerous studies of the model alone (Dyson & Casey, 2012; Casey & Goodyear, 2015).

CHAPTER III: RESEARCH METHODS

Positionality Statement of the Primary Researcher

I am a fourth-year doctoral student from China. I see myself as an experienced soccer coach, a passionate PE teacher, and teacher educator, and a productive research scholar on students' SEL. My previous experiences enabled me to have an in-depth understanding of the social and emotional values of PE, physical activity, and sports for students' academic and later life success. My achievements in professional sports and academics at this point are built upon social and emotional skills learned during my participation in professional sports and school PE. The experience in professional sports taught me many social and emotional skills, including teamwork, interpersonal communication skills, leadership, empathy, emotional control, etc. These social and emotional skills not only helped me during the stressful time in competitive sports but also helped me succeed in schools and workplaces.

Looking back on my educational process, I have pursued curriculum and pedagogy studies in PE for my master's and doctoral degrees. The knowledge that I gained during the educational process has prepared me to explore more innovative pedagogies that facilitate students' SEL development. During my doctoral study at UNCG, I had the opportunity to work as a volunteer coach for the Greensboro Soccer Foundation in an after-school soccer program with underserved students. I also had the opportunity to take a lead in a community-based sports program with underserved students from the Glenwood community. Those hands-on experiences provided me with great opportunities to work with the students and conduct my dissertation studies.

My previous research was grounded in the theoretical stance of interpretivism. I believe my knowledge and previous experience shape my investigation and definition of the social world since the research on human beings by human beings cannot yield objective results. Therefore, rather than seeking an objective perspective, I look for immersing myself

in the social context I am investigating, seeking to understand and formulate knowledge about a community or group of individuals by observing and interacting with them from the inside. In this dissertation study, I did not only work with the students but also interacted with stakeholders from other levels of social organizations, including parents, program leaders, community center officers, and city government officials. The interpretation of the data collected by interviews, observations, and self-reflections in the dissertation study enabled me to understand appropriate pedagogical practices for students' SEL promotion and how different levels of social organizations influenced students' SEL.

To sum up, my epistemology and experiences in the field of SEL promotion through sports, PE, physical activity have brought me to the current dissertation study. I believe learning is a social process and students' social and emotional needs must be addressed before any effective learning can happen (Vygotsky, 1978). I also believe MBP represents an innovative approach to promote students' learning outcomes in physical, cognitive, social, and emotional domains simultaneously. I appreciate the opportunity of working in the communities and with the students, and being able to contribute to the well-being of the students. As Heron and Reason (1997) suggested: "to experience anything is to participate in it, and to participate in it is both to mold and to encounter it" (p. 3).

Research Design

A case study was adopted as an overarching research design for the dissertation study (Stake, 2005) to explore the students' experience of SEL in two soccer-based SBYD programs and their physical development. Merriam (2002) defined a case study as an "intensive description and analysis of a phenomenon or social units, such as an individual, group, institution, or community." (p. 8). A case study design is needed for the dissertation study because the SBYD programs at the City Hope church and the Stoke community recreation center are very "specific," "unique," and "bounded" systems (Stake, 2005, p. 445).

The historical and cultural backgrounds embedded in those two locations are unique. Using a case study design in the intended study allowed me to have a complex and holistic understanding of the context, processes, and outcomes of the programs and helped me advance the knowledge of the effectiveness of the pedagogical practices grounded in TPSR and CL.

Research Design for the Saturday Soccer Program

The study in the Saturday Soccer program operated by the collaboration of the Passion soccer association and the City Hope church described a case study of participatory action research carried out with 17 underserved middle school students (n=17) in the city G, US. Participatory action research is a methodological philosophy that emphasizes participation, collaboration, and action. Greenwood et al. (1993) described participatory action research as a process where researchers fully collaborate with members of an organization for a transformation or a change in this organization.

Participatory action research involves recurrent stages of planning, action, and reflection, followed by evaluation (Kindon et al., 2007). Chatterton et al. (2008) claimed that participatory action research methodology emphasized the collaboration in producing knowledge with others to establish relevant and understandable interpretations for all those involved and actionable. Participatory action research addresses the connection of research with action in a real-life context, resulting in the cooccurrence of knowledge generation between researchers and participants and the achievement of “a mission to bring positive social change to generally marginalized communities,” such as underserved students (Jones et al., 2012, p. 268). In addition, both qualitative and quantitative methods can be employed in participatory action research (Fletcher et al., 2015). The tenets of the participatory action research approach allowed me to work with organization staff and the students as co-explorers to examine how the students experienced SEL in an SBYD program grounded in

TPSR.

Research Design for the Beyond Soccer Field Program

The study in the Beyond Soccer Field program operated by the collaboration of the researcher, the Passion soccer association, and the Stoke recreation center described a case study of self-study research carried out with 23 underserved elementary students (n=23) in city G. Self-study research involves understanding one's professional practices and formulating recommendations for the greater learning community within a research area (Richards & Ressler, 2016). According to LaBoskey (2004), the self-study approach is “self-initiated and focused; it is improvement aimed; it is interactive; it includes multiple, mostly qualitative methods; and, it defines validity as a validation process based in trustworthiness” (p. 817). Vanassche and Kelchtermans (2015) further expanded upon LaBoskey’s (2004) definition and pointed out that the self-study approach addressed the need to “move beyond the particularities of practice by making public the developed understandings (through conference presentations, research reports, journal manuscripts) to make them informative for others and available for critical debate” (p. 509). The self-study approach is appealing since it allows researchers to start research inquiries with a concentrated and methodical emphasis on their teaching, enabling them to integrate pedagogical development and scholarly work (Drevdahl et al., 2002).

Critical friendship and reflective inquiry are the two most essential components that drive self-study research. Critical friendship represents a “trusted person who asks provocative questions, provides data to be examined through another lens, and offers a critique of a person’s work as a friend” (Costa & Kallick, 1993, p. 50). Thus, critical friends enabled me to have collaborative partners who could “name, interpret, and critique our pedagogical approaches” (Petrarca & Bullock, 2014, p. 277). For self-study research conducted by doctoral students, previous research addressed the unique and indispensable

role of faculty supervisors and doctoral colleagues as critical friends to encourage and collaborate in doctoral students' programs (Kosnik et al., 2011; Richards & Shiver, 2020). Apart from having critical friends, self-reflect on one's research practices and experiences are also important. Reflective inquiry is a methodology that emphasizes the need for a deliberate reflection process on one's practices and experiences to expose hidden knowledge or information relevant and meaningful to make a change in the research (Atkins & Murphy, 1993; Schmieding, 1999). Reflective practitioners seek to enhance practice by recognizing and integrating information, thinking, and action in an iterative process so that information and thinking combine to form actions that are then subjected to a new cycle of reflection (Drevdahl et al., 2002). Using the strategies of critical friendship and reflective inquiry in this study helped me build reliable trustworthiness of the findings and an in-depth understanding of the challenges within the broader social, political, and economic contexts, which encouraged me to take actions for a change in the program.

Context of Study

Saturday Soccer Program

The Saturday Soccer program was conducted at the City Hope church. The surrounding communities that the local church serves are multi-cultural. Within a half-mile radius of the local church, some 15 African American churches and two churches serve a significantly underserved population. In addition, there is an increasing Latino population and numerous people from Africa, Central and South America, Bhutan, and Asia in the immediate communities. This is an ethnically diverse population within a city with a history of ongoing refugee resettlement in this city in the mid-south of the US. There were two fundamental goals for this community-based soccer program. The first goal was to provide a positive and safe environment for underserved students to play soccer. The second goal was to develop soccer practices grounded in the TPSR model to promote character and skill development for

underserved students. To achieve the program goals, the soccer association foundation and the City Hope church worked together closely. The soccer association foundation provided funding, transportation, training plans, coaches, volunteers, and soccer equipment for the program. In contrast, the City Hope church offered an open field for soccer practices, facility maintenance, and participant recruitment. Students in the program were encouraged to participate in various player-centered activities that engaged them in developing respect, effort, self-direction, and caring.

Beyond Soccer Field Program

The Beyond Soccer Field Program was conducted at the Stoke community recreation center. Stoke community is one of the first developed communities in city G. The Stoke neighborhood occupies a broad, roughly triangular zone closely next to the University S. Stoke community was operated by a trolley to and from City G's main business district and was a significant shopping and social destination in the city for many years. Over the years, much of the initial luster of Stoke has vanished as houses disappeared, stores closed, and crime rose. The expansion of University S also had a negative influence on the retainment of the community residents as more and more houses were rented by college students. As an international graduate student at University S, it might be challenging to get the trust of the community residents. Therefore, the contact of the parents and the recruitment of the students in the community were facilitated by the local community recreation center and the local soccer foundation. I also spent extensive effort and time in explaining the program values, benefits, and practices to the parents so that they could be supportive of this program.

Based on the Stoke Neighborhood Plan record, over the decade from 1990 to 2000, the neighborhood's racial composition changed significantly. In 2000, white residents comprised 48% of the community, down from 70% in 1990. Correspondingly, black residents made up 38% of the neighborhood in 2000, up from 23% in 1990. Perhaps the most notable

change was the increase in Hispanic residents to 9% of the community in 2000, up from 1% in 1990. During the last two decades, the population of minorities was still growing. Student enrollment data from three elementary schools within the Stoke community demonstrated a predominately large population of Black and Hispanic, with only 2% White students on average for each school (GCS Profile, 2020). From 1990 to 2000, the percentage of Stoke residents living in households with annual incomes below the poverty level increased from 16.9% to 17.6%. The Beyond Soccer Field program was grounded in hybridizing the TPSR model and the CL model. Students in the Beyond Soccer Field program were given opportunities to learn the five levels of TPSR responsibilities through CL structure-based physical activities (e.g., *Jigsaw* and *Learning Teams*).

Participants

Saturday Soccer Program

There were 17 middle school students (n=17) from low-income families and minority races who participated in the Saturday Soccer program and were led by two program leaders. Saturday Soccer program once had 65-85 students. Due to the Covid-19, the number of kids was reduced to seventeen. Students in the program aged 12 to 14 years old came from various ethnic and cultural backgrounds. Among the seventeen students, four were African refugees, seven are African American, five are Hispanic, and one is Asian. Following university IRB regulations, all the students' names in this study were given pseudonyms.

Beyond Soccer Field Program

There were 23 underserved students (n=23) aged 8-11 years old from the immediate areas of the Stoke community who participated in this study. Students in the program came from various cultural and racial backgrounds. Among the 23 students, five were Asian, seven were African Americans, nine were Hispanic or Latino, and two were White. All the participants were self-reported from low-income families at the program's registration. I led

the practices during the program. Following university IRB regulations, all the students' names in this study were given pseudonyms.

Data Collection

Saturday Soccer Program

Data were collected over 30 weeks. Seventeen students were interviewed (n=17) regarding their perspectives of experiencing SEL in the program grounded in TPSR. In total, ten individual interviews and two focus group interviews were conducted. Each individual interview lasted for 25-35 mins, and each focus group lasted for 35-45 mins. Students who did not participate in the individual interview were interviewed in a focus group format. Semi-structured questions for the students included those such as "Have you learned any interpersonal and social skills in the program?" If interviewees responded "yes," then follow up questions were asked, including "How have you learned those skills in this program?", "Are there any soccer practices that helped you learn those skills?" and "Have those skills helped you in other places?"

Non-participant practice observations using organized methods of taking field notes were utilized in this study (Emerson et al., 2011). I observed the practices and took the field notes. There were 15 sets of field notes from 15 different days of visit (60-75 minutes) to the program. I took field notes during the practices and then talked to the students before and after the practices.

Beyond Soccer Field Programs

Data were collected over 28 weeks. Twenty-three students were interviewed (n=23) regarding their perspectives of SEL and soccer skill experience in the program grounded in the hybridization of TPSR and CL. In total, eleven individual interviews and ten focus group interviews were conducted. Each individual interview lasted for 20-30 mins, and each focus group lasted for 35-45 mins. The individual interviews and six focus group interviews were

focused on students' social and emotional development. Another four focus group interviews were more focused on students' physical development. Semi-structured questions focused on the students' social and emotional development included those such as "Have you learned skills or values other than soccer in this program?" If interviewees responded "yes," then follow-up questions were asked, including "why do you think they are important," "How do they sound like, look like, and feel like," and "How have you learned those skills in this program?" Semi-structured questions focused on students' physical development included those such as "What soccer skills have you learned in this program?" Follow-up questions included: "How have you learned those soccer skills in this program?", "Why do you think they are important?", and "What was the challenge?" In addition, based on the drawing activities, questions were also asked to capture the students' explanation of their drawings, including "What happened in the picture?", "Who are the people in the picture?" and "What can we learn from your picture?"

Weekly reflective journals using systematic questions grounded in the reflection-in-action practicum were carried out throughout the program, which focused on "questioning the assumptional structure of knowing-in-action." (Schön, 1987, p. 28). The process of reflection helped me change the pedagogies and schedules in ways that enhance the students' SEL learning (Richards & Ressler, 2016). A set of 28 self-reflective journals were written based on the reflections of the weekly practices and interactions between me and the students. Reflective questions include "What were your learning intention for you as a coach?", "What were the social and emotional learning intentions for the students?", "How do you know the students meet your learning intentions?", "What went well in terms of your pedagogy?", "What do you need to work on with your pedagogy?" and "What would you change? If anything?"

The students were asked to participate in drawing activities displaying their

experiences in the program (Cope et al., 2015). Follow-up interviews were implemented to know more in-depth about their drawings and their experiences of SEL. The students were encouraged to draw their experiences and feelings, which facilitated verbal communication during the interviews between the researcher and the students.

Data were also collected by utilizing the ACTi Graph GT9X 3-axis accelerometer, the Loughborough Soccer Passing Test (LSPT, Ali, et al., 2007), The Personal and Social Responsibility Questionnaire (PSRQ, Waston, et al., 2003), TPSR Implementation Checklist (Wright & Walsh, 2018), and the Cooperative Learning Verification Tool (CLVT, Casey, et al., 2015). Data collected from the ACTi Graph GT9X, the LSPT, and the PSRQ presented the students' development in physical, social, and emotional domains. Data collected from the TPSR Implementation Checklist and the CLVT confirmed the implementation fidelity of the hybrid pedagogy grounded in TPSR and CL.

Data Analysis

Saturday Soccer Program

Inductive analysis and constant comparison were used for data analysis (Miles et al., 2014). The process started by transcribing interviews and analyzing field notes, followed by importing all the data into NVivo 12 plus for further organization and management. Open coding was employed first. Open coding is the process of assigning labels to statements or events in the data and summarizing them in a word or short phrase (Miles et al., 2014). Open coding formed the first data analysis cycle, which produced nodes or thematic descriptions of the students' perspectives of experiencing SEL in the program. The second stage of analysis involved axial coding (Miles et al., 2014), which aimed to identify conceptual links, discover relationships among categories, and generate themes by constant comparison and triangulation of the interview data and the field notes.

The trustworthiness of the data analysis was confirmed by the credibility,

dependability, confirmability, and transferability of the findings (Lincoln & Guba, 1985; Miles et al., 2014). Credibility was achieved by the prolonged periods of time staying with the students for 30 weeks. The dependability of the findings was achieved by having a colleague who was familiar with this research but not directly involved in the study. This research expert reviewed and challenged the interpretations of the interview data and the themes that were subsequently drawn, resulting in a more reflective process for the data analysis. Confirmability of the findings was addressed by providing a reflexive, self-critical account through an iterative process of peer debriefing with the program leader, who was also a research expert in this area. Confirmability of the findings was also achieved by triangulating the non-participant observations, interviews, and field notes throughout the data analysis process. Transferability was challenging to determine. However, I suggest that transferability becomes plausible when SBYD programs are grounded in the TPSR model and include students with similar demographics and socio-economic status. Trustworthiness was strengthened by utilizing different data analysis strategies, constantly challenging the interpretations of the findings, establishing conceptual relations, and uncovering key themes through frequent peer debriefings.

Beyond Soccer Field Program

Qualitative Data Analysis

Inductive analysis and constant comparison were used for data analysis (Miles et al., 2014). The process started by transcribing interviews, analyzing reflective journals and the students' drawings, followed by importing all the data into NVivo 12 plus for further organization and management. Open coding was employed first. Open coding is the process of assigning labels to statements or events in the data and summarizing them in a word or short phrase (Miles et al., 2014). Open coding formed the first data analysis cycle, which produced nodes or thematic descriptions of the students' perspectives of experiencing SEL in

the program. The second stage of analysis involved axial coding (Miles et al., 2014), which aimed to identify conceptual links, discover relationships among categories, and generate themes by constant comparison and triangulation of the interview data, reflective journals, and drawings.

The trustworthiness of the data analysis was confirmed by the credibility, dependability, confirmability, and transferability of the findings (Lincoln & Guba, 1985; Miles et al., 2014). Credibility was achieved by the prolonged periods of time staying with the students for 28 weeks and member-checking with three doctoral colleagues who are familiar with this area of study. Dependability of the findings was achieved by keeping an audit trail that includes detailed lesson plans and reflective journals from the researcher and the students. Confirmability of the findings was addressed by providing a reflexive, self-critical account through an iterative peer debriefing process with my advisor and the three doctoral colleagues. They reviewed and challenged the interpretations of the data and the themes that were subsequently drawn, resulting in a more reflective process for the data analysis. Confirmability of the findings was also achieved by triangulating the interviews, reflective journals, and drawings throughout the data analysis process. Transferability was difficult to determine since this is one of the few SBYD studies grounded in the hybridization of TPSR and CL. However, I would suggest that transferability becomes plausible when SBYD programs are grounded either in TPSR or CL with students from similar demographics and socioeconomic statuses. Trustworthiness was strengthened by utilizing different data analysis strategies, constantly challenging the interpretations of the findings, establishing conceptual relations, and uncovering key themes through frequent peer debriefings.

Quantitative Data Analysis

A repeated-measures multivariate analysis of variance (MANOVA) was employed to analyze the quantitative data of students' physical activity, soccer skill performance, and SEL

development in this study (Johnson & Wichern, 2007). The dependent variables include the students' energy cost of physical activity, soccer passing skills, and the development of social and personal responsibilities. The independent variable is the three measurement points during the three phases of the program, including the beginning, midpoint, and end of the program. The measurement of the change rate of the dependent variables over the three measurement points was utilized to determine the effectiveness of the Beyond Soccer Field program on the students' physical, social, and emotional development. The null hypothesis for the data analysis is no differences in the mean vectors of students' physical, social, and emotional variables measured across the three measurement points. The alternative hypothesis is that at least two mean vectors are significantly different from one another.

Program Ethics

I obtained approval for the dissertation study from the university's Institutional Review Board (IRB) on June 08, 2020. Upon the approval of the IRB, I communicated the IRB approval letter to the stakeholders of the two soccer programs, including the Passion soccer association, the City Hope church, the Stoke community recreation center, the students, and the parents. Consent forms and assent forms were sent and signed by the students and their parents.

The surveys, field notes, reflective journals, soccer skill tests, interviews, and accelerometer data were presented in pseudonyms. Original documents and data with real names were kept confidential. All original paper data were stored in a locked cabinet in a locked office. All original electronic data were uploaded to the online university's Box using the researcher's university account. My academic advisor and I were the only two persons who had access to any confidential data in this dissertation study.

CHAPTER IV: SOCIAL AND EMOTIONAL LEARNING THROUGH A SPORTS-
BASED YOUTH DEVELOPMENT PROGRAM GROUNDED IN TEACHING
PERSONAL AND SOCIAL RESPONSIBILITY

Abstract

Background: It has been widely accepted that Sports-based Youth Development (SBYD) programs are potentially ideal contexts to develop students socially and emotionally. However, there is a limited empirical examination on how validated models-based practices could be harnessed in SBYD programs to promote students' development of social and emotional skills. This study was conducted in an SBYD program collaborated by a local soccer foundation and a church within a city in the mid-south of the US. **Purpose:** The purpose of this study was to investigate the students' experiences of social and emotional learning (SEL) in an SBYD program grounded in the Teaching Personal and Social Responsibility (TPSR) model. **Methods:** The study adopted a case study design (Stake, 2006). Data were collected over 30 weeks, including individual interviews, focus group interviews, and field notes. Seventeen middle school boys (n=17) from low-income families participated in this study. Inductive analysis and constant comparison were utilized for data analysis (Miles et al., 2014). **Findings:** Four main themes were drawn from the interviews with the students regarding their experiences of SEL in the current program: *love this program, support and teamwork, helps me understand, and when I go back to school.* **Conclusion:** Findings from this study provided additional evidence that TPSR is an effective pedagogical practice that promotes students' development of SEL skills in SBYD programs. This study recommends more SBYD programs grounded in TPSR should be organized and provided for students during this uncertain and challenging time. This study calls for joint efforts between programs, schools, and families to create a consistent environment for students to practice and experience SEL.

Keywords: Social and Emotional Learning; Sports-based Youth Development; Teaching Personal and Social Responsibility; Underserved Students

Introduction

It has been widely accepted that students need a combination of academic and social-emotional development to become successful in school and life (Durlak et al., 2011; Elias et al., 1997; Oberle et al., 2014). Therefore, educational efforts should ensure an emphasis on preparing students for a morally directed life, which highlights the importance of students' social and emotional learning (SEL) (Elias, 2019).

Social and Emotional Learning

SEL has been developed as a conceptual framework to guide the promotion of students' cognitive, emotional, and academic competencies (Corcoran et al., 2018). Researchers have been examining SEL from different levels (see Figure 1). At a macro-level, SEL was defined as the process of acquiring “the ability to understand, manage, and express the social and emotional aspects of one's life” (Elias et al., 1997, p. 2). At a meso-level, SEL was defined as “the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships, and citizenship” (Jones et al. 2017, p. 12). Cognitive regulation, emotional processes, and social/interpersonal skills are considered major components of SEL (Jones & Bouffard, 2012). At a micro-level, SEL was defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills” (CASEL, 2015, p. 5). The knowledge, attitudes, and skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). A substantial number of studies have shown that a wide range of SEL competencies is connected with students' later success in multiple contexts, including school and workplace (Corcoran et al., 2018; Durlak et al., 2015; Jones & Doolittle, 2017; Taylor et al., 2017).

Sports-based Youth Development

Sports-based Youth Development (SBYD) programs are naturalistic contexts for students' SEL (Hemphill & Richards, 2016; Martinek, 2016). SBYD originated from the positive youth development movement in the early 1980s, where the concept of a capacity for systemic change in students' development cycle was proposed (Lerner, 1996). Compared to other structured physical activities, students reported significantly more positive encounters of initiative, emotional control, and teamwork in SBYD programs (Larson et al., 2006). In sports settings, Gould and Carson (2008) specified students' learning outcomes related to SEL as "goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and transferred for use in non-sport settings" (p. 60). Those skills learned in SBYD programs, in addition to teamwork and leadership found in other studies (Holt et al., 2008; Martinek et al., 2006), are closely aligned with current SEL frameworks (Gould & Carson, 2008; Wright et al., 2010). Weiss (2016) described SBYD programs as "old wine in new bottles" (p. 9), implying a long tradition of youth sports studies (old wine) has just been investigated by the current SEL studies (new bottles). As Gordon (2016) argued: "It seems sport and PA programs in the afterschool context may offer great potential for teaching life skills that relate to SEL." (p. 359).

Due to the outbreak of the COVID pandemic, students have limited access and resources to participate in organized physical activities and experience SEL, which results in increased physical and mental health issues (Singh et al., 2020; Zenic et al., 2020). The situation could be even worse for underserved students who have fewer financial and environmental resources. However, SBYD programs are available and affordable for underserved students to experience and develop SEL through organized physical activities (Holt & Neely, 2011; Martinek & Hellison, 1997). In SBYD programs, students can be taught

to “think through core program values beyond sport” and learn “how to navigate through potential environmental barriers” in their lives (Jacobs & Wright, 2019, p. 13). Those environmental barriers can be organized into three broader categories, including root barriers (e.g., poverty and racism), intermediate barriers (e.g., absence of respect and effort), and immediate barriers (e.g., misconduct and crimes) (Hellison, 2011). As Hellison (2011) pointed out, “PE and PA programs are no panacea for the social problems we face today” (p. 14). However, SBYD programs can help remove the intermediate barriers by empowering students to take “responsibility for their personal well-being and contributing to the well-being of others” (p. 14). Therefore, participation in SBYD programs could be helpful for students to ameliorate the negative impact of the root and immediate barriers through the development of SEL competencies.

The Teaching Personal and Social Responsibility (TPSR) model has been employed within SBYD programs as an exemplary pedagogical model (Martinek & Hemphill, 2020; Shen et al., 2022). Particularly, TPSR is the only pedagogical model utilized in SBYD programs for underserved students (Holt, 2016). TPSR was originally developed to use physical activities to encourage meaningful transferable life skills for students in underserved communities and prepare them to become responsible citizens (Hellison 2011). The central tenet of TPSR is “putting kids first” (Hellison et al., 2000, p. 36). TPSR is highlighted by a set of levels of responsibilities that are integrated into the lesson content, including respect, effort, cooperation, self-direction, leadership, and transfer (Hellison, 2011). The ultimate goal of TPSR is to apply those responsibilities in other social contexts of students’ lives (Martinek & Lee, 2012). These TPSR levels are carried out in a flexible structure of instruction, including relational time, awareness talk, physical activity plan, group meeting, and reflection time (Hellison, 2011). Students in SBYD programs grounded in TPSR are given the opportunity to make autonomously responsible choices (Hellison & Martinek, 2006), interact

with positive and caring adults (Hellison, 2011), and improve competencies in sports skills with well-designed instructional practices (Wright et al., 2012).

While the benefits of SBYD in promoting students' SEL are evident, there is a limited empirical examination on how students experience SEL in SBYD programs grounded in validated pedagogical models (Talebzadeh & Jarfari, 2012). Therefore, the purpose of this study was to investigate the students' experiences of SEL in an SBYD program grounded in TPSR.

Methods

Research Design

This research adopted a case study design (Stake, 2006). Merriam (2002) defined a case study as an "intensive description and analysis of a phenomenon or social units, such as an individual, group, institution, or community" (p. 8). A case study design is needed for this study because the context in which the program was conducted was a highly "specific," "unique," and "bounded" system (Stake, 2005, p. 445). Drawing on the qualitative research tradition, this study utilized semi-structured interviews and field notes (Miles et al., 2014).

Participants

Seventeen students (n=17) from low-income families participated in this study. Two program leaders coached the children in this program. The program initially had 65-85 students, including elementary and middle school students. Due to the outbreak of the global pandemic and the resulting parental concerns, only 17 middle school boys were retained in the program. Those 17 boys were 12 to 14 years old, coming from a range of ethnic and cultural backgrounds. Four of the students are African refugees, seven were African American, five were Hispanic or Latino, and one was Asian. The University IRB approved this study. All the students' names in this study were given pseudonyms.

TPSR Implementation Fidelity

Previous studies have highlighted the importance of reporting on the measures taken to ensure implementation fidelity. The extent to which the pedagogical model is truthfully implemented influences teaching and learning (Ko et al., 2006; Kloeppel et al., 2013). Based on Hastie and Casey's (2014) proposal, this study reported the implementation fidelity of the program with three key elements: (a) a detailed description of the curricular elements; (b) a detailed validation of model implementation; and (c) a detailed description of the program context.

A Rich Description of The Curricular Elements

The current program was grounded in five curricular elements: (a) respect yourself, teammates, and coaches; (b) showing effort in all that you do; (c) set personal goals and work to achieve them in the session and beyond; (d) helping and leading others: seeing outside of yourself; and (e) positive off the pitch: apply what is learned on the field to what you do at home and in your community. Soccer skills addressed during the program were individual soccer skills (e.g., passing, dribbling, and shooting) and team tactics (e.g., 2vs2, 4vs4, and team formation).

A Detailed Validation of Model Implementation

The structure of the practices followed the TPSR daily program format, including awareness talk, physical activity time, group meeting, and self-reflection time (Hellison, 2011). One specific TPSR responsibility (e.g., respect, effort, help, and support) was introduced during an awareness talk. That particular responsibility was then reinforced throughout the soccer practices by consistent positive feedback and role modeling. At the end of the lesson, the program leaders facilitated the group meeting and reflection time. The students were given the opportunity to evaluate the lesson and their performance and discuss how they would apply the responsibility learned from the lesson to other social contexts. The

program leaders ensured that the key features of TPSR were presented in the practices, including the TPSR teaching strategies and the expected student behaviors (Wright & Walsh, 2018).

A Detailed Description of The Program Context

The program was conducted at a local church and was supported by a local soccer foundation in the mid-south of the US. Within a half-mile radius of the local church, there is a significantly diverse minority population, including Asian, Hispanic or Latino, and numerous migrants and refugees from Africa, Central, and South America. Prior to the start of this study, the students had had limited exposure to TPSR, since one of the program leaders worked with the students for more than one year. However, practices before the study did not strictly follow TPSR due to the large group practice nature. The two program leaders were both experienced soccer coaches and active research proponents of TPSR and SEL.

Data Collection

Data were collected over 30 weeks during Spring and Fall 2020. The students were interviewed (n=17) regarding their perspectives of experiencing SEL in the program. The first author conducted the interviews. The selection of the students into individual and focus group interviews was first recommended by the program leader. I then confirmed with the students. Finally, ten students were individually interviewed in Spring 2020, and the other seven students were interviewed in two focus group interviews in Fall 2020. Each interview lasted for 30-45 mins. Semi-structured questions, such as “Have you learned any interpersonal and social skills in the program?” and “Have you learned any social and personal responsibilities in the program?” were included. If interviewees responded “yes,” then follow up questions were asked, including “How have you learned those skills/responsibilities in this program?”, “Are there any soccer practices that helped you learn those skills/responsibilities?” and “Have those skills/responsibilities helped you in other places?”

Non-participant observations using organized methods of taking field notes were utilized in this study (Emerson et al., 2011; Schatzman & Strauss, 1973). The methods started from taking observational notes based on my initial impressions and interactions within a lesson. Shortly after the observations, I then interpreted and inferred those impressions and interactions into theoretical or interpretive notes, where new concepts were developed and linked to existing knowledge. I randomly observed the practices for 15 weeks in Spring and Fall 2020 and took 15 sets of field notes during the lessons (60-75 minutes for each lesson).

Data Analysis

Inductive analysis and constant comparison were used for data analysis (Miles et al., 2014). The process started by transcribing interviews, followed by importing all the data into NVivo 12 plus for further organization and management. Open coding was employed first. Open coding is the process of assigning labels to statements or events in the data and summarizing them in a word or short phrase (Miles et al., 2014). Open coding formed the first cycle of data analysis, which produced nodes or thematic descriptions of the students' experiences and learning outcomes in the program. The second stage of analysis involved axial coding (Miles et al., 2014), which aimed to identify conceptual links, discover relationships among categories, and generate themes by constant comparison and triangulation of the data.

Trustworthiness of the findings was achieved by establishing credibility, dependability, confirmability, and transferability during the data collection, analysis, and interpretation (Lincoln & Guba, 1985; Miles et al., 2014). Credibility was achieved by prolonged periods of time observing and working with the students for 30 weeks. Dependability of the findings was addressed by laying out an audit trail for a research expert who was familiar with SEL and TPSR and was able to review and challenge the interpretations of the findings. Confirmability of the findings was addressed by providing a

reflexive, self-critical account through an iterative process of peer debriefing with one of the program leaders. Confirmability of the findings was also achieved by triangulating the field notes, individual interviews, and focus group interviews throughout the data analysis process. Transferability was difficult to determine. However, I would suggest that transferability becomes plausible when SBYD programs are grounded in TPSR and include students with similar demographics and socio-economic status.

Findings

Four themes were drawn from the individual interviews and focus group interviews with the students, and the researcher's field notes: *love this program*, *support and teamwork*, *helps me understand*, and *when I go back to school*. The following section demonstrates the four themes that were drawn from the data collected in this study.

Love This Program

The students expressed great enthusiasm about participating in the program. The program provided them the opportunity to play soccer, connect with others, and stay physically and mentally healthy, especially during the COVID-19 pandemic era. Those perceived benefits align well with SEL skills, including relationship skills, self-awareness, and social awareness.

Students loved this program simply because they loved the sport of soccer and had the dream of becoming professional players. Julian shared why he loved the program as "it's helping me accomplish my dream. I wanna go to the community and become one of the big top players." Logan had the same dream of being a professional soccer player as Julian, he said: "I love this program because some of the people [coaches] have tried to play professional league and have played professionally so they [coaches] can help me to play professionally someday." Having a dream of being a professional soccer player motivated the students to engage in the program, but the need to make friends, stay healthy, and be active

also attracted them to join the program. Henry commented: “Overall, I just love coming here and meeting new people every day,” because “new people would always come. And that means we have to make more friends and happier.” Noah shared his motivation for participating in this program as the program helped “keeping us healthy. And keeping us always active never slack off.”

The program also provided an opportunity for the students to stay socially and emotionally connected with others during this challenging time. During the focus group interview, Aiden and James discussed the challenges they had and appreciated the opportunity to be able to connect with others during the program. Aiden felt fortunate to have the opportunity to continue to play soccer, because “since the COVID-19 came, we can’t do much in like May [before the pandemic breakout]. But now we can get together, not a bunch of people, but a small group is still playing soccer.” James had felt isolated during this pandemic era, “I haven’t been talking to a lot of people.” However, “there’s more talking in the program” and “having like people to talk with ... and being with other people who like to do what you do” made James feel great. Lucas shared his love about this program by comparing his experiences in school online PE with the experiences in this program:

In school, we have to keep a camera online ... we just do the exercise on the video.

But here, you can actually interact with others. So, if you need help with something that we’re doing, that’s actually the coaches will help you.

However, other students loved the program just because “they give food then and the coaches are better.” (Liam). The students’ love for the program was also observed in the field notes: “The students seemed to really enjoy the program. They were physically active and emotionally enthusiastic in practices all the time. They were extremely happy when they got a new T-shirt or a slice of pizza after the practices.” (Field note, YS).

Support and Teamwork

The students also felt supported and were able to work as a team in the program. The strong sense of support and the opportunities for teamwork helped the students' development of SEL skills, including relationship skills, responsible decision making, and social awareness.

Ben shared he felt a sense of family in this program, "they [program leaders] treat us like we're family. Like we're one family in this program, I really feel the sense of family here. Everyone is supporting each other." The program also had caring program leaders to support the students in the program. Sam shared: "One of our coaches here, he used to bring a big speaker. We do warm-up. And he used to be so nice to all of us." During the focus group interview, Logan and Joel shared their experiences of being supported in the program. Logan appreciated: "if anything bad happens [in the program], your teammates could always help you and try to cheer you up." Joel added to Logan's point as "sometimes [there was] a few minutes stop [of the practices] on the field, people [coaches] were there to help you. And that can help you make it better next time." Aiden also shared as "people [coaches] who are here to help to do more stuff help you accomplish your life and things like that." The students also learned how to provide support to others who were in need. Jackson gave one example: "If your teammates are playing soccer if he falls, you can like to help him up." Julian extended this example into a broader level of conception as "be more friendly to the new people and try to get them caught up to what we're doing."

Teamwork is another key lesson learned by the students in the program. Joshua explained what he learned in this program: "It has taught me a lot of stuff like why people play soccer, what soccer is about, like teamwork, cooperation, and things like that." Spencer provided some examples of how they develop teamwork in the program: "when we used to do warm-ups, they'll [coaches] tell us to pass or let's look around the pass to see if somebody

is open, like cooperating, like calling the teammate with the ball.” This was also reflected in the field notes: “The No.1 quote that the program leader used during the team talk is connectiveness. She asked the students to verbally communicate with each other and work as a team during the small-sided games.” (Field note, YS). James provided in-depth thoughts about the importance of teamwork:

I understood that the game of soccer is not just a one-person game, but more than one.

And then you should probably try to be more together as a team because that would help you a lot more in bigger games to help you understand the whole team.

During the focus group interview, Mike, Liam, and Tyler also appreciated the opportunities of learning and practicing teamwork in the program, which they felt needed to be improved within school physical education classes. Mike shared his own experience as “in school, they don’t really think about the team as a team ... they don’t go to like the team part of the game ... they all go over school individual.” Liam added to Mike’s point: “In school, everybody wants to score. But this program, they tell you how to have to pass, make your team win. But here, they are nice like a teammate.” This experience was also echoed by Tyler, “school is like mostly just kind of for fun and mostly for like training health and exercise. But when we’re in Saturday Soccer, we’re like trying to go beyond our limits as a team and face other teams so we can get better each day.”

Helps Me Understand

Understanding the needs of others, controlling their own emotions, and meeting the program's expectations stands out jointly as another main theme from the interviews and observations with the students in the program. Those learning outcomes positively impacted the development of SEL skills, including self-awareness, self-management, and social awareness.

The students shared that by participating in the program, they learned and practiced

showing respect and effort, which were the two fundamental expectations of the program that relate to social awareness and self-management. Some students addressed ways of showing respect in the program, “you have to understand not talking when the coach is talking” (Ethan), “make sure that we’re focused listening to the coaches and things, not just goofing off around if you want to be a better player” (Ben), “letting others go first, giving more chances to young players” (Joel), and “I listen to my team [talking]” (Jackson). While others mentioned how they showed effort in the program, “I tell my teammates how to practice, and I also did my best on everything, every training we had” (Alex), “In the game, I show effort by running more and making a goal” (Mike), and “I tried to run more and dribble quicker in practice” (Joshua).

The development of social awareness was also observed as the students shared that they learned to be aware of others’ needs so that they could provide help when needed. Noah stressed the importance of “be kind, be nice, and use manner” so that “if somebody messes up and gets mad, try to cheer him up. Like good try. You’ll probably get it next time on other things like that.” Joel stated that: “It [the program] helps me understand that not everybody is equal and equal terms at what you do.” He further explained: “I have been playing soccer for six years. Someone who’s just starting isn’t gonna be at the same level as me. Or a smaller chance like they’re not gonna understand soccer as well as I do.” As a result, “understand that some people may need help” (Tyler) becomes important to work as a team in soccer. In this program, older students were encouraged to help younger ones as a way to understand and develop leadership skills, “like if someone needs help with one thing, don’t [always] go with one of the coaches... they [older students] are more experienced, they focus on [helping] new kids or the small little kids.” (Tyler).

During the focus group interview, the students also reported the development of self-awareness as they learned how to understand and manage their own emotions and act in a

positive way when something bad or frustrated happened. Julian shared that “I can’t get frustrated” because he knew that “not everybody is gonna be on the same page,” and “we should try to feel more knowing who is who and understanding why they may not make it.” Ethan provided a vivid example of how he managed his negative emotions in shooting drills by understanding his limit:

You gotta understand the ball is not always going in the net, which makes you frustrated like I missed the goal. I feel like understanding when you made a mistake, you should probably say I might stop [frustration] and try to do it again.

In the field notes, the researcher observed that: “They lost the first tournament game this morning. But the students were asked to pair up for several rounds and say two positive things to their partners. The program leader told the students that it is important to understand everyone might make mistakes in a game, and they should always try to be supportive of each other instead of blaming each other. After the positive talk, the students seemed happier and motivated for the next game.” (Field note, YS).

When I Go Back to School

The students in this study also shared how they applied and would apply SEL skills learned in the program to other social contexts of their lives, particularly in schools. During the focus group interview, Alex and Ethan shared how the program taught them the value of effort and how they would make responsible decisions when challenged by school studies. Alex explained: “they [program leaders] used to teach us effort and stuff. So, like when I go back to school, it will help me try on my best. So, I don’t give up. Just try my best.” Ethan added to Alex’s point of view: “you gotta put the effort in practice and study... if you don’t show effort, you can’t win the game, and the [school] test will fail as well.”

Supporting and helping others are SEL skills that the students learned in this SBYD program. Aiden shared how he would support and help others, and manage negative emotions

at school, “if someone starts to make fun of you, you still know how to control your anger. Or if it is someone else, you should help. It makes our day at school don’t feel much sad or anything like that.” The students were able to support and help others in other social contexts as well. Logan addressed, “when they [others] kept messing up over and over, and they just felt like quitting like they didn’t want to do this more. You should help them in total.”

Teamwork is another SEL skill, which was addressed in this program and was applied by the students at schools. James gave an example as he worked on a math problem with others in the classroom, “on a math problem, it [teamwork] was needed to help to understand what to do with others.” Other students expressed how they would apply SEL skills learned in the program to other contexts in a general manner, “I learned to like being more prepare for the day, like being organized, things like that.” (Tyler). “I think I would just try my best effort in everything, anything I want.” (Spencer). The researcher also witnessed the students’ discussion of transfer in the program: “The students were asked about what they had learned from the lesson and why the responsibility addressed in that lesson was important. The students were also given time to discuss how they would apply lessons learned from the program to other places. Most of the students were discussing how they would perform the responsibilities at schools.” (Filed note, YS).

Discussion

The purpose of this study was to investigate the students’ experiences of SEL in an SBYD program grounded in TPSR. Four themes were drawn from the interviews with the students regarding their learnings and experiences in this program: *love this program, support and teamwork, helps me understand, and when I go back to school*. Findings in this study provided evidence that TPSR could be an effective pedagogical practice to promote students’ SEL skills in SBYD programs.

Connection Between TPSR and SEL

Previous research has shown the similarities between the five TPSR model levels and the five SEL competencies proposed by CASEL (Gordon et al., 2016). Although the terms used in TPSR and SEL are different, the differences are “largely irrelevant for the students” at practice (Gordon et al., 2016, p. 15). The close connection between TPRS and SEL can also be found in practice. For example, teamwork was a major learning outcome for the students in this SBYD program. At a practical level, the students also understood building relationships with their teammates was fundamental to being able to work as a team. Similarly, being able to understand others’ needs and provide support and help required the students to have a well-developed social awareness and self-awareness. Therefore, the four themes of the findings in this study indicated the program grounded in TPSR promoted the students’ development in social, emotional, and cognitive domains, which aligned well with the mainstream SEL definitions and frameworks (CASEL, 2020; Elias et al., 1997; Jones & Bouffard, 2012). This study adds to the current literature that TPSR can be an effective pedagogical model that promotes students’ SEL through sports.

Value of SBYD Programs During the COVID-19 Pandemic

The students showed a strong sense of buy-in towards the current SBYD program grounded in TPSR, particularly during this challenging time. A recent study has discussed how the COVID-19 associated lockdown and social distancing have negatively influenced students’ psychological health, leading to increased stress, anxiety, depression, and negative social behaviors (González-Calvo et al., 2020). In addition, the online delivery of PE classes also limited the opportunity for teachers and students to be physically active and socially connected (Varea & González-Calvo, 2020). However, this SBYD program provided a safe and positive learning environment where the students had the opportunities to play soccer and stay socially and emotionally connected with other peers and adult leaders. Social and

emotional connectiveness is especially important and meaningful for the students' psychological and physical health during this challenging time. I suggest more SBYD programs grounded in TPSR, either in school-based or out-of-school contexts, should be organized and provided for students during this challenging time.

Students' Learning Outcomes and The TPSR Responsibilities

The students' voices indicated that they learned how to show respect and effort, control their own emotions, support and help others, and work as a team, which was aligned well with the first four levels of responsibilities in the TPSR model (Hellison, 2011). Over the last ten years, research has expanded to investigate how sports activities can be harnessed to enhance SEL outcomes in SBYD programs (Jacobs & Wright, 2018). However, many studies warned that participation in sports programs could have deleterious influences on students' SEL (Danish et al., 1993; Shields & Bredemeier, 1995). The promotion of SEL outcomes through sports must be closely tied up with the way the sports activities are delivered and experienced (Holt & Neely, 2011). In the current SBYD program, TPSR was utilized as an explicit approach to promoting students' SEL, where the deliberate teaching of TPSR responsibilities and deliberate facilitation of transfer were addressed (Holt, 2017; Turnnidge et al., 2014). The implementation fidelity grounded in deliberate teaching is critical for any pedagogical model to generate educational benefits (Casey & Kirk, 2020; Kirk, 2013). In the current SBYD program, the utilization of the TPSR lesson format and the recommended teaching strategies are the cornerstones for the authentic implementation of TPSR.

Family Involvement in SBYD Programs

The ultimate goal of using TPSR is to empower the students with the ability to transfer SEL skills to other contexts, and this goal must be explicitly taught and practiced (Hellison, 2011). It is important to recognize schools and families are immediate environments where students could practice SEL skills with classmates, teachers, parents, and

siblings (Durlak et al., 2011; Taylor et al., 2017; Meléndez & Martinek, 2015). Students in the program shared how they transferred SEL skills learned in this program to schools. However, the transfer of SEL skills at home was rarely mentioned by the students in this study. This might be due to the fact there was a disconnection of SEL communication between the families and the current program. Research has shown that norms and values held by family members have a significant influence on students' SEL (Gordon, 2020; Meléndez & Martinek, 2015). Family involvement is critical to the success of SBYD programs (Holt et al., 2017). Therefore, SEL practitioners should avoid fragmented SEL practices “through which students pass like pinballs in a pinball machine” (Elias, 2019, p. 234). Effective communication mechanisms must be built between program providers, school personnel, and parents to provide students consistent opportunities to learn and apply SEL skills across different social contexts (Martinek & Lee, 2012).

Conclusion

The purpose of this study was to investigate the students' experiences of SEL in an SBYD program grounded in TPSR. Four themes were drawn from the data collected with the students: *love this program*, *support and teamwork*, *helps me understand*, and *when I go back to school*. Findings provided evidence that TPSR can be an effective pedagogical model that promotes students' development of SEL skills in SBYD programs. Most importantly, the students reported being able to apply those SEL skills beyond the current SBYD program. The study recommends more SBYD programs grounded in TPSR, either in school-based or out-of-school contexts, should be organized and provided for students during this uncertain and challenging time. The study also calls for joint efforts between programs, schools, and families to create a consistent environment for students to practice and develop SEL.

CHAPTER V: SOCIAL EMOTIONAL LEARNING THROUGH A SPORTS-BASED YOUTH DEVELOPMENT PROGRAM GROUNDED IN A HYBRID MODELS-BASED PRACTICE

Abstract

Background: It has been widely accepted that Sports-based Youth Development (SBYD) programs are ideal contexts for students' social and emotional learning (SEL) development. The promotion of positive SEL outcomes through sports must be closely tied up with how the sports activities are organized and delivered (Holt & Neely, 2011). Previous studies have shown the effectiveness of utilizing single model-based practice to promote students' SEL development in SBYD programs. However, there is still a limited empirical examination on students' development of SEL skills in SBYD programs grounded in a hybrid models-based practice (Gordon & Wright, 2016), particularly from students' perspectives. This study was conducted in an SBYD program operated in collaboration with a local soccer association foundation outreach and a local recreation center within a city located mid-south of the US.

Purpose: This study aimed to investigate the students' development of SEL skills in an SBYD program grounded in the hybridization of the Teaching Personal and Social Responsibility (TPSR) model and the Cooperative Learning (CL) model. **Methods:** This research adopted a case study design grounded in a self-study approach (Stake, 2006; Richards & Ressler, 2016). Data were collected over 28 weeks. Twenty-three students (n=23) participated in the study. Eleven individual interviews, six focus group interviews, and twenty-eight self-reflective journals were taken during the program. Inductive analysis and constant comparison were used for data analysis (Miles et al., 2014). **Findings:** Four themes were drawn from the students' interviews and drawings and the researcher's reflection journals regarding the students' development of SEL skills in the current program: *trying your best, respecting each other, learning and working as a team, and making your*

responsibilities at home and school. **Conclusion:** The study provided evidence that the hybridization of TPSR and CL could be a feasible and effective pedagogical approach that promotes students' development of SEL skills in SBYD programs. The study calls for longitudinal research approaches with multiple strategies to promote leadership and transfer, including enhanced program-family partnership.

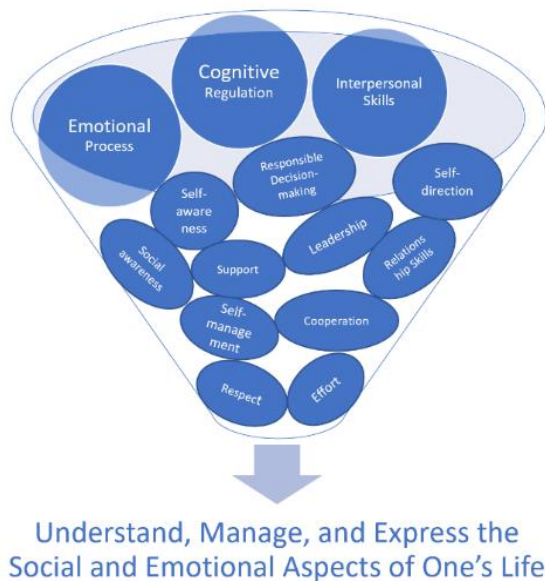
Keywords: Social and Emotional Learning; Sports-based Youth Development; Teaching Personal and Responsibility; Cooperative Learning, Hybridization.

Introduction

Social and Emotional Learning: A Multiple-Level Conceptualization

It has been universally agreed in education that students' social and emotional learning (SEL) skills influence learning (Elias et al., 1997; Jones et al., 2013; Osher et al., 2016). Educational efforts should emphasize more on preparing students as responsible citizens, which highlights the importance of students' development of SEL skills (Elias, 2019). SEL has been developed as a conceptual framework to promote students' social, emotional, and cognitive development in school-based and out-of-school contexts (Corcoran et al., 2018). Researchers have been examining SEL from multiple levels (see Figure 5.1). At a macro-level, SEL was defined as the process of acquiring "the ability to understand, manage, and express the social and emotional aspects of one's life" (Elias et al., 1997, p. 2). At a meso-level, SEL was defined as "a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship," including cognitive regulation, emotional processes, and social/interpersonal skills (Jones & Bouffard, 2012, p. 4). At a micro-level, SEL was further recognized as specific skills. For example, CASEL (2020) proposed five SEL key competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Similarly, SEL skills grounded in TPSR include respect, effort, cooperation, self-direction, support, and leadership (Hellison, 2011).

Figure 5.1. A Multiple-Level Conceptualization of SEL



SEL In Sports-based Youth Development Programs

Sports-based Youth Development (SBYD) programs have been suggested as alternative contexts to promote specific life skills aligned well with the current SEL frameworks among students (Gould & Carson, 2008; Papacharisis et al., 2005). SBYD historically has been rooted in the tenets of Positive Youth Development (PYD). The central conception behind PYD is the belief in a capacity for systemic change in the development cycle of students (Lerner, 1996; Holt & Neely, 2011). Holt et al. (2016) defined Sports-based Youth Development (SBYD) programs as the educational efforts to “facilitate youth development via experiences and processes that enable participants in adult-supervised programs to gain transferable personal and social life skills, along with physical competencies” (p. 231). Students reported significantly more positive encounters of initiative, emotional control, and teamwork in SBYD programs than other sports and physical activity programs (Larson et al., 2006). Those positive experiences are described as life skills in SBYD studies that can be acquired across age, social class, religion, and gender (Hemphill et al., 2019; Camiré et al., 2011; Danish et al., 2004; Fraser-Thomas et al., 2005, 2008). Life

skills have been broadly defined as “skills that enable students to succeed in the different environments in which they live, such as school, home, and in their neighborhoods” (Danish et al., 2005, p.49). In sports settings, Gould and Carson (2008) specified life skills as “goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and transferred for use in non-sport settings” (p. 60). These life skills promoted in SBYD programs, in addition with life skills (e.g., teamwork and leadership) found in other studies (Holt et al., 2008; Martinek et al., 2006), are closely aligned with SEL competencies (Gould & Carson, 2008; Papacharisis et al., 2005; Wright et al., 2010). In addition, students reported more happiness and enjoyment in sports and physical activities (Chalip et al., 1984; McCarthy et al., 2008), and those enjoyable experiences could attract students and keep them engaged in the practices. “When these factors are taken together, it seems sport and PA programs in the after-school context may offer great potential for teaching life skills that relate to SEL” (Gordon et al., 2016, p. 359).

It has been considered that students need more opportunities to develop SEL skills (Martinek & Hellison, 1997). However, students coming from low-income families have limited access to develop SEL skills due to the lack of financial and environmental resources (Shen et al., 2022). Students that suffer from those adversities are considered “underserved.” Underserved students, struggled with poverty, racism, oppression, and segregation (Holt et al., 2011; Martinek & Hellison, 1997; Coll et al., 1996), are more vulnerable to the lack of environmental education opportunities to develop SEL (Holt et al., 2011; Martinek & Hellison, 1997). SBYD programs have been considered beneficial contexts for students to develop SEL skills. In SBYD programs, students were taught to “think through core program values beyond sport” and learned “how to navigate through potential environmental barriers” in their lives (Jacobs & Wright, 2019, p. 13). Those environmental barriers were organized into three broader categories: root barriers, intermediate barriers, and immediate barriers

(Hellison, 2011). Root barriers include poverty, racism, oppression, and segregation. Intermediate barriers include the absence of social and emotional competencies that provide the basis for one's sense of self and future for life. Immediate barriers involve overt and witnessed misconduct and crimes, such as guns, drugs, and violent conduct. As Hellison (2011) pointed out, "PE and PA programs are no panacea for the social problems we face today" (p. 14). There is little that SBYD programs can do to remove and change the root and immediate barriers. However, SBYD programs can help remove the intermediate barriers by empowering students "taking responsibility for their personal well-being and contributing to the well-being of others" (Hellison, 2011, p. 14), thus, are helpful to alleviate the negative impact of the root and immediate barriers.

Models-based Practices and SEL

Many studies have warned that participation in sports programs does not automatically produce positive SEL outcomes but could have deleterious influences on students' physical, social, and emotional development (Danish et al., 1993; Brustad et al., 2001; Shields & Bredemeier, 1995). The promotion of positive SEL outcomes through sports must be closely tied up with how the sports activities are organized and delivered (Holt & Neely, 2011). Deliberate teaching and coaching are necessary for SEL outcomes to occur in SBYD programs (Holt et al., 2017). School physical education educators and community practitioners have developed a set of validated pedagogies to achieve students' SEL outcomes with deliberate teaching and coaching approaches. These validated pedagogies have been labeled models-based practice (MBP; Haerens et al., 2011). MBP represents a range of pedagogical practices, "each with its unique and distinctive learning outcomes and its alignment of learning outcomes with teaching strategies and subject matter, and each with its non-negotiable features" (Kirk, 2013, p. 979). Popular MPBs utilized in school-based and out-of-school sports and physical activity programs include Cooperative Learning (CL,

Dyson, et al., 2021), Teaching Personal and Social Responsibility (TPSR, Hellison, 2011), Sports Education (SE, Siedentop, 1998), and Adventure-based Learning (ABL, Sutherland & Stuhr, 2014). Previous studies have shown the challenges of utilizing a single MBP to achieve comprehensive SEL outcomes among students in school-based sports and physical activity programs (Dyson et al., 2021; Haerens et al., 2011). The hybridization of multiple MBPs seems to be able to “enhance the potentialities of the different pedagogical models alone, making them fit like pieces of a pedagogical puzzle” (Fernandez-Rio, 2014, p. 3). However, there is a limited empirical examination on students’ development of SEL in out-of-school SBYD programs grounded in a hybrid MBP (Gordon et al., 2016). This study aimed to address this research gap by developing and utilizing a hybrid models-based practice grounded in TPSR and CL within an SBYD program for underserved students.

The Teaching Personal and Social Responsibility Model

The TPSR model was developed to encourage meaningful transferable life skills for students in underserved communities through physical activities and sports (Hellison 2011). The central tenet of TPSR is “putting kids first” (Hellison, 2000, p. 36). TPSR-based programs primarily aim to offer students the opportunities to apply learned life skills to various social settings, thus becoming more responsible citizens. The TPSR model focuses on five levels of responsibilities, including (a) respecting the rights and feelings of others; (b) effort and cooperation; (c) self-direction; (d) helping others and leadership; and (e) transfer (Hellison, 2011). These TPSR levels are carried out in a five-components instruction structure, including relational time, awareness talk, physical activity plan, group meeting, and reflection time (Hellison, 2011, p. 27).

The Cooperative Learning Model

The CL model was developed as a pedagogical practice in the US during the 1970s amid concerns that students rarely had the opportunity to develop interpersonal and emotional skills in traditional and competitive school environments (Johnson & Johnson, 2009; Kagan & Kagan, 2009; Slavin, 1996). CL is a validated and dynamic pedagogical model that guides students to work in small, structured, and heterogeneous groups to complete group tasks (Dyson, 2001). CL-based practices are grounded in CL Structures. CL Structures are methods of arranging students for cooperation, which are content-free, and serve as instructional guides and frameworks for lessons (Dyson et al., 2010). Commonly used CL Structures are *Pairs-Check-Perform*, *Jigsaw*, and *Learning Teams* (Dyson & Casey, 2016). For example, students who work in the CL Structure of *Learning Team* have the opportunity to collaboratively work with others to achieve group goals with different roles (e.g., team leader, equipment manager, encourager, recorder, etc.).

Research on Hybrid Models-based Practice

It has been recognized that a single MBP is more likely to be implemented with specific content and pedagogical knowledge and is not capable of achieving all the intended learning outcomes, particularly learning outcomes in social and emotional domains (Dyson, Howley, & Wright, 2021; Haerens et al., 2011). In addition, the wide variety of dynamic instructional challenges that educators encounter in their specific teaching and coaching contexts makes a single MBP challenging to solve all the pedagogical problems. Therefore, the hybridization of two or more MBPs is needed to guide program practices within diverse teaching contexts, which helps educators achieve intended learning outcomes (Fernandez-Rio, 2014, p. 3). The studies of hybrid MBPs can be organized into two broader categories: (a) skills-driven hybrid MBPs, which address students' tactical awareness and technical development; and (b) SEL-driven hybrid MBPs, which highlight students' social and

emotional development (González-Víllora et al., 2019). Gubacs-Collins & Olsen (2010) investigated a five-year middle school sports program using the Tactical Games Approach within the Sport Education model (SE). The researchers found the improvement of game performance in “game-like practice conditions” made the students feel “more challenging” (p. 41). Casey and Dyson (2009) combined the CL model and Tactical Games for Understanding (TGFU) model in elementary PE. The study results indicated that despite the design and implementation of hybrid MPB were “time-consuming and highly labor-intensive” (Casey & Dyson, 2009, p. 175), the students were empowered to be active learners and achieved more comprehensive learning outcomes. In another hybrid MPB study, Fernandez-Rio & Menendez-Santurio (2017) investigated students’ and teachers’ experiences in a kickboxing course utilizing a hybrid MPB grounded in SE and TPSR. The study showed that the hybridization of SE and TPRS provided students meaningful sports participation experiences and improved students’ awareness of social and personal responsibilities.

Hybridizing TPSR with CL

Practices in this dissertation program were grounded in the hybridization of TPSR and CL. The five levels of personal and social responsibilities grounded in the TPSR model were utilized as a framework to guide the students’ development of SEL skills. CL Structures were utilized during the physical activity time to organize and implement the soccer practices during the program. Students who work in CL-based practices have the opportunity to develop a set of SEL skills that are closely tied to personal and social responsibilities, including respect, effort, support, and leadership.

Theoretical Perspectives

The development of the hybrid pedagogy for this dissertation study was grounded in the Social Constructivism Theory (SCT). SCT was proposed by Vygotsky (1978), built upon Piaget’s (1973) cognitive constructivism, believing that social interactions and context are

imperative for learning. Vygotsky (1978) argued learning is an inherently social phenomenon in which a learner understands information and creates new knowledge in daily situations through activities and social encounters. Vygotsky proposed several key concepts, including intersubjectivity, scaffolding, the zone of proximal development, and transfer within the social construction process, which explained how learners acquire knowledge in social settings. In line with Vygotsky's findings, social constructivists believe that learning is a social process and can only be achieved through reciprocal teaching and learning that involve social interactions with others (Shunk, 2000). As Azzarito and Ennis (2003) commented, "learning occurs through peer interactions, student ownership of the curriculum, and educational experiences that are authentic for students" (p. 179). The tenet of SCT is on discovering engaged, active, and creative learners (Rovegno & Dolly, 2006) and the concept that cooperative interactions are a powerful way to understand and build knowledge (Goodyear et al., 2014). The hybridization of TPSR and CL could establish a learner-centered, socially interactive, and positive learning environment where students could develop SEL grounded in the five levels of TPSR responsibilities.

The SBYD program in this study utilized CL Structures to organize the soccer practices, addressing students' SEL development grounded in the five levels of TPSR responsibilities. Therefore, the purpose of this study was to investigate the students' development of SEL skills in an SBYD program grounded in the hybridization of TPSR and CL.

Methods

Positionality Statement of the Primary Researcher

I am a fourth-year doctoral student from China. I see myself as an experienced soccer coach, a passionate PE teacher, and teacher educator, and a productive research scholar on students' SEL. My previous experiences enabled me to have an in-depth understanding of the

social and emotional values of PE, physical activity, and sports for students' academic and later life success.

My previous research was grounded in the theoretical stance of interpretivism. I believe my knowledge and previous experience shape my investigation and definition of the social world since the research on human beings by human beings cannot yield objective results. Therefore, rather than seeking an objective perspective, I look for immersing myself in the social context I am investigating, seeking to understand and formulate knowledge about a community or group of individuals by observing and interacting with them from the inside. In this dissertation study, I did not only work with the students but also interacted with stakeholders from other levels of social organizations, including parents, program leaders, community center officers, city government officials. The interpretation of the data collected by interviews and self-reflections in this study enabled me to understand appropriate pedagogical practices for students' physical, social, and emotional promotion at the micro-level (the current dissertation program) of the ecological systems that influence their SEL development.

Research Settings

This study was conducted at a local community recreation center in a city located mid-south of the US. I carried out the program and was supported by a local soccer association outreach foundation and a local community recreation center. The local community is one of the first developed communities in the city. Over the years, much of the initial luster has vanished as houses disappeared, stores closed, and crime rose. In 2000, white residents comprised 48% of the neighborhood, down from 70% in 1990. Correspondingly, black residents made up 38% of the neighborhood in 2000, up from 23% in 1990. Perhaps the most notable change was the increase in Hispanic residents to 9% of the neighborhood in 2000, up from 1% in 1990. During the last two decades, the population of minorities was still

growing. Student enrollment data from three elementary schools within the community demonstrated a predominately large population of Black and Hispanic, with only 2% White students on average for each school (GCS Profile, 2020). From 1990 to 2000, the percentage of Glenwood residents living in households with annual incomes below the poverty level increased from 16.9% to 17.6% (USCB, 2020).

Research Design

This research adopted a case study design grounded in a self-study approach (Stake, 2006; Richards & Ressler, 2016). Self-study research involves understanding one's professional practices and formulating recommendations for the greater learning community within a research area (Richards & Ressler, 2016). According to LaBoskey (2004), the self-study approach is "self-initiated and focused; it is improvement aimed; it is interactive; it includes multiple, mostly qualitative, methods; and, it defines validity as a validation process based in trustworthiness" (p. 817). Vanassche and Kelchtermans (2015) further pointed out that the self-study approach addresses the need to "move beyond the particularities of practice by making public the developed understandings (through conference presentations, research reports, journal manuscripts) to make them informative for others and available for critical debate" (p. 509). The self-study approach enables researchers to start research inquiries with a concentrated and methodical emphasis on their teaching, empowering them to integrate pedagogical development and scholarly work (Drevdahl et al., 2002).

Critical friends and reflective inquiry are the two most essential components of a self-study approach. A critical friend represents a "trusted person who asks provocative questions, provides data to be examined through another lens, and offers a critique of a person's work as a friend" (Costa & Kallick, 1993, p. 50). My academic advisor and three doctoral colleagues were my critical friends in this study. Besides having critical friends, self-reflect on one's research practices and experiences is also essential. Reflective inquiry is a methodology that

emphasizes the need for a deliberate reflection process on one's practices and experiences to expose hidden knowledge or information relevant and meaningful to make a change in the research (Atkins & Murphy, 1993; Schmieding, 1999). In this study, I conducted extensive self-reflection after the lessons and was supported by a faculty advisor and doctoral colleagues during the program.

Participants

There were 23 students (n=23) aged 8-12 years old from the immediate areas who participated in this study. All the participants were self-reported from low-income families at the program's registration. The students in the program came from a wide range of cultural and racial backgrounds. Among the 23 students, five were Asian, seven were African Americans, nine were Hispanic or Latino, and two were White. All the students' names in this study were given pseudonyms following university IRB regulations.

The Hybrid Models-based Practice Implementation Fidelity

Previous studies have highlighted the importance of reporting the implementation fidelity for any model-based practice since the levels of implementation fidelity influence teaching and coaching, which would directly impact students' learning experiences and outcomes (Ko et al., 2006; Kloeppel et al., 2013). Based on Hastie and Casey's (2014) proposal, this study reported the implementation fidelity of this hybrid models-based practice grounded in TPSR and CL with three model fidelity elements, including (a) a detailed description of the curricular elements of the units; (b) a detailed validation of model implementation; and (c) a detailed description of the program context that includes the previous experiences of the coach and students.

A Rich Description of The Curricular Elements of The Units

I developed fifteen lesson plans grounded in the hybridization of TPSR and CL for this program. The fifteen lesson plans were categorized into four units based on four different

TPSR responsibilities: respect, effort, help and support, and leadership (see Table 5.1). The TPSR responsibility of transfer was discussed between the researcher and the students during the reflection time. I utilized CL structures to organize the soccer practices during physical activity time. CL structures used in this program include *Learning Team, Jigsaw, and Teams-Achievement Divisions* (Dyson & Casey, 2016). The *Learning Team* served as an overarching CL Structure throughout the program, where the students worked together with different roles (team leader, encourager, equipment organizer, and time recorder).

Table 5.1. An Overview of Unites and Lessons

Unite	Phase	Weeks	Lesson Focus	CL Structures Used
Zero	One	1-6	Respect	None
One	Two	7-13	Respect	Learning Team, Jigsaw
Two	Two	14-17	Effort	Learning Team, Jigsaw, and Teams-Achievement Divisions
Three	Two	18-20	Help and Support	Learning Team
Four	Three	21-28	Leadership	Learning Team

The first two units focused on the TPSR responsibility of respect and the beginning soccer skills (e.g., inside-foot passing and dribbling). There were six lessons in unit one. Each lesson addressed different respect facets, including caring about others' feelings, understanding others' opinions, and taking turns in the practices. CL structure utilized in unit one included *Jigsaw and Learning Team*. The second unit focused on the TPSR responsibility development of effort and intermediate soccer skills (e.g., lower-driven pass and overhead pass). Four lessons in unit two addressed two effort facets, including trying one's best in practices and doing one's best in a new task. CL structure utilized in unit two included *Learning Team, Jigsaw, and Teams-Achievement Divisions*. The third unit focused on the TPSR responsibility development of help and support and team-based tactical practices (e.g., wall pass, 2vs1, and 2vs2). Unit three had three lessons that focused on developing students'

awareness of providing help and support by recognizing others had needs and feelings as they did. The *Learning Team* was the only CL Structure used for unit three. The last unit focused on leadership by utilizing station rotation practices. Two lessons in unit four addressed leading others confidently and positively without compromising TPSR values (e.g., respect, effort, help, and support). The *Learning Team* was also the only CL Structure used for unit four.

For each lesson, the students were heterogeneously grouped into teams based on the considerations of the proficiency of soccer skills and age. Each team had students across the full ability range. In addition, siblings were organized into different groups. The students started from lesson one and progressed to the following lessons. Every one or two weeks, the researcher moved to a new task depending on the difficulty of the soccer skill and the development of the students' TPSR responsibility in the current lesson.

A Detailed Validation of Model Implementation

A detailed validation of MBP implementation aims to certify the consistency between the instructions implemented by practitioners and the MBP standards confirmed by developers and researchers so that the practices could truthfully represent the particular pedagogical model(s) (Smith & Ragan, 1999). Hastie and Casey (2014) recommended the examination of the validation of MBP implementation by using valid and reliable checklists and the systematic observation of the practices. Based on those recommendations, this study utilized two validated and reliable checklists to confirm the validation of the hybrid MBP implementation grounded in TPSR and CL, including the TPSR Implementation Checklist (Wright & Walsh, 2018) and the Cooperative Learning Validation Tool (CLVT; Casey et al., 2015). My doctoral colleagues and advisor filled out those two checklists based on their systematic observations of the practices during their visits to the current program.

The TPSR Implementation Checklist includes four questions regarding the key features of the

TPSR implementation fidelity. The first question is about the goals addressed in the lesson. The second question asks the components of the lesson format observed during the practice. The third question includes the choices of the nine teaching strategies that Wright and Craig (2011) have suggested for high-quality TPSR instruction. The final question aims to report the nine student behaviors closely associated with TPSR responsibilities. There are twenty-three observable key features on the TPSR Implementation Checklist. The CLVT includes sixteen questions that reflect the key features of teaching and learning in CL-based practices. Those sixteen key features highlight the eight key elements of CL, including positive interdependence, individual accountability, promotive interaction, group processing, appropriate social skills, teacher as facilitator, heterogeneous groups, and cooperative learning structure (Goodyear, 2017).

Three doctoral colleagues, who had comprehensive knowledge about TPSR, visited the program independently and observed the practices twice. After the second observation, the three doctoral colleagues filled out the TPSR Implementation Checklist. The researcher's advisor and another doctoral colleague visited the program six times and observed the practices. Based on their observation, they filled out the CLVT checklist and provided feedback. My advisor is a highly recognized leading scholar in CL who developed the CLVT. All the lessons during the visits were grounded in the hybridization of TPSR and CL.

Based on Goodyear's (2017) recommendation, the implementation fidelity of TPSR and CL were processed by calculating the mean percentages of the total observed key features for the TPSR Implementation Checklist (n=69) and the CLVT (n=64). The analysis of the responses from the TPSR Implementation Checklist and the CLVT reported an 87% implementation fidelity for TPSR and an 85% implementation fidelity for CL. An overall mean percentage of the implementation fidelity was also calculated across all the key feature observations (n= 133). The final analytical process explored the hybridization of TPSR and

CL reported an above-average mean percentage of 86%. Those mean percentages indicated an acceptable implementation fidelity of those two models meaning that the students' learning outcomes in the program could be attributed to the authentic utilization of the hybridization of TPSR and CL.

A Detailed Description of The Program Context

I organized and led the soccer program for 28 weeks, starting from the second week of February 2020 to the third week of August 2021. There were two meetings each week. One practice was during the afterschool time on Wednesday afternoons, and the other practice was on Saturday mornings. Each lesson lasted for one hour and was grounded in the hybridization of TPSR and CL. The students had no previous exposure to either TPSR or CL. I was an experienced soccer coach and a well-trained doctoral student in TPSR and CL. The researcher had teaching experience with undergraduate students using CL in university soccer courses. The researcher also published several research articles on CL and TPSR over the past three years.

The structure of the practices followed the TPSR daily program format, including awareness talk, physical activity time, group meetings, and self-reflection time. Physical activities were organized and implemented by CL Structures (e.g., *Jigsaw* and *Learning Teams*). One specific TPSR responsibility (e.g., respect, effort, help, and support) was introduced during the awareness talk. The TPSR responsibility was reinforced by constant positive feedback and role modeling throughout the soccer practices grounded in CL Structures. At the end of each lesson, I facilitated the group meeting, where the students were encouraged to discuss the practices and provide suggestions for improvement. Another 5 mins self-reflection time was followed by the group meeting for the students to evaluate how personally and socially responsible they were in the lesson and how they would apply the lesson learned to other social contexts, such as home and school.

The program was structured into three phases, representing the beginning, the middle, and the end of the program (see Table 5.1). The first six weeks (phase one) focused on positive relationship building grounded in respect among the students and I. CL was not utilized in phase one. Phase two expanded from week seven to week twenty. During phase two, I introduced more TPSR responsibilities (e.g., respect, effort, cooperation, help, support, etc.) and started incorporating CL Structures (e.g., Jigsaw and Learning Team) into the practices. Phase three included weeks from twenty-one to twenty-eight. In phase three, the students were able to work through the practices with a task sheet (see Appendix C) and set up the drills independently. I only facilitated the practices and provided help when necessary.

Data Collection

Data were collected over 28 weeks. The students were interviewed (n=23) regarding their experiences of SEL in the program grounded in the hybridization of TPSR and CL. In total, eleven individual interviews and six focus group interviews were conducted. Each individual interview lasted for 25-35 mins, and each focus group lasted for 35-45 mins. Students who did not participate in the individual interview were interviewed in a focus group format. Semi-structured questions for the students included those such as “Have you learned skills or values other than soccer in this program?” If interviewees responded “yes,” then follow-up questions were asked, including “why do you think they are important,” “How do they sound like, look like, and feel like,” and “How have you learned those skills in this program?”. In addition, based on the drawing activities, questions were also asked to capture the students’ explanation of their drawings, including “What happened in the picture?”, “Who are the people in the picture?” and “What can we learn from your picture?”.

Weekly reflective journals using systematic questions grounded in the reflection-in-action practicum were carried out by the researcher throughout the program, which focused on “questioning the assumptional structure of knowing-in-action.” (Schön, 1987, p. 28). The

process of reflection helped me adjust the pedagogies and schedules in ways that enhance the students' SEL learning (Richards & Ressler, 2016). I wrote A set of 28 self-reflective journals based on the reflections on the weekly practices and interactions with the students in the program. Reflective questions include “What were your learning intention for you as a coach?”, “What were the social and emotional learning intentions for the students?”, “How do you know the students meet your learning intentions?”, “What went well in terms of your pedagogy?”, “What do you need to work on with your pedagogy?” and “What would you change? If anything?”.

The students were also asked to participate in three drawing activities displaying their experiences during each program phase (Cope et al., 2015). Follow-up interviews were implemented to have an in-depth understanding of their drawings and their experiences of SEL. The drawing activities enabled the students to have more time reflecting on their experiences and expressing their feelings and thoughts in a non-verbal way. The students were also comfortable talking about their drawings that reflect their SEL experiences during the individual interviews.

Data Analysis

Inductive analysis and constant comparison were used for data analysis (Miles et al., 2014). The process started by transcribing interviews, reviewing reflective journals and the students' drawings, and importing all the data into NVivo 12 plus for further organization and management. Open coding was employed first. Open coding is the process of assigning labels to statements or events in the data and summarizing them in a word or short phrase (Miles et al., 2014). Open coding formed the first data analysis cycle, which produced nodes or thematic descriptions of the students' experiences and learning outcomes of SEL in the program. The second stage of analysis involved axial coding (Miles et al., 2014), which aimed to identify conceptual links, discover relationships among categories, and generate

themes by constant comparison and triangulation of the interview data, reflective journals, and drawings.

Trustworthiness of the findings was achieved by establishing credibility, dependability, confirmability, and transferability during the data collection, analysis, and interpretation (Lincoln & Guba, 1985; Miles et al., 2014). Credibility was achieved by the prolonged periods of time staying with the students for 28 weeks. Dependability of the findings was achieved by keeping an audit trail that includes detailed lesson plans and reflective journals from the researcher and the students. Confirmability of the findings was addressed by providing a reflexive, self-critical account through an iterative peer debriefing process with my advisor and the three doctoral colleagues. They reviewed and challenged the interpretations of the data and the themes that were subsequently drawn, resulting in a more reflective process for the data analysis. Confirmability of the findings was also achieved by triangulating the interviews, reflective journals, and drawings throughout the data analysis process. Transferability was challenging to determine since this is one of the few SBYD studies grounded in the hybridization of TPSR and CL. However, I suggest that transferability becomes plausible when SBYD programs are grounded either in TPSR or CL with students from similar demographics and socioeconomic statuses. Trustworthiness was strengthened by utilizing different data analysis strategies, constantly challenging the interpretations of the findings, establishing conceptual relations, and uncovering key themes through frequent peer debriefings.

Findings

Four themes were drawn from the students' interviews and drawings and the researcher's reflection journals regarding the students' development of SEL skills in the current program: *trying your best, respecting each other, learning and working as a team*, and

making your responsibilities at home and school. The following section demonstrates the five themes that emerged from the data collected during the program.

Trying Your Best

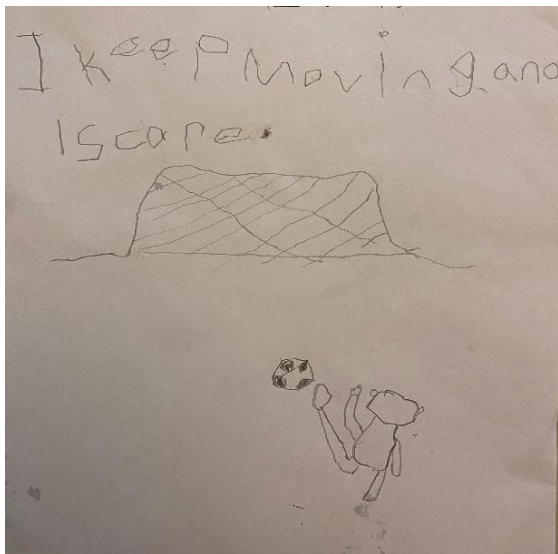
The students understood the importance of trying their best during the practices as an essential antecedent for their improvement and success in soccer. The behaviors of trying their best in the practices are closely aligned with showing effort at the level two responsibility of the TPSR model, which indicated the students' SEL development of self-management and responsible decision-making.

The students explained their understanding of trying their best and showing effort in the program. Oliver shared what he learned as, "I will say try your best, like, you need to be faster, harder, and quicker in the practices." Sophia understood doing one's best as equal to showing effort, "effort is doing best by myself. We still need to listen to the coach [the researcher], but we just do it by ourselves." Another boy Lucas added to Sophia's point of view as, "effort means that I tried today and tried my best to make it [the ball] into the goal to help my teammates to win the game." As Jacob commented: "efforts can show in a practice in different ways," students in the program had different experiences and understandings of showing effort. For Megan, showing effort meant to "do the same as coach eddy [the researcher] does and dribble faster in practice." For Mike, an effort was about "controlling your body, running fast in the warm-up, don't standing there, don't walking." For Emma, showing effort was to "help others, run faster, and answer questions."

The program provided opportunities for the students to learn how to try their best and show effort during the soccer practices, which contributed to the SEL development of self-management and responsible decision-making. The students shared how they practiced showing effort through various activities in the program. Noah provided examples of how he practiced showing effort in the warm-up and dribbling practices, "the agility polls, if you're

not able to show effort, then you're not going to get through it. And also, inside-outside dribbling, if you don't show effort there, then you can't master that." Ben reported how he practiced showing effort in a shooting drill, "if you don't show effort, and maybe the goalkeeper could just easily stop the ball. You have to try to shoot at the corner and try to make the shooting more powerful." However, for Lucas, who worked as a goalkeeper in the program, showing effort meant stopping the ball from scoring, "I was the goalie in my team, and everyone wants to make it there and put the ball in the goal. I show effort by making sure the ball is not in the goal." For Josh, showing effort could be easily recognized among the students during the practices since "they [the students] are tired because they actually tried." Emma added to Josh's point, "when you're running more, you sweat more, and you are showing efforts." Tiffany added to Emma's point of view: "I will still do my best in every practice even when I am tired. Because coach told me you are improving when you are tired." The students enjoyed the practices and learned the importance of showing effort in every drill and game. Oliver shared how he understood the importance of showing effort after playing a soccer game named "castles" "in the castle game, I just can't get the ball, hit the castles. I need to put effort and make a better kick." Tyler drew a picture to show how he tried his best and showed effort during a shooting drill (see Figure 5.2). Tyler explained: "If you want to score, you gonna run a lot and get the ball first, and then try to make it [the ball] into the goal." He further addressed that: "if you don't put effort, you won't have the ball, and you won't make a goal."

Figure 5.2. Tyler's Drawing on Effort



The students also shared why they believed showing effort and trying their best was important in the practices. Wyatt addressed the importance of showing effort as a way to be recognized as a good player:

If you don't really show effort thing, you're not going to be able to improve the abilities that you have. And you won't be able to shine accordingly. You might have a talent, and nobody knows. If you're not able to show effort, then nobody will notice.

This point of view was in line with Noah's thoughts, "if you don't show effort, nobody will know how good you are. I just think about the little game. If you don't show effort, maybe they could just take the ball away from you." For Ethan, showing effort had social implications for him to work with others in a team, "If you don't show effort, you become lazy, and nobody wants you in the team, and you're gonna let down your own team." Showing effort also was perceived by the students as essential quality to improve their soccer skills and win the games. Alex asserted: "If you don't put effort, you are not actually playing. You aren't trying; you don't win the game." Marco agreed with Alex in that "if you want your team to win, you have to put the effort in it. You got to put the effort in the lesson and learning stuff." Lucas added: "once you participate, that shows the effort that you're at least

trying. without trying, you will not improve.” Emma explained the improvement differences between practices with and without effort, “If you do a training ten times with effort and you do a training 50 times without effort. The one that you do ten times with effort will make you better.”

Under my deliberate coaching and instruction, the students understood the importance of doing one’s best and how to show effort during the practices. As the researcher reflected in the reflection journal: “At the beginning of the program, most the kids were walking and standing during the practices. I have to address the importance of showing effort at the start of every single lesson. Most importantly, I provided many examples of showing effort in soccer practices. For example, during the warm-up, I told the kids showing effort equals keeping moving and no standing and walking. Providing examples that are closely connected with the practices is very effective.” (Reflection Journal, YS).

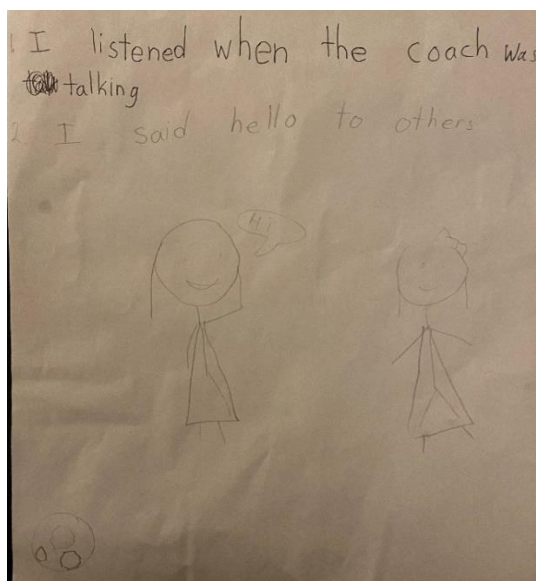
Respecting Each Other

As the first responsibility of the TPSR model, respect merged as an essential learning outcome for the students in the program. The students in the program learned how to respect each other during the practices, which indicated the SEL development of self-awareness and relationship skills.

Under my instructions, the students understood how to show respect during soccer practices. For Ben, respect was a reciprocal relationship with others during the practices, “something like you got to treat others the way they want to be treated. In the practices, you should share the ball and be nice to others.” Jacob added to Ben’s point by sharing that respect was “encouraging them [teammates], so they will be fine and get their skills improved.” Ethan explained how respect manifested in soccer games: “when you had a goal kick, the opponent team will have to withdraw to their own half. In that way, they are showing respect to you to allow you to build up the play from the goalie.” Jackey also found

respect in the games as “not getting mad when the other team is winning.” Respect simply meant listening to others and making a friendly greeting for other students. In Rose’s drawing (Figure 5.3), she shared how she showed respect in this program: “When somebody is talking, like the coach, I am not talking, and I am listening. We follow the coach’s instructions, and we are nice to each other.” Tiffany agreed with Rose’s point of view by saying: “you are listening to others, then you are showing your respect.”

Figure 5.3. Rose’s Drawing on Respect



The students had opportunities to practice respect with the meaningful interactions with their peers and the adult leader. At the arrival of the program, the students learned to say “good morning or hi or something when you first arrive or when you go” (Emma). The students were also aware of showing respect that “you need to help the coach pack up all the equipment after the practice.” (Warren). During the awareness talk, the students practiced respect by listening to the coach. Rose accentuated that: “Don’t talk when the coach is talking. Because then it’ll make coach think you’re not listening and you are not knowing what to do.” During the practices, the program leader enforced respect throughout the practices, which was reflected in the students’ interviews. Oliver shared that: “when the goalie has the ball [during the game], and the other opposite team is backing up, and this was

respect.” Showing respect also included “listening to my teammates to play the game better” (Sophia) and “helping and listening” (Oliver), since the kids “feel good when someone respects me.” (Mike). Tiffany drew a picture to show how she respected others by taking turns during a dribbling and shooting practice (Figure 5.4):

We did the practice, and you need to dribble the ball around the cones, and then you come here, and then you shoot. And then I think this shows respect because you need to go one by one to respect each other.

Figure 5.4. Tiffany’s Drawing on Respect



The students also understood the importance of respecting others as they wanted to be respected by others in the same way during the practices. Steven shared that “it feels good to be respected.” Megan further explained that “it is important because you can if you respect somebody, they will respect some other people and then respect will come back to you.” This point of view was in line with Ben and Sophia. Ben shared: “when someone says stop that, you can show respect, and other people can show respect to another person. It takes back.” Kayla agreed with Ben by explaining, “respect is good, you respect others, and you will get respect back from others.” The students also learned the importance of respect as they worked as a team during the games. Steven highlighted: “in the real game of soccer, though, if you don’t show respect, they [teammates] are gonna throw you out of the game.” For Jacob,

respect was necessary because “you don’t want to tackle each other and end up with a fight in the game. We don’t want that to happen.” Mike added to Jacob’s point as “respect is important because you don’t want people to be arguing in the game.” Lucas connected respect with trust as he worked with his teammates during the practices and games so that “they [teammates] can trust you so that when they need you or something, they can get you to help them.” Marco summarized the importance of respect he learned during the games:

We play the game, and we should respect each other. If not, we may get in trouble. If you give respect and you get respect back. If you don’t respect your teammates, you blame them, or you argue with them, and they will do what you do. They will just argue with you as well. So, teamwork would not happen in that way.

My reflection journal also witnessed the students’ development of respect during this program. At the beginning of the program, I noticed “when I asked what respect is. The kids cannot tell what respect is. Only one kid named Oliver responded with a word of listening.” (Reflection Journal, YS). However, as the program kept moving forward, “most kids could tell and practice respect in different ways, including greeting to each other upon arrival and leave, listening to others, taking turns, cleaning the field after practice, and playing fair in the games, etc.” (Reflection Journal, YS).

Learning and Working as a Team

Learning and working as a team emerged as another theme through the students’ interviews and drawings, and the researcher’s reflection journals, which highlighted the learning process that the students experienced within the CL-based soccer practices. The increased awareness of the importance of learning and working with others during the CL-based practices witnessed the students’ SEL development of social awareness, self-awareness, and relationship skills in this program.

The students developed an awareness of learning and working with others as a team during CL-based practices. For Tyler, learning with others as a team was to “learn more about soccer skills together as a team. For people who don’t play well, they get more support and get better in the game.” When learning the others, Jacob explained how CL-based practices worked within his small group practices as “they know one thing, and then we just teach and share together, each other, and then get to the skill point.” Josh extended on Jacob’s point and expressed his appreciation for the cooperative and independent learning experiences with his teammates, “we can learn with the team like in a group so that we pass and communicate with each other. Instead of just listening to a coach, we play. We play the instruction that the coach gives us.” Noah and Wyatt reported how CL-based practices taught them to learn and work with others as a team. “I feel good to help with my team, and some people could help me as well with the triangle pass or whatever you are doing. and I will help with the equipment.” (Noah). Wyatt shared: “everybody has a role on the team. And if they don’t play that role, then that team will never learn anything and will never succeed.” Steven shared how learning and working with others helped him and his teammates develop a sense of trust, as “you interact with more people since you’re in a group, you talk to them, you explain, they understand, you’re encouraged, you know, they would encourage you back, you build a relationship and trust.” Alex explained how he perceived the differences between traditionally coach-driven practices and CL-based practices:

In coach-driven drills, the coach gives you instructions, and you do them. You have to listen to them. Or if you don’t carry it out, you probably will be punished. But in the learning team [one CL Structure], you have your own time with your own teammates. You get to develop a connection with them. And you improve your skills, you can help them, and they can help you, and you just help each other out.

The major CL structures employed in this program were *Learning Team and Jigsaw*. The students in the program shared how practices grounded in those two CL Structures helped them learn and work with others. In *Learning Team*-based practices, Marco recalled he had “different roles so we [his team] focus on different themes so that we can use that all together to make one good theme.” Josh was an elder boy in his team who worked as a team leader. Josh talked about his experience of working as a team leader in his group as “I played as a team leader. Most of the time, it’s easy to be a leader because you just have to show them, and then they just do it again and again. Until we get good.” However, two elder boys, Jacob and Wyatt, shared their challenges while working as team leaders. Jacob said: “You get to teach them [teammates] how to get better skills and help them learn so they can play in the field. But sometimes it’s not easy because some people don’t listen.” For Wyatt, “being a captain, you have to understand some people aren’t able to do the things you’re doing. So, you have to take time to talk it out with them and explain it to them.” Jackey provided his strategy while his teammate was not listening to him, “I’ll make it [the practice] easier. But well, if people who don’t behave, like, you can pull them out and show them what we’re doing, so they understand.” Ethan addressed the effectiveness of practicing with others in learning teams, which provided them an opportunity to learn soccer skills using their languages. Ethan shared: “so as a captain, you have to pass on that information from your coach with an understanding, so you have to break it down a little more with your own words.” George worked as equipment organizer for his team, where he needed to “set up [cones] what we’re gonna do and like, like, in certain ways as coach said, and then if we never move on, I get to set it [cones] up again.” Ben extended on George’s point and addressed the challenge of working as an equipment organizer as he had to “keep on repeating in my mind, what is the first one [drill] and how does it go into the second one [drill]?... make sure I set up the practice in the right way.” Emma drew a picture showing how

her team worked together with different roles as a learning team (Figure 5.5). During that practice, Emma worked as an encourager in her group. She was responsible for encouraging her teammates whenever she noticed a positive behavior connected to the TPSR responsibilities or good skill performance. The experience of working as an encourager made Emma feel “more responsible for my team practice. And my teammates are more respectful to me.” Mike also felt enjoyable while he worked as an encourager, “I feel good. I like to encourage people. If they are doing good, I encourage them. It will make everyone in the team feel better.” Alex added to Mike’s point as “it helps you build friendships in a small team. I like the roles of captain and encourager.”

Figure 5.5. Emma’s Drawing on Learning and Working as a Team



In *Jigsaw*-based practices, the students reported learning soccer skills more effectively and having their voices heard by their teammates. Josh shared: “I like it [*Jigsaw*] because sharing with teammates will be easier and much faster to learn skills because each person is already learning different things.” Lucas agreed with Josh as he believed “putting all of the information on one person is not good. So, you split them up. Together they can share.” *Jigsaw* also helped the students recognize their mistakes by breaking down a soccer skill into different key points, since “you get to know like the different steps and how to break it down” (George), and “if one person does wrong, the person who knows how to do it

[one piece of skill] just told others how to do it.” (Warren). Steven shared how he had to pay attention to his peers’ words during an inside-foot pass practice grounded in *Jigsaw*, as “when we’re doing the inside foot, everyone got on a piece of learning cue. Maybe if you don’t pay attention, then you will not remember what they [teammates said.” For Rose, *Jigsaw* helped “everybody has a voice, everybody has a chance to speak to your teammates, so you don’t get left out.” This was true since in *Jigsaw*, “everybody has to talk, and everybody needs to listen” (Noah) so that their pieces of information could be shared and integrated as a complete knowledge of a specific skill.

The students also reported the appreciation of working in small groups that normally consist of 4-6 players during the CL-based practices. Jacob felt working in small groups helped friendship building and trust, as “we work as a team, we can make a friendship and get to know more about each other. And so, when we play a game, you know, they can pass.” (Jacob). Emma felt more communications and more effective learnings when she worked in a small group with others in that “we know each other better, we can talk, and some people they want to do their job. They won’t do their job like that in the large team.” For Oliver and George, small group practice helped them learn soccer skill better since “in big group they [students] just play for each other,” (George), but in the small group practice “everyone doesn’t get distracted with each other.” (Oliver). Josh and Alex added that practicing in small groups was effective and enjoyable because “there is little people, so there’s not much noise,” (Josh), and “you have less people, we have more talks and practices in a small team. It is fun.” (Alex).

However, there were challenges at the beginning of the program when the kids started to work with others in CL-based practices. My reflection journal recorded a conflict when the kids worked in small teams and how I educated the kids for this conflict. “One boy was working in a team and conflicted with his teammates because he believed his teammates

performed poorly during the practice. That kid then came to me and told me that his team was not the best team, and he refused to return to the practice. I stopped the practice and made a group talk on this issue. I told all the kids, no one is the best, and that's why we're here to practice and improve. I provided examples of when my teammates supported and helped me during my professional career. I told them when I was a professional player. I made mistakes in practices and even in important games. But all my teammates and coaches were trying to encourage and support me instead of blaming me. We always worked together as brothers. I think the kids were interested in a professional soccer player's story. After the talk, the boy apologized to his teammates, and his teammates accepted his apology. They worked together as a team again. Telling something interesting and meaningful to the kids could be an effective way to educate them how to learn from and work with others as a team." (Reflection Journal, YS).

Making Your Responsibilities at Home and School

The students in the program discussed how they would apply TPSR values learned from the program to their homes and schools. The awareness of taking own personal and social responsibilities at home and school highlighted the SEL development of self-awareness and responsible decision making.

The students discussed how they applied the TPSR responsibilities learned from the program at home, including respect, effort, encouragement, and support. Paul accentuated the importance of making your own responsibilities at home as "minding your own business or like making up your responsibilities when going out in public and stuff and do your own thing. And at home, Making your responsibilities." Lucas shared how he would apply respect learned from the program at home, "I show respect at home because my mom asked me, like, make up my bed and help with my clothes. Basically, do that. And that shows respect to her that she can trust me." Alex added to Lucas's point as he showed an effort to help his parent

clean rooms, “your parents like outside to clean the room, we got effort to that.” Jackey appreciated how the program taught him to show respect to his parents, as “whenever I make a mistake, they [parents] told me like how to fix it. I did listen to them and try and fix it. To show respect.” Marco talked about how he encouraged and supported his family members at home, as “I do and helping other people and encouraging people at my home. They do not feel sad or so bad. I encourage them.” Mike shared how the program taught him to manage his emotions when he had a conflict with his younger brother at home, as “don’t get mad at my brother every time. just like the soccer game when somebody messes up, okay, or probably like, I need to talk to him and understand how he feels and try to help him.” Sophia realized more efforts were needed to be made at home, so she “asked my mom to help me with my homework and asked Dad for piano.” Josh addressed the lesson learned from the program that made him understand “everywhere when you play sport, you lose or win, you still have to be manly. You have to not get mad and encourage and support people to say good job or good shot and everything.” Understanding the importance of support and help also taught Josh to communicate with his brothers more supportively and patiently, as he “also talk to my [his] brothers, like telling them where I’m going. Like, tell them to go to the left or right side when we played soccer at home.”

The students also shared how respect, effort, and support, the three key TPSR responsibilities addressed in the program, helped them at schools. Ben noticed the importance of “showing respect to teachers at schools” as he explained: “you don’t respect your teachers, and you don’t listen to them on a certain subject, then you won’t do well on that subject. Same math science, you won’t know what there is to know.” Rose shared how she felt respected by other peers in the program, which helped him understand the importance of respecting others at school. “It feels good to be respected. It [the program] helps me respect my friends at school. When they say, and they say that, I did something wrong. I don’t like it,

but I still listen to them.” (Rose). Jacob learned to be supportive for others in the program and started “saying good words to each other even at school, you just want to say good stuff,” as he knew that “if say bad stuff, then something will happen.” The students showed support and help to their classmates at school as they did with their teammates in the program. Megan addressed: “if you don’t support and help friends or your classmates even, then you’ll never get to know them better. And you’ll probably end up hurting feelings.” For Josh, “helping each other out” was an effective way to “learn soccer quicker,” which made him understand that “we can use it in schools, and then we might get a better grade.” The students also discussed how showing effort in the soccer practices helped them at school. Ethan talked about his experience showing effort in the program as “in soccer, I want to actually show effort in kicking the ball, and trying to pass.” This experience helped him understand that in school, he is “gonna have to try. I have to pass the test, or at least try to do it at my best.” (Ethan). This is in line with Oliver’s reflection that “you need to put the effort in practicing and in the study. Otherwise, if you have a test, you fail. If you have a game, you can’t win.” Emma concluded as she compared her effort in the soccer practices with her effort in schoolwork: “I need to put more effort in my homework and schoolwork.”

My reflection journal highlighted the importance of utilizing the explicit approach to facilitate transfer: “It is important to spare enough time for group processing (chats and discussions) at the end of the lesson. It allowed an open discussion about the lesson learned in the program and helped foster transfer. I found it effective to provide transfer examples meaningful to the kids’ lives either at home or school. As the program moved on, the kids came up with more examples of how they applied the TPSR responsibilities beyond this program.” (Reflection Journal, YS).

Discussion

The purpose of this study was to investigate the students' development of SEL skills in an SBYD program grounded in the hybridization of the TPSR model and the CL model. By analyzing different sources of data (interviews, reflection journals, and drawings), four themes were found regarding the students' development of SEL in the current program: *trying your best, respecting each other, learning and working as a team, and making your responsibilities at home and school*. The study provided preliminary evidence showing the hybridization of TPSR and CL is an innovative, applicable, and effective pedagogical practice to promote students' development of SEL skills in physical activity and sports programs.

Benefits of Using the Hybridization of TPSR and CL

The program's hybridization of TPSR and CL has produced comprehensive learning outcomes in the students' social, emotional, psychomotor, and physical development. The students in the program learned and applied a set of personal and social responsibilities by trying their best in the practices, showing respect to others, and working with others as a team. During learning and working with others in CL-based practices, the students reported an enhanced understanding of teamwork (support and help) and improved technical and tactical soccer performance. The students' learning outcomes across multiple learning domains achieved by the hybridization of TPSR and CL extended the effects of practices grounded in the single MBP approach (Shen et al., 2021). The findings were in line with previous research, where hybrid MBPs have been utilized to represent the idea of the combination of different MBP or parts of them to achieve greater teaching effectiveness and more comprehensive learning outcomes in PE or sports programs (Lund & Tannehill, 2010; Metzler, 2011).

Cooperative Learning: A Perfect Match for TPSR

The total number of studies in hybrid MBPs has rapidly increased over the last 15 years. González-Víllora et al. (2019) conducted a systematic literature review on hybrid MBPs in school-based and out-of-school physical activity and sports programs. González-Víllora et al. (2019) found four mainly utilized hybrid MBPs, including TPSR, CL, Sports Education (Siedentop et al., 2011), and Games-based Approach (Jarrett & Harvey, 2013). However, Hybrid MBPs involving CL was the least reported among the four pedagogical models despite the numerous studies of the model alone in school physical education settings (Dyson & Casey, 2012; Casey & Goodyear, 2015; González-Víllora et al., 2019). By implementing the hybridization of TPSR and CL in the current program, the study supported the adoption of CL could be an ideal match for the SBYD program grounded in TPSR. The hybridization of TPSR and CL lies in two rationales. First, TPSR and CL share common social and emotional features, allowing the opportunity to combine those two model-based practices pedagogies for future SBYD programming. For CL, one of the key elements is individual accountability, which highlights the development of “personal responsibility to achieve the group’s goals” (Dyson & Casey, 2012, p. 3). While for TPSR, cooperation is a highlighted personal trait, as Hellison (2011) addressed that “cooperation as a dimension of effort” at level two of the TPSR responsibilities (p. 21), and is inherent in the CL element of positive interdependence. The key elements of TPSR and CL were intertwined and connected in this study. Second, TPSR and CL can be reciprocal in organizing physical activities and enhancing students’ learning outcomes in the affective domain. Based on Casey and Goodyear’s (2015) systematic literature review on CL, very little evidence exists of students’ development in the affective domain in school-based physical education settings. However, the five levels of responsibilities and the daily delivery format grounded in the TPSR model could provide powerful curricular and pedagogical implications that strengthen students’

affective learning (Hellison, 2011). On the other side, as Hellison (2011) pointed out, “for most program leaders, changing how physical activities are taught is the most difficult part of implementing TPSR.” (p. 155). The utilization of CL Structures has the potential to overcome this challenge. CL Structures are a series of pedagogical instructions and procedures that can be utilized for organizing creative physical activities, and CL Structures are “content-free” for any value-based programs (Dyson, 2001). In the current program, the students learned TPSR responsibilities through CL-based practices. They developed learning outcomes in the affective domain by enjoying the practices, managing negative emotions, and supporting and helping others.

Cooperative Learning and Leadership Development

The first two themes, *trying your best and respecting each other*, highlighted the students’ learning outcomes of personal and social responsibilities grounded in the first three levels of TPSR responsibilities, including respect, effort, and self-direction (Hellison, 2011). Holt et al. (2017) accentuated that deliberate teaching and coaching are necessary for positive youth development to occur in SBYD programs. The development of the personal and social responsibilities among the students was facilitated by the deliberate teaching and coaching of those values during the awareness talk, physical activity time, and group and individual reflections. Although leadership is a focal topic grounded in level four of the TPSR responsibilities, the study didn’t find leadership as the main theme during the data analysis process. However, findings in the theme of *learning and working as a team* indicated that the students developed leadership during the CL-based practices, where they worked in small, structured, and heterogeneous groups to complete group tasks. In this study, the CL-based practices empowered the students to work in small groups to complete group tasks, which facilitated the development of the needs-based leadership. As found in previous research, youth leaders tend to be motivated to work as leaders by their interests or individual needs

and then progress towards a higher stage along the leadership developmental continuum (Martinek & Schilling, 2003). There was limited evidence of reflective leadership and compassionate leadership in this study. It might be due to the developmental nature of leadership, where more time is needed to allow a lower stage of leadership (e.g., needs-based leadership) to progress to a more advanced stage of leadership (e.g., compassionate leadership) (Martinek et al., 2006). The need for more time was also reflected in Holt et al.'s (2016) work. The authors found a limited number of existing research utilizing a longitudinal approach on positive youth development through sports. However, In the current program, the researcher adopted the coaching style that encouraged decision-making and autonomy to promote social responsibility and leadership among the students (Lee et al., 2017). I call for future SBYD programs utilizing the hybridization of TPSR and CL with a longitudinal research approach and adopting multiple strategies to promote leadership.

Program-Family Partnership and the Achievement of Transfer

As the ultimate goal of TPSR, the facilitation of transferring life skills learned from the program to other social contexts merged as another main theme in this study. The students in the program discussed how they would take their responsibilities to apply TPSR values learned from the program at home and school. However, a previous study suggested that this transfer process was not automatic, particularly for students from underserved communities (Lee & Martinek, 2013). Jacobs et al. (2017) indicated that program leaders need to provide specific personal and social responsibility-based examples relevant and applicable to students' lives. In addition, Ivy and Jacobs (2017) highlighted encouraging students' reflection and discussion on responsibilities learned from the lessons to other social contexts, which would help elicit the development of transfer. In the current program, the researcher included an open question regarding transfer on the self-reflection sheet and provided specific personal and social responsibility-based examples relevant and applicable to students' lives at

school and home. The transfer occurrence also requires the involvement of multiple stakeholders, including parents, coaches, and teachers (Santos et al., 2020). A transfer is most likely to be promoted when the program, school, and family share similar values and norms (Lee & Martinek, 2013; Martinek et al., 2001). Notably, family involvement is critical since norms and values held by family members significantly influence their children's lives (Meléndez & Martinek, 2015). However, research that focuses on program-family partnership is still limited. In the current program, I welcomed the parents to observe the practices and had consistent communications with the parents about the intent of the practices, which helped improve the program-family partnership that facilitates the students' transfer of TPSR responsibilities (Jacobs et al., 2017).

Using Hybrid Models-based Practice in School SEL Programs

Furthermore, using the hybrid models-based practice grounded in TPSR and CL in this program has valuable pedagogical implications for school-based physical education and physical activity programs. One of the National Physical Education Standards asserts that "The physically literate individual exhibits responsible personal and social behavior that respects self and others" (SHAPE, 2014). This standard clarifies that students' learning outcomes and instructional effectiveness in PE must highlight students' social and personal responsibilities. As Wright and Irwin (2018) accentuated, this standard "constitutes a mandate for PE teachers to help students learn and practice responsible behavior" (p. 250). Previous research highlighted the effectiveness of TPSR in promoting students' social and personal responsibilities in school-based physical education and physical activity programs (Escartí et al., 2010; Wright & Burton, 2008). In addition, there also has been extensive literature documenting the application of CL for SEL promotion in school physical education classes (Casey & Goodyear, 2015; Dyson & Casey, 2012; Dyson, Howley, & Shen, 2021). Given the previous evidence and evidence in the current program, I would argue that the

hybridization of TPSR and CL could be an effective pedagogical practice for future school-based SEL initiatives through physical activity and sports.

Benefits of the Self-study Approach for Doctoral Students

The current study was grounded in a self-study approach, which involves understanding one's professional practices and formulating recommendations for the greater learning community within a research area (Richards & Ressler, 2016). Previous research has confirmed the effectiveness of utilizing the self-study approach in research conducted by doctoral students and university faculty (Gregory et al., 2017; Richards & Ressler, 2016). Particularly, the self-study approach could empower doctoral students to practice and explore their knowledge intentionally and systematically, better preparing doctoral students as future teacher educators (Foot et al., 2014). By utilizing a self-study approach, the doctoral student researcher could explore the hybridization of different innovative pedagogies grounded in SEL in a real-world setting. For self-study research conducted by doctoral students, previous research has pointed out the unique and indispensable role of faculty advisors and doctoral colleagues as critical friends to encourage and collaborate in doctoral students' programs (Kosnik et al., 2011; Richards & Shiver, 2020). In the current study, I was supported by the faculty supervisor and three doctoral colleagues who helped to "name, interpret, and critique our [the researcher's] pedagogical approaches" (Petarca & Bullock, 2014, p. 277). The study encourages doctoral students to utilize a self-study approach to practice and explore their school knowledge in the real-world setting with the facilitation of critical friends and consistent self-reflection.

Conclusion

The purpose of this study was to investigate underserved students' development of SEL skills in an SBYD program grounded in the hybridization of TPSR and CL. A case study design grounded in a self-study approach was utilized in this study (Stake, 2006; Richards &

Ressler, 2016). The study provided evidence that the hybridization of TPSR and CL could be a feasible and effective pedagogical approach that promotes students' development of SEL skills in SBYD programs. Students in the current program learned TPSR responsibilities through CL-based practices and developed learning outcomes in the affective domain by enjoying the practices, managing negative emotions, and supporting and helping others. The study calls for a longitudinal research approach and multiple strategies to promote leadership and transfer, including enhanced program-family partnership. Based on current literature, the study suggests the hybridization of TPSR and CL can be an effective pedagogical practice for future school-based SEL initiatives through PE, physical activity, and sports. In addition, the study provides data to support the use of the self-study approach to practice and explore community-based and school-based SEL research in the real-world setting (Fletcher & Ovens, 2015) with the facilitation of critical friends and consistent self-reflection.

CHAPTER VI: THE IMPACT OF A SPORTS-BASED YOUTH DEVELOPMENT
PROGRAM ON STUDENTS' PHYSICAL, SOCIAL, AND EMOTIONAL
DEVELOPMENT: A MIXED-METHODS EXAMINATION

Abstract

Background: Sports-based Youth Development (SBYD) was built upon the notion that sports are the most popular physical activities for youth (Dyreson, 1998) and have been connected to a number of physical, cognitive, social, and emotional benefits (Coakley, 2011). However, compared to the extensive SBYD studies on students' learning outcomes in social and emotional domains, studies that focus on students' physical development in SBYD programs are still limited, particularly when the SBYD programs are grounded in validated pedagogical models. **Purpose:** The purpose of this study was to examine students' physical, social, and emotional development in an SBYD program grounded in the hybridization of the Teaching Personal and Social Responsibility (TPSR) model and the Cooperative Learning (CL) model. **Methods:** The study employed a case study design (Stake, 2005) grounded in a mixed-methods research approach (Creswell & Plano Clarke, 2018). Data were collected over 28 weeks. Seventeen students (n=17) from low-income families participated in the study. Qualitative data include eleven individual interviews, four focus group interviews, and twenty-eight self-reflective journals. Quantitative data were collected by The ActiGraph GT9X 3-axis accelerometer (ActiGraph, LLC, Pensacola, FL), the Loughborough Soccer Passing Test (LSPT, Ali, et al., 2007), and The Personal and Social Responsibility Questionnaire (PSRQ, Waston, et al., 2003). Quantitative data were analyzed first to determine the program's impact, followed by qualitative interpretations and explanations. **Findings:** The multivariate analysis of the quantitative data collected by The ActiGraph accelerometer and the LSPT revealed a statistically significant increase in the students' physical development, including the energy cost during physical activity and the soccer skill

performance. Three themes emerged from the students' interviews and the researcher's reflection journals, which added further interpretations for the statistical results on the students' physical development: *practicing faster, harder, and quicker, learning together as a team, and taking time to talk it out*. The study also found a statistically significant development of students' SEL skills using the PSRQ grounded in a pre-test and post-test approach. Two themes emerged from the students' interviews and the researcher's reflection journals to support the statistical results on the students' SEL development, including *showing respect and effort, and supporting and helping others*. **Conclusion:** This study provided quantitative and qualitative evidence showing that the consistent implementation of the hybridization of TPSR and CL could promote students' physical, social, and emotional development in SBYD programs. The study supported the findings from previous research (Dyson, 2002), indicating a drop-off of practice time at the beginning of the model implementation. The study called for consistent implementation of MBP or hybrid MBP in the community context even though there might be challenges and obstacles. The study suggests future research utilizing valid and reliable measurement instruments and adopting a mixed-methods approach in determining the impact of SBYD programs on the students' physical, social, and emotional development.

Keywords: Hybrid Pedagogy; Teaching Personal and Responsibility; Cooperative Learning; Physical Development; Social and Emotional Learning

Introduction

Sports-based Youth Development

Sports-based Youth Development (SBYD) was built upon the notion that sports are the most popular physical activities for students (Dyreson, 1998) and have been connected to a number of physical, cognitive, social, and emotional benefits (Coakley, 2011). SBYD originated from the positive youth development movement in the early 1980s, where the

capacity for systemic change in the development cycle of children was recognized and studied (Lerner, 1996). In the mid-20th century, increased national poverty rates, divorce, out-of-marriage pregnancy, household mobility, and single-parent families had led to rapidly escalated juvenile crimes (Bumpass & Lu, 2000). In the 1980s, organized interventions and programs grounded in a proactive approach, where youth problems were addressed before they occurred, were celebrated by practitioners, policymakers, and prevention scientists (Berleman, 1980; Janvier et al., 1980). This trend becomes the embryonic form of SBYD.

The Three Developmental Goals in SBYD Programs

As Holt et al. (2016) addressed, SBYD was an intention “to facilitate youth development via experiences and processes that enable participants in adult-supervised programs to gain transferable personal and social life skills, along with physical competencies.” Therefore, SBYD programs have the potential to achieve three critical developmental goals for students (Côté et al., 2007). First, SBYD programs can provide opportunities for students to engage in physical activities through sports, which contributes to improved physical health. Second, SBYD programs have long been recognized as an important context where students can develop a set of social and emotional learning (SEL) skills, including respect, effort, cooperation, and leadership. Third, students in SBYD programs can naturally develop their psychomotor skills, which is a foundation for their lifelong engagement in recreational or competitive sports.

Social and emotional development has traditionally focused on SBYD studies (Holt, 2016). Research has intensively expanded over the last ten years to investigate how sports activities can be harnessed to enhance social and emotional outcomes in SBYD programs (Hemphill et al., 2019; Jacobs & Wright, 2018). A systematic review of literature conducted by Hermens et al. (2017) found three categories of SEL skills frequently reported in SBYD programs: cognitive, social, and emotional skills. The evidence of cognitive skills found in

SBYD programs can be divided into self-regulation skills and self-esteem (Hermens et al., 2017). Improvements in self-esteem were the most frequently reported positive cognitive outcomes in SBYD studies (Holt et al., 2017). Evidence of the improvements in self-regulation was reported with a broader range of related skills, including self-awareness, self-management, and responsible decision-making (Bean et al., 2014; Riley & Anderson-Butcher, 2012). Findings in SBYD programs at the social level primarily include interactions with coaches, relationships with new friends, teamwork, and social skills (Holt et al., 2011). Social skills reported in SBYD studies can be organized into two primary categories: social responsibility skills and social interaction skills (Hermens et al., 2017). Evidence of improvements in social responsibility skills was found mainly in the SBYD programs grounded in the Teaching Personal and Social Responsibility model (Hellison, 2011). Communication skills and conflict resolution skills (Bean et al., 2014; Fuller et al., 2013) were reported as major social interaction skills found in SBYD programs. Through participation in SBYD programs, youth could have the opportunity to meet with friends and develop their communication skills as they are positively interacting with others during the practices. SBYD programs have also been proven to foster emotion-related skills such as developing a strong psychological need for self-actualization and being compassionate and caring for others. Students in SBYD programs learned emotional skills to decrease mental stress and were empowered to cope with challenging situations in positive and constructive ways (Martinek et al., 2006).

Students Physical Development in SBYD Programs

With the concerns over the increase of students' obesity and decreased physical activity engagement, researchers also highlighted the importance of students' physical development in SBYD programs (Fraser-Thomas et al., 2005; Zarrett et al., 2021).

Researchers believe that physical activities through sports can promote students' optimal

growth and development, including motor skill development, increased muscular strength, endurance, flexibility, and bone structure (Wankel & Berger, 1990; Côté & Hay, 2002). However, previous research has shown that more than 50% of students in the US still fall short of meeting the national guidelines for 60 minutes of daily moderate-to-vigorous physical activity (MVPA) (Kann et al., 2018). Physical activity has declined almost 50% between the elementary and middle school years (Corder et al., 2015; Metcalf et al., 2015). Particularly, students from low-income families, who lack resources to develop socially, emotionally, and physically, reported the lowest physical activity engagement (Martinek, & Schilling, 2003; Harding et al., 2015). The need to develop after-school SBYD programs has become a priority to supplement students' physical activity for the national goals (Beets et al., 2012; Rosenkranz et al., 2011). In SBYD programs, students reported significantly more positive encounters of autonomy, support, enjoyment, and social connections with peers and adults (Larson et al., 2006; McCarthy et al., 2008). Studies have shown that those positive social encounters were primary motivations of action underpinning students' physical activity, contributing to their lifelong physical activity engagement (Cox et al., 2009; Smith et al., 2006; Weiss & Stuntz, 2004). Richards et al. (2019) studied an SBYD program grounded in the Teaching Personal and Social Responsibility (TPSR) model and the Skill Themes approach. In the study, they found students learned and practiced the levels of TPSR responsibilities while keep achieving psychomotor outcomes with the learning of the Skill Themes at the same time. Pan et al. (2019) conducted research using hybridization of the TPSR model and the Sports Education model in an SBYD program in Taiwan. The study found that adding the TPSR model into the existing soccer program grounded in the Sports Education model significantly improved students' soccer game performance. Zarrett et al. (2021) conducted an afterschool program named Connect through PLAY, which involved sports activities and SEL promotion. After being exposed to a positive, autonomous, and

supportive exercising environment during the ten-week program, the researchers found that the students in the intervention group increased 8.17 mins of daily accelerometry-measured MVPA compared to those in the program pre-existing afterschool programs.

The Hybridization of TPSR and CL

However, compared to the extensive SBYD studies on the learning outcomes in social and emotional domains, studies that focus on students' physical development in SBYD programs are still limited, particularly when the SBYD programs are grounded in validated pedagogical models. In this dissertation study, two validated model-based practices (MBP) were hybridized and utilized in the program, including the TPSR model and the cooperative learning (CL) model. TPSR focuses on five levels of responsibilities, including (a) respecting the rights and feelings of others; (b) effort and cooperation; (c) self-direction; (d) helping others and leadership; and (e) transfer (Hellison, 2011). CL is a dynamic pedagogical practice that guides students work in small, structured, and heterogeneous groups to complete group tasks (Dyson, 2001). CL-based practices are grounded in CL Structures. CL Structures are methods of arranging students for cooperation, which are content-free, and serve as instructional guides and frameworks for lessons (Dyson & Grineski, 2001). Commonly used CL Structures are *Pairs-Check-Perform*, *Jigsaw*, and *Learning Teams*. For example, students who work in the CL Structure of *Learning Team* have the opportunity to collaboratively work with others to achieve group goals with different roles (e.g., team leader, equipment manager, encourager, recorder, etc.).

Practices in this dissertation program were grounded in the hybridization of TPSR and CL. The five levels of personal and social responsibilities grounded in the TPSR model were utilized as a framework to guide the students' development of SEL skills. CL Structures were utilized during the physical activity time to organize and implement the soccer practices during the program. Students who work in CL-based practices have the opportunity to

develop a set of SEL skills that are closely tied to personal and social responsibilities, including respect, effort, support, and leadership.

The purpose of this study was to examine students' physical, social, and emotional development in an SBYD program grounded in the hybridization of TPSR and CL using a mixed-methods research approach. Two research questions guided this study: (a) what is the program's impact on the students' physical, social, and emotional development? (b) how did the students experience the program activities associated with their physical, social, and emotional development?

Theoretical Perspectives

This study was investigated through a lens grounded in the Social-ecological Systems Theory (SEST; Bronfenbrenner, 1979, 1992). SEST focuses on a continued state of human development with four interrelated vital factors: the process, the person, context, and time (Bronfenbrenner & Morris, 1998). Among those four factors, the process and the context are the two most important factors that have been addressed in Bronfenbrenner's SEST (Tudge et al., 2009). Bronfenbrenner and Morris (1998) described the process of human development as a "complex reciprocal interaction between an active, evolving biopsychological human organism and the persons, objects, and symbols in its immediate external environment" (p. 996). Bronfenbrenner also suggested that individuals develop within a multi-level system of environmental and social organizations, including micro-level systems, meso-level systems, and macro-level systems (Bronfenbrenner, 1992).

In this study, the SEST framework represents SEL from a broader and multiple-level perspective where transactions among people within their social and physical settings, over time and across personal, cultural, institutional, and political levels are examined (Bronfenbrenner, 1979; 1992). SEL research grounded in SEST focuses on examining the development of students' SEL competencies within different levels of social environments

and organizations, ranging from the proximal environments, such as schools and families (micro-level system), to the more distal environments, such as school climate and policies (meso-level system), and community and society (macro-level system) (Bornstein & Lamb, 2015).

This current study aims to investigate students' physical, social, and emotional development at the micro-level (the current soccer program) of the ecological systems that influence their SEL development. Applying SEST, I sought to understand SEL implementation and how the processes of SEL implementation could be facilitated in a local community-based program setting.

Methods

Research Design

As Martinek (2017) highlighted the importance of examining “both process as well as product aspects” of SBYD programs (p. 304), the study employed a case study design grounded in a mixed-methods approach. Merriam (2002) defined a case study as an “intensive description and analysis of a phenomenon or social units, such as an individual, group, institution, or community.” (p. 8). A case study design was needed as the SBYD program at the local community recreation center was very “specific,” “unique,” and “bounded” historical and cultural system (Stake, 2005, p. 445). A mixed-methods approach allowed me to better understand the products and the processes of the program utilizing both quantitative and qualitative data. A case study design grounded in a mixed-methods approach allowed the researcher to have a comprehensive understanding of the students' learning outcomes (quantitative data) with detailed information of the program context, intervention process, and learning experiences (qualitative data). Quantitative data were analyzed first followed by the interpretation using the qualitative data (Creswell & Plano Clarke, 2018). The quantitative data collected by the accelerometer, the soccer test, and the responsibility-

based questionnaire determined the impact of the SBYD program on the students' physical, social, and emotional development. The qualitative data collected by the students' interviews and my reflection journals explained the students' physical, social, and emotional development.

Context of Study

The program was conducted at a local community recreation center in a city located mid-south of the US. The community was one of the first developed communities in the city. Over the years, much of the initial luster has vanished as houses disappeared, stores closed, and crime rose. In 2000, white residents comprised 48% of the neighborhood, down from 70% in 1990. Correspondingly, black residents made up 38% of the community in 2000, up from 23% in 1990. Perhaps the most notable change was the increase in Hispanic residents to 9% of the neighborhood in 2000, up from 1% in 1990. During the last two decades, the population of minorities was still growing. Student enrollment data from three elementary schools within the community demonstrated a predominately large population of Black and Hispanic, with only 2% White students on average for each school (GCS Profile, 2020). From 1990 to 2000, the percentage of Glenwood residents living in households with annual incomes below the poverty level increased from 16.9% to 17.6% (USCB, 2020).

Participants

Seventeen elementary students (n=17), six girls and eleven boys, aged 8-11 years old from the community's immediate areas, participated in this study. All the participants were self-reported from low-income families at the program's registration. The researcher led the program. Students in the program came from various cultural and racial backgrounds. Among the seventeen students, six were Black, five were Asian, five were Hispanic or Latino, and one was White. Following the University IRB regulations, all the students' names in this study were given pseudonyms. The demographic information is shown in Table 6.2.

Table 6.1. Participants' Demographics

	All Participants (%) (n=17)
Gender	
Girls	6/35.3
Boys	11/64.7
Age (years)	
8	2/11.5
9	4/23.5
10	6/35.5
11	5/29.5
Ethnicity	
Asian	5/29
Black	6/36
Latino	5/29
White	1/6
Height (inches)	
M/SD	54/5.21
Min/Max	44/65
Weight (pounds)	
M/SD	75/7.38
Min/Max	62/85

The Hybrid Models-based Practice Implementation Fidelity

Previous studies have highlighted the importance of reporting the implementation fidelity for any model-based practice since the levels of implementation fidelity influence teaching and coaching, which would directly impact students' learning experiences and outcomes (Ko et al., 2006; Kloepfel et al., 2013). Based on Hastie and Casey's (2014) proposal, this study reported the implementation fidelity of this hybrid models-based practice grounded in TPSR and CL with three model fidelity elements, including (a) a detailed description of the curricular elements of the units; (b) a detailed validation of model implementation; and (c) a detailed description of the program context.

A Rich Description of The Curricular Elements of The Units

I developed fifteen lesson plans grounded in the hybridization of TPSR and CL for this program. The fifteen lesson plans were categorized into four units based on four different TPSR responsibilities: respect, effort, help and support, and leadership (see Table 6.3). CL

structures used in this program include Learning Team, Jigsaw, and Teams-Achievement Divisions (Dyson & Casey, 2016). The Learning Team served as an overarching CL Structure throughout the program, where the students worked together with different roles (team leader, encourager, equipment organizer, and time recorder).

Table 6.2. An Overview of the Program Units and Lessons

Unit	Phase	Weeks	Lesson Focus	CL Structures Used
Zero	One	1-6	Respect	None
One	Two	7-13	Respect	Learning Team, Jigsaw
Two	Two	14-17	Effort	Learning Team, Jigsaw, and Teams-Achievement Divisions
Three	Two	18-20	Help and Support	Learning Team
Four	Three	21-28	Leadership	Learning Team

The first unit focused on the TPSR responsibility of respect and the beginning soccer skills (e.g., inside-foot passing and dribbling). There were six lessons in unit one. Each lesson addressed different respect facets, including caring about others' feelings, understanding others' opinions, and taking turns in the practices. CL structure utilized in unit one included *Jigsaw and Learning Team*. The second unit focused on the TPSR responsibility development of effort and intermediate soccer skills (e.g., lower-driven pass and overhead pass). Four lessons in unit two addressed two effort facets, including trying one's best in practices and doing one's best in a new task. CL structure utilized in unit two included *Learning Team, Jigsaw, and Teams-Achievement Divisions*. The third unit focused on the TPSR responsibility development of help and support and team-based tactical practices (e.g., wall pass, 2vs1, and 2vs2). Unit three had three lessons that focused on developing students' awareness of providing help and support by recognizing others had needs and feelings as they did. The *Learning Team* was the only CL Structure used for unit three. The last unit focused on leadership by utilizing station rotation practices. Two lessons in unit four addressed leading

others confidently and positively without compromising TPSR values (e.g., respect, effort, help, and support). The *Learning Team* was also the only CL Structure used for unit four.

For each lesson, the students were heterogeneously grouped into teams based on the considerations of the proficiency of soccer skills and age. Each team had students across the full ability range. In addition, siblings were organized into different groups. The students started from lesson one and progressed to the following lessons. Every one or two weeks, I moved to a new task depending on the difficulty of the soccer skill and the development of the students' TPSR responsibility in the current lesson.

A Detailed Validation of Model Implementation

A detailed validation of MBP implementation aims to certify the consistency between the instructions implemented by practitioners and the MBP standards confirmed by developers and researchers so that the practices could truthfully represent the particular pedagogical model(s) (Smith & Ragan, 1999). Hastie and Casey (2014) recommended the examination of the validation of MBP implementation by using valid and reliable checklists and the systematic observation of the practices. Based on those recommendations, this study utilized two validated and reliable checklists to confirm the validation of the hybrid MBP implementation grounded in TPSR and CL, including the TPSR Implementation Checklist (Wright & Walsh, 2018) and the Cooperative Learning Validation Tool (CLVT; Casey et al., 2015). My doctoral colleagues and advisor filled out those two checklists based on their systematic observations of the practices during their visits to the current program.

The TPSR Implementation Checklist includes four questions regarding the key features of the TPSR implementation fidelity. The first question is about the goals addressed in the lesson. The second question asks the components of the lesson format observed during the practice. The third question includes the choices of the nine teaching strategies that Wright and Craig (2011) have suggested for high-quality TPSR instruction. The final question aims to report

the nine student behaviors closely associated with TPSR responsibilities. There are twenty-three observable key features on the TPSR Implementation Checklist. The CLVT includes sixteen questions that reflect the key features of teaching and learning in CL-based practices. Those sixteen key features highlight the eight key elements of CL, including positive interdependence, individual accountability, promotive interaction, group processing, appropriate social skills, teacher as facilitator, heterogeneous groups, and cooperative learning structure (Goodyear, 2017).

Three doctoral colleagues, who had comprehensive knowledge about TPSR, visited the program independently and observed the practices twice each. After the second observation, the three doctoral colleagues filled out the TPSR Implementation Checklist. My advisor and another doctoral colleague visited the program six times and observed the practices. Based on their observation, they filled out the CLVT checklist and provided feedback. My advisor is a highly recognized leading scholar in CL who developed the CLVT. All the lessons during the visits were grounded in the hybridization of TPSR and CL.

Based on Goodyear's (2017) recommendation, the implementation fidelity of TPSR and CL were processed by calculating the mean percentages of the total observed key features for the TPSR Implementation Checklist (n=69) and the CLVT (n=64). The analysis of the responses from the TPSR Implementation Checklist and the CLVT reported an 87% implementation fidelity for TPSR and an 85% implementation fidelity for CL. An overall mean percentage of the implementation fidelity was also calculated across all the key feature observations (n= 133). The final analytical process explored the hybridization of TPSR and CL reported an above-average mean percentage of 86%. Those mean percentages indicated an acceptable implementation fidelity of those two models meaning that the students' learning outcomes in the program could be attributed to the authentic utilization of the hybridization of TPSR and CL.

A Detailed Description of The Program Context

I organized and led the soccer program for 28 weeks, starting from the second week of February 2020 to the third week of August 2021. There were two meetings each week. One practice was during the afterschool time on Wednesday afternoons, and the other practice was on Saturday mornings. Each lesson lasted for one hour and was grounded in the hybridization of TPSR and CL. The students had no previous exposure to either TPSR or CL. The researcher was an experienced soccer coach and a well-trained doctoral student in TPSR and CL. I had teaching experience with undergraduate students using CL in university soccer courses. The researcher also published several research articles on CL and TPSR over the past three years.

The structure of the practices followed the TPSR daily program format, including awareness talk, physical activity time, group meetings, and self-reflection time. Physical activities were organized and implemented by CL Structures (e.g., *Jigsaw* and *Learning Teams*). One specific TPSR responsibility (e.g., respect, effort, help, and support) was introduced during the awareness talk. The TPSR responsibility was reinforced by constant positive feedback and role modeling throughout the soccer practices grounded in CL Structures. At the end of each lesson, the researcher facilitated the group meeting, where the students were encouraged to discuss the practices and provide suggestions for improvement. Another 5 mins self-reflection time was followed by the group meeting for the students to evaluate how personally and socially responsible they were in the lesson and how they would apply the lesson learned to other social contexts, such as home and school.

The program was structured into three phases, representing the beginning, the middle, and the end of the program (see Table 6.3). The first six weeks (phase one) focused on positive relationship building grounded in respect among the students and the researcher. CL was not utilized in phase one. Phase two expanded from week seven to week twenty. During

phase two, the researcher introduced more TPSR responsibilities (e.g., respect, effort, cooperation, help, support, etc.) and started incorporating CL Structures (e.g., Jigsaw and Learning Team) into the practices. Phase three included weeks from twenty-one to twenty-eight. In phase three, the students were able to work through the practices with a task sheet (see Appendix C) and set up the drills independently. I only facilitated the practices and provided help when necessary.

Measurements

The ActiGraph GT9X 3-axis accelerometer, the Loughborough Soccer Passing Test (LSPT, Ali, et al., 2007), and The Personal and Social Responsibility Questionnaire (PSRQ, Waston, et al., 2003) were utilized in this study. Data collected from the ACTi Graph GT9X, the LSPT were utilized to determine the students' physical development. Data collected by the PSRQ were utilized to determine the students' social and emotional development in this study.

ActiGraph GT9X 3-axis Accelerometer

The ActiGraph GT9X 3-axis accelerometer (ActiGraph, LLC, Pensacola, FL) is the most widely used wearable motion sensor for research. The accelerometer was utilized to monitor and collect students' energy cost of physical activity data in this study. The accelerometer counts for students' metabolic equivalent (MET) during physical activity have been validated through indirect calorimetry (Evenson et al., 2008; Trost et al., 2010). One MET is considered a resting metabolic rate during quiet sitting. MET values between three and six are considered moderate physical activities and MET values higher than six are considered vigorous physical activities (Evenson et al., 2008). The use of MET data collected by the accelerometer allowed me to examine the students' total energy expenditure in the soccer practices, which helped understand students' physical development during the program.

The Loughborough Soccer Passing Test

The LSPT is a valid and reliable soccer skill test for school-aged students, which focuses on assessing the participant's combined actions of passing, receiving, and dribbling (Ali et al., 2007). The LSPT was utilized to assess the students' psychomotor learning outcomes. Time spent to complete the LSPT was recorded for each child. The less time spent during the test, the better passing and dribbling performance for a child. Time was displayed in the unit of second. The results of the LSPT allowed me to determine the students' soccer skill development during the program.

The Personal and Social Responsibility Questionnaire

The PSRQ was utilized to determine the students' SEL development grounded in the TPSR responsibilities. The PSRQ was developed as a valid and reliable self-reported instrument to measure students' prosocial skills in physical activity or sports settings (Martins et al., 2015). The prosocial skills measured by the PSRQ include respect, self-control, support and care for others, and goal setting. The PSRQ is a 14-item short questionnaire using a 6-point Likert scale ranging from "strongly agree" to "strongly disagree." The statements are written in simple language. Examples of statements include: "I respect others," "I encourage others," and "I give a good effort."

Data Collection

Quantitative Data Collection

In this study, students' physical development is delaminated into two areas: (a) students' energy cost of physical activity estimated by the ActiGraph GT9X 3-axis accelerometer; (b) students' soccer skill performance assessed by the Loughborough Soccer Passing Test. Students' SEL development was estimated by the Personal and Social Responsibility Questionnaire.

Data from the ActiGraph GT9X 3-axis accelerometer and the LSPT was collected

during the program's three phases. I, a trained ActiGraph GT9X 3-axis accelerometer data collector, randomly collected the physical activity data at five different lessons during each phase from the students. The students were asked to put on the accelerometer watch on their wrist at the beginning of the practice and return the watch at the end of the program. I input the students' data, including the students' weight, height, and practice time, to the watch app before the practice. For the LSPT data collection, two doctoral colleagues and I organized the test and collected the data during phases one and two. I instructed and supervised the students during the test while the doctoral colleagues timed the students' performance using a digital timekeeper. Due to the unavailability of the doctoral colleagues, I conducted the LSPT test and collected the data independently during the phase three period. Whenever the LSPT was conducted, the students were not asked to put on the accelerometer watch.

I also distributed the PSRQ to the students during self-reflection at the end of two different lessons during phase one (beginning of the program) and phase three (end of the program). The students responded to the PSRQ during the self-reflection times in those two lessons under my instructions. Before the students started to respond to the questionnaire, I addressed, "there are no right and wrong answers for the survey."

Qualitative Data Collection

Data were collected over 28 weeks. Seventeen students were interviewed (n=17) regarding their physical development during the program grounded in the hybridization of TPSR and CL. In total, eleven individual interviews and four focus group interviews were conducted. Students who participated in the individual interviews were also interviewed in a focus group format. The focus group interviews were more focused on students' experiences related to their soccer skill learning experiences. Each individual interview lasted for 20-30 mins, and each focus group lasted for 35-45 mins. Semi-structured questions for the students included those such as "What soccer skills have you learned in this program?" Follow-up

questions included: “How have you learned those soccer skills in this program?”, “Why do you think they are important?”, and “What was the challenge?” In addition, based on the drawing activities, questions were also asked to capture the students’ explanation of their drawings, including “What happened in the picture?”, “Who are the people in the picture?” and “What can we learn from your picture?”

Weekly reflective journals using systematic questions grounded in the “reflection-in-action” practicum were carried out throughout the program (Schön, 1987, p. 28). The process of reflection helped the researcher change the pedagogies and schedules in ways that enhance the students’ SEL learning (Richards & Ressler, 2016). I wrote a set of 28 self-reflective journals based on the reflections on the weekly practices and interactions with the students in the program. Reflective questions include “What were your learning intention for you as a coach?”, “What were the social and emotional learning intentions for the students?”, “How do you know the students meet your learning intentions?”, “What went well in terms of your pedagogy?”, “What do you need to work on with your pedagogy?” and “What would you change? If anything?”.

Data Analysis

Quantitative Data Analysis

Data collected by the ActiGraph accelerometer and the LSPT were processed and analyzed by the repeated-measure multivariate analysis of variance (MANOVA) to determine the students’ physical development. Data collected by the PSRQ were analyzed by the paired *t*-test to determine the students’ social and emotional development.

MANOVA analysis was conducted to determine the extent to which the students differed on the energy cost of physical activity (MET) and soccer skill performance (LSPT) across the three program phases. The null hypothesis is that the three mean vectors are equal across the three phases, indicating no difference in the students’ energy cost of physical

activity and soccer skill performance across the three program phases. The null hypothesis equation is as follows:

$$\mu_{phase1} = \begin{pmatrix} \mu_{MET_{period1}} \\ \mu_{LSPT_{period1}} \end{pmatrix} = \mu_{phase2} = \begin{pmatrix} \mu_{MET_{period2}} \\ \mu_{LSPT_{period2}} \end{pmatrix} = \mu_{phase3} = \begin{pmatrix} \mu_{MET_{period3}} \\ \mu_{LSPT_{period3}} \end{pmatrix}$$

The alternative hypothesis is that at least two mean vectors are significantly different from one another. Gender was also included as an independent variable to examine possible gender by periods of interaction effects.

A paired *t-test* was conducted to examine the students' SEL development grounded in the social and personal responsibilities during the program. The dependent variable is the score estimated by the PRSQ. The independent variable is the measurement points, which were conducted at the beginning of the program and the end of the program. The null hypothesis for the data analysis is the mean difference measured by the PRSQ across the two measurement points is equal to zero, indicating there is no improvement in the students' SEL development in the program. The alternative hypothesis is that the mean difference is not equal to zero, indicating there is a change in students' SEL development in the program.

Each child's physical activity measured by the accelerometer was aggregated by the total METs of the five measurement points during each phase. The aggregated data were then averaged for each child to represent their physical development within that phase. The students' soccer skill performance was measured by the LSPT and was utilized to describe the students' psychomotor development across the three phases. The time for the LSPT test was counted by second. The less time spent to complete the LSPT test indicates higher passing and dribbling skills. The PSRQ measured the students' social and emotional development. Each item on the PSRQ has a possible score of 0 to 5 points based on the students' responses. The total possible score for the PSRQ is 70 points. The higher the point for the PSRQ, the better the student's social and emotional status. Randomly missing data was estimated by utilizing the mean imputation method (Little & Rubin, 2019). Previous

research found that a missing data rate of 15% to 20% was commonly accepted for educational and psychological studies (Enders, 2003). The missing data rate in this study was 10%, which was acceptable based on the tolerant range.

Qualitative Data Analysis

Based on the statistical analysis of the student's physical, social, and emotional development in the study, deductive data analysis was first employed to identify qualitative data that explains those statistical findings on those key variables (Miles et al., 2014). Inductive analysis and constant comparison were then utilized to develop codes and themes for each key variable (Miles et al., 2014). Descriptive coding was employed first. Descriptive coding is the process of assigning labels to statements or events in the data and summarizing them in a word or short phrase (Miles et al., 2014). Descriptive coding formed the first data analysis cycle, which produced nodes or thematic descriptions related to the students' physical, psychomotor, social, and emotional development. The second stage of analysis involved pattern coding, which aimed to identify conceptual links, discover relationships among categories, and generate themes by constant comparison and triangulation (Miles et al., 2014) of the interview data, reflective journals, and drawings.

Trustworthiness of the findings was achieved by establishing credibility, dependability, confirmability, and transferability during the data collection, analysis, and interpretation (Lincoln & Guba, 1985; Miles et al., 2014). Credibility was achieved by the prolonged periods of staying with the students for 28 weeks and member-checking with the three doctoral colleagues familiar with this study. Dependability of the findings was achieved by keeping an audit trail that includes a detailed description of the practices grounded in TPSR and CL, including lesson plans and reflective journals. Confirmability of the findings was addressed by providing a reflexive, self-critical account through an iterative peer debriefing process with my advisor and the three doctoral colleagues. They reviewed and

challenged the interpretations of the data and the themes that were subsequently drawn, resulting in a more reflective process for the data analysis. Confirmability of the findings was also achieved by triangulating physical and psychomotor data with the interviews and reflective journals throughout the data analysis process. Transferability was challenging to determine since this is one of the few SBYD studies grounded in the hybridization of TPSR and CL. However, I suggest that transferability becomes plausible when SBYD programs are grounded either in TPSR or CL with students from similar demographics and socioeconomic statuses. Trustworthiness was strengthened by utilizing different data analysis strategies, constantly challenging the interpretations of the findings, establishing conceptual relations, and uncovering key themes through frequent peer debriefings.

Findings

The multivariate analysis of the quantitative data collected by The ActiGraph accelerometer and the LSPT revealed a statistically significant increase in the students' physical development. The study also found a statistically significant SEL development among the students using the PSRQ grounded in a pre-test and post-test approach.

Students' Physical Development

The Quantitative Results

Preliminary data analysis included descriptive statistics on the dependent measures by gender and periods across the three measurement points was reported in Table 6.4.

Table 6.3. Descriptive Statistics of The Data Analysis

Phases	Measurements	Gender	Mean	SD
One	MET1	Male (n=11)	4.38	.076
	MET1	Female (n=6)	4.29	.117
	SPT1	Male (n=11)	153.86	17.15
	SPT1	Female (n=6)	168.19	8.19
	PSQR 1	Male (n=11)	61.6	7.69
	PSQR 2	Female (n=6)	61.2	3.02
Two	MET2	Male (n=11)	3.87	.13
	MET2	Female (n=6)	3.78	.05
	SPT2	Male (n=11)	141.38	17.47
	SPT2	Female (n=6)	151.84	7.71
Three	MET3	Male (n=11)	4.53	.12
	MET3	Female (n=6)	4.39	.19
	SPT3	Male (n=11)	120.24	7.01
	SPT3	Female (n=6)	138.38	9.74
	PSQR 1	Male (n=11)	65.68	1.91
	PSQR 2	Female (n=6)	64.41	2.09

Note: MET = metabolic equivalent; SPT = soccer passing test; PSQR = social and emotional questionnaire; SD = standard deviation

The MANOVA multivariate tests results are presented in Table 6.5. The multivariate test results revealed a statistically significant main effect by periods (Wilk's Lambda = .101, $p < .001$, $\eta_p^2 = .899$), indicating the values of students' MET and LSPT were significantly different across the three phases (beginning, middle, and end of the program). No statistically significant main effect by gender and interaction effect by gender \times periods were found during the analysis, indicating boys and girls didn't significantly differ from each other in the change rate of MET and the LSPT across the three program phases.

Table 6.4. Multivariate Tests Output

Source	Wilks' Lambda	F	Hypo df	Error df	<i>p</i>	Partial η^2	Observed Power
Intercept	.006	2598.685	1	15	<.0018*	.994	1.000
Periods	.101	62.330	2	14	<.001*	.899	1.000
Gender		5.834	1		.029	.280	.618
Periods * Gender	.847	1.267	2	14	.312	.153	.230

Note: * = $p < .05$.

A follow-up pairwise comparison analysis was then conducted to determine the exact differences of MET and the LSPT by gender and across time. The pairwise comparisons reported in Table 6.6 revealed the boys' MET values had a statistically significant drop-off from phase one to phase two (Mean Def = 0.508, $p < .001$) followed by a statistically significant increase from phase two to phase three (Mean Def = -.660, $p < .001$). The boys' MET values of phase one and phase three were also statistically significantly different from each other (Mean Def = .152, $p = .003$), indicating the boys were more physically active at the end of the program than at the beginning of the program. For the boys' LSPT, time spent for the test statistically significant decreased from phase one to phase two (Mean Def = 12.488, $p < .001$), phase two to phase three (Mean Def = 21.131, $p < .001$), and phase one to phase three (Mean Def = 33.619, $p < .001$), indicating a gradual and significant improvement of passing skills across the three phases among the boys. Similarly, the girls' MET values also had a statistically significant drop-off from phase one to phase two (Mean Def = 0.513, $p < .001$), followed by a statistically significant increase from phase two to phase three (Mean Def = -.604, $p < .001$). However, no statistically significant difference in the girls' MET values was found between phase one and phase three (Mean Def = -.091, $p = .139$). For the girls' LSPT test, there were statistically significant time decrease from phase one to phase two (Mean Def = 16.353, $p < .001$), phase two to phase three (Mean Def = 13.455, $p = .010$), and phase one to phase three (Mean Def = 29.808, $p < .001$). The results indicated that after hybridizing CL with TPSR, the students' energy cost of physical activity (MET) witnessed a significant drop-off from phase one to phase two but ended up with a significant increase in phase three. The results also reported that the students' spent less and less time completing the LSPT, indicating an improved soccer skill performance.

Table 6.5. Pairwise Comparisons

Gender	Measures	Pairwise Comparisons		Mean Def.	Std. Error	<i>p</i>	95% CI of Difference	
		(I)Phases	(J)Phases				Lower Bound	Upper Bound
Boys	MET	1	2	.508	.037	<.001*	.429	.588
	MET	2	3	-.660	.057	<.001*	-.781	-.540
	MET	3	1	.152	.043	.003*	.060	.244
	SPT	1	2	12.488*	2.002	<.001*	8.221	16.756
	SPT	2	3	21.131*	3.358	<.001*	13.973	28.289
	SPT	3	1	33.619*	3.625	<.001*	25.893	41.346
Girls	MET	1	2	.513*	.051	<.001*	.405	.621
	MET	2	3	-.604*	.077	<.001*	-.768	-.441
	MET	3	1	-.091	.059	.139	-.216	.033
	SPT	1	2	16.353*	2.711	<.001*	10.575	22.131
	SPT	2	3	13.455*	4.547	.010*	3.763	23.147
	SPT	3	1	29.808*	4.908	<.001*	19.347	40.270

Note: * = $p < .05$.

The Qualitative Interpretation

Three themes emerged from the students' interviews and my reflection journals, which supported the statistical results on the students' physical development during the program. The three themes include *practicing faster, harder, and quicker, learning together as a team*, and *taking time to talk it out*. The first theme, *practicing faster, harder, and quicker*, represented the students' increased energy cost of physical activity as the researcher introduced the TPSR values to the program, particularly showing effort. The students also learned soccer skills effectively by *learning together as a team*. However, the students struggled *taking time to talk it out* as they learned to work with others in CL Structure-based practices, which explained the significant energy cost drop-off from phase one to phase two. The introduction of TPSR and CL engaged the students physically, socially, and emotionally in the soccer practices, which facilitated their physical development in the program.

Practicing Faster, Harder, and Quicker. Students in the program acknowledged the importance of showing effort as an essential antecedent for their improvement and success in soccer. The acknowledgment of effort led to more physically active engagement during the

practices, which resulted in a statistically significant increase in the students' energy cost of physical activity (MET) from phase one to phase three.

Oliver shared how he put efforts in the practices as, "I will say try your best, like, you need to be faster, harder, and quicker in the practices." This point of view was in line with Megan and Mike, who became more engaged in the practices after learning the importance of showing effort. For Megan, showing effort meant to "do the same as coach eddy [the researcher] does and dribble faster in practice." For Mike, showing effort was about "controlling your body, running fast in the warm-up, don't standing there, don't walking." More physical movement and engagement were observed among the students after the introduction of TPSR and CL since "they [the students] are tired because they actually tried." (Josh). Emma extended on Josh's point: "when you're running more, you sweat more, and you are showing efforts." She continued to say: "I will still do my best in every practice even when I am tired. Because coach told me you are improving when you are tired." The students also shared reasons why showing effort and practicing faster, harder, and quicker was important. Wyatt addressed: "if you don't really show effort thing, you're not going to be able to improve the abilities that you have. And you won't be able to shine accordingly." For Ethan, showing effort had social implications as "if you don't show effort, you become lazy, and nobody wants you in the team, and you're gonna let down your own team." The students also perceived showing effort as an essential quality to improve their soccer skills and win the games. Alex asserted: "You don't put effort, you are not actually playing. You aren't trying; you don't win the game." Marco agreed with Alex that "if you want your team to win, you have to put the effort in it. You got to put the effort in the lesson and learning stuff." Lucas added this point as "once you participate, that shows the effort that you're at least trying. without trying, you will not improve." One of the researcher's self-reflection journals documented:

The awareness talk at the beginning and the group talk at the end of the lesson are two critical moments to address and reinforce lesson expectations. I kept telling kids that effort is the least thing you can do for yourself to improve and play soccer better. (Self-reflection Journal, March)

Learning Together as A Team. *Learning together as a team* emerged as another theme that underpinned the statistically significant results on the students' soccer skill improvement during the program. In the CL Structure-based soccer practices (e.g., learning team and jigsaw), students perceived more effective learning experiences during the practices.

In CL Structure-based practices, the students practiced with other peers in small and structured teams. Josh shared his experience of working with others as: "We pass and communicate with each other. Instead of just listening to the coach, we play the instruction that the coach gives us." Ethan highlighted his experience working as a team captain during the *Learning Team* practices, which helped him and his teammates learn soccer skills more effectively in their language. "So, as a captain, you have to pass on that information from your coach with an understanding, so you have to break it down a little more with your own words." (Ethan). Similarly, Josh reported how *Jigsaw*, another CL Structure, empowered him and his teammates to learn soccer skills more effectively, "I like it [*Jigsaw*] because share with teammates will be easier and much faster to learn skills, because each people is already learning different things." Lucas agreed with Josh as he believed "putting all of the information on one person is not good. So, you split them up. Together they can share and learn better." Using *Jigsaw* also helped the students to break down a soccer skill into smaller and more specific key elements, which facilitated their learning in a more effective way. George shared: "you get to know like the different steps and how to break it down," and "if one person does wrong, the person who knows how to do it [one piece of the skill] just told

others how to do it.” Steven shared how *Jigsaw* engaged him in an inside-foot passing practice: “when we’re doing the inside foot, everyone got on a piece of learning cue. Maybe if you don’t pay attention, and then you will not remember what they [teammates] said.” Emma also appreciated the CL-based practices as she noticed everyone worked harder during the soccer practices, as “we know each other better, we can talk, and some people they want to do their job. They won’t do their job like that in the large team.” For Oliver and Warren, small group practices helped them learn soccer skills better since “in big group they [students] just play for each other,” (Warren), but in small group practice “everyone doesn’t not get distracted with each other.” (Oliver). Josh and Alex added that practicing in small groups was effective and enjoyable because “there’s little people so there’s not much noise,” (Josh), and “you have less people, we have more talks and practices in small team. It is fun.” (Alex). The researcher’s reflection journal also documented the positive teamwork atmosphere during the practice:

When they [the students] worked in the Jigsaw practice to learn inside-foot passes, I noticed many positive interactions and learnings within each team. Especially, I noticed older students were taking more responsibilities to lead the discussion and encouraged the younger ones to talk to the team. I think that’s really good. (Self-reflection Journal, August).

Taking Time to Talk It Out. Interestingly, the statistical analysis reported a significant drop-off in MET value for boys and girls when CL was initially hybridized with TPSR and was introduced to the program in phase two. The statistical results indicated that the students in phase two were not as physically active as in phase one (beginning of the program). The interviews with the students also captured their learning experiences related to the decrease of the MET value during phase two as they spent more time in discussions, demonstrations, and explanations.

The students' interview indicated that the drop-off of the MET value from phase one to phase two was mainly due to the challenges and struggles when the students worked with others in the soccer practices grounded in TPSR and CL. Jacob and Wyatt shared how they initially struggled to work as team leaders during the *Learning Team* practices. Wyatt said: "Being a captain, you have to understand some people aren't able to do the things you're doing. So, you have to take time to talk it out with them and explain it to them." For Jacob, it was challenging to get everyone's attention while he was leading his team during the practice, as "you get to teach them [teammates] how to get better skills and help them learn so they can play in the field. But sometimes it's not easy because some people don't listen." Josh, who was an older boy in the program, complained about the reiterated explanations of specific skills to his teammates when he initially worked as a team leader: "sometimes they [teammates] go up, and they listen, but sometimes they come back and like, they forgot. So, like, they have to either go back or someone else have to explain [soccer skill]." Sometimes, team leaders could also cause chaos and confusion among the teams, as "probably like Joe [a team leader], doesn't know how to really explain it [the practice]. So, we get messed up sometimes." (Tyler). Working as an equipment organizer also challenged the students. George shared his initial experience of working as an equipment organizer, as "it's kind of difficult to set up the practice in a right way, and then your teammates telling you are doing the wrong thing and the way you're supposed to do." The students also got lost sometimes during the *Jigsaw*-based practices because when the students got the learning cues and returned to their teams, "they forgot it [learning cue] and they don't say that they forgot it and trying to say something else. And then it gets us all confused." (Marco). Jackey, who worked in the *jigsaw*-based practices, explained: "Sometimes, I just sometimes forget it [learning cue]." The reduction of physical activity time at the beginning of introducing *Learning Team* was also reflected in the researcher's journal:

Kids started to work with different roles and became independent of my instructions. I spent more time talking to the team leaders so that they could understand the practice first. But I still need to allocate more time for each team leader to speak to their team members so that everyone in the team would know exactly how the practice works. (Self-reflection Journal, July).

Students' Social and Emotional Development

The Quantitative Results

A paired *t*-test was conducted to examine the students' SEL development grounded in the social and personal responsibilities during the program. Descriptive statistics on the dependent measures by time points (pre and post) were reported in Table 6.7. The results in Table 6.8 revealed a significantly increased SEL development ($t = .012, p = .012, d = .802$) among the students from pre-test measurement to post-test measurement. The results indicated that the students gained improved social and emotional skills grounded in the TPSR responsibilities by participation in the program.

Table 6.6. Descriptive Statistics on SEL Measures

Measure point	Mean	N	SD
Pre-test	61.45	17	6.36
Post-test	65.26	17	2.13

Note: SD = Standard deviation.

Table 6.7. Paired t-test Output Table

				95% CI of Difference					
	Mean	df	SD	SD error	Lower bound	Upper bound	t	p (two-tailed)	Cohen's d
Pre -	- 3.81	16	5.56	1.35	- 6.66	- .95	-2.83	.012*	-.802
Post									

Note: SD = Standard deviation.

The Qualitative Interpretation

Two themes emerged from the students' interviews and the reflection journals that supported the statistical results on the students' SEL development during the program, including *showing respect and effort* and *supporting and helping others*. The first theme, *showing respect and effort* indicated the students' SEL development of self-management, self-awareness, and responsible decision-making. The second theme, *supporting and helping others* indicated the students' SEL development of social awareness and relationship skills.

Showing Respect and Effort. Students in the program demonstrated improved personal responsibilities by showing respect to each other and putting effort during the practices. Those improved personal responsibilities align well with the SEL development of self-management, self-awareness, and responsible decision-making.

For Ben, respect was a reciprocal relationship with others during the practices. Ben shared: "something like you got to treat others the way they want to be treated. In the practices, you should share the ball and be nice to others." At the arrival of the program, the students learned to say "good morning or hi or something when you first arrive or when you go" (Emma). The students were also aware of showing respect that "you need to help the coach pack up all the equipment after the practice." (Warren). Other students learned to show respect by "listening to others" (Josh) since when "you are listening to others, then you are showing your respect" (Emma), and when "somebody is talking like coach eddy, I am not talking, and I am listening. We follow coach eddy's instructions." (Alex). The program leader enforced respect throughout the practices, which was reflected in the students' interviews. Oliver shared that: "when the goalie has the ball [during the game], and the other opposite team is backing up, and this is respect" so that the opposing team could have a chance to build up the play from their half without being pressed. The students also learned to show respect by taking turns in a dribbling practice, as "this shows like respect because you need to

go one by one to respect each other.” (Emma). Sophia understood putting effort into practice was equally important as showing respect to others, “effort is doing best by myself. We still need to listen to the coach [the researcher], but we just do it by ourselves.” Another boy Lucas added to Sophia’s point of view as, “effort means that I tried today and tried my best to make it [the ball] into the goal to help my teammates to win the game.” Noah provided examples of how he practiced showing effort in the warm-up and dribbling practices, “the agility polls, if you’re not able to show effort, then you’re not going to get through it. And also, inside-outside dribbling, if you don’t show effort there, then you can’t master that.” Ben reported how he practiced showing effort in a shooting drill, “if you don’t show effort, and maybe the goalkeeper could just easily stop the ball. The students also perceived showing effort as an essential quality to improve their soccer skills and win the games. Alex asserted: “You don’t put effort. You are not actually playing. You aren’t trying. You don’t win the game.” The researcher’s reflection journal addressed communicating the importance of respect and effort with the students in every single lesson:

I have to address the importance of respect and effort in every lesson to the kids.

Some kids picked it up quickly, while others were still slow in progress. Respect and effort are important values in the program since effort is the least thing you can do for yourself, and respect is the least thing you can do for others. (Self-reflection Journal, March).

Supporting and Helping Others. Students in the program demonstrated enhanced social responsibilities by supporting and helping others while working in small teams grounded in CL-based practices. Those improved social responsibilities align well with the SEL development of social awareness and relationship skills.

Noah shared: “I feel good to help with my team, and some people could help me as well with the triangle pass or whatever you are doing. and I will help with the equipment.”

Ben shared his experience of being helped in the practices, as “my teammates helped me when I did something wrong. Like I didn’t know how to do the inside foot pass, I used my toes, and my teammates told me to use inside the foot.” The students addressed the importance of support and help since “you’re helping each other, help each other out” (Jacob) so that “we [the students] can learn soccer quicker” (Josh). Without support and help, “it might feel bad.” (Jackey). Steven shared how he supported and helped his teammates during the practices, which helped him build positive relationships with others, “you interact with more people since you’re in a group, you talk to them, you explain, they understand, you’re encouraged, you know, they would encourage you back, you build a relationship and trust.” Alex added to Steven’s point of view by highlighting the advantage of CL-based practices in promoting support and help among the players, where “you have your own time with your own teammates, you get to develop a connection with them. And you improve your skills, you can help them, and they can help you and you just help each other out.” (Alex). The researcher’s self-reflection journal also documented how students were empowered to support and help others during the practice:

When the practice started, most team leaders did not provide support, feedback, or help. They practiced pretty much on their own. Then I stopped the practice, and I told them to pay attention to others’ performance during the breaks (when) and provide specific feedback and support based on the key learning cues described on the task sheet (how). Later on in the program, most kids were happy to help and support each other (Self-reflection Journal, April).

Discussion

The purpose of this study was to examine the students’ physical, social, and emotional development in an SBYD program grounded in the hybridization of TPSR and CL. the statistical analysis found statistically significant improvement in the students’ physical,

social, and emotional development during the program. The study also investigated the students' experiences underpinning their physical, social, and emotional development. The students' experiences related to their physical development include: *practicing faster, harder, and quicker, learning together as a team, and taking time to talk it out*. The students' experiences related to their social and emotional development include: *showing respect and effort, and supporting and helping others*. This study provided quantitative and qualitative evidence showing that the utilization of the hybridization of TPSR and CL could promote students' physical, social, and emotional development in SBYD programs.

Importance of Longitudinal Approach and Researcher's Knowledge

The study's findings align with a previous systematic review on the hybridization of MBPs in school-based physical education programs (González-Víllora et al., 2019). By examining current literature on hybrid MBPs from elementary to high school physical education settings, González-Víllora et al. (2019) found that hybrid MBPs could be more effective in promoting students' learning outcomes in physical, cognitive, social, and emotional domains compared to single MBP. However, previous research has addressed the challenges that teachers and students had during the MBP-based physical activity and sports programs (Casey & Dyson, 2009; Casey & MacPhail, 2018) and called for the utilization of longitudinal research approach in MBP studies. Based on previous studies on hybrid MBPs (Araújo et al., 2016; Antón-Candanedo & Fernandez-Rio, 2017; Casey & Dyson, 2009; Casey & MacPhail, 2018; Gil-Arias et al., 2017; Hastie & Curtner-Smith; 2006), the length of the implementation was ranged from seven to 25 weeks with an average of 12 weeks. The current study was implemented for 28 weeks with 15 soccer lessons grounded in TPSR and CL. The prolonged implementation of the hybridization of TPSR and CL might be one reason that resulted in the strong learning outcomes in the students' physical, social, and emotional domains. In addition, Hastie and Curtner-Smith (2006) highlighted the levels of educators'

content knowledge and pedagogical content knowledge of the MBPs also influenced students' learning outcomes. I was a doctoral student who majored in pedagogy studies in physical education. I also had a professional background of teaching and coaching soccer and a solid research and publication background of MBP, as well as expertise in CL and TPSR. Those experiences and background were also important factors facilitating the students' overall development in the program. This study highlighted the importance of program leaders' content knowledge and pedagogical content knowledge of MBPs in producing expected learning outcomes in SBYD programs.

CL and TPSR: A Perfect Match

It has been recognized that a single MBP is more likely to be implemented with specific content knowledge and cannot achieve students' comprehensive learning outcomes in cognitive, physical, social, and affective domains (Haerens et al., 2011). This hybridization of TPSR and CL was needed to "enhance the potentialities of the different pedagogical models alone, making them fit like pieces of a pedagogical puzzle" to achieve more comprehensive learning outcomes among students in physical activity and sports programs (Fernandez-Rio, 2014, p. 3). On the one hand, as Hellison (2011) articulated, the TPSR model does not specify any physical activity or psychomotor skill focus. Therefore, TPSR-based programs generally do not report on students' physical development (Shen et al., 2022). However, CL has been reported to be an effective pedagogy that promotes students' physical activity intensity and motor skill performance by providing opportunities for students to practice in small and structured groups (Casey & Goodyear, 2015). Therefore, the integration of CL with TPSR can strengthen the students' physical activity and motor skill development in the program. This current study found physical activity and soccer skill development with these students.

On the other hand, Casey and Goodyear's (2015) found previous CL studies had limited reports on students' learning outcomes in the affective domain. However, the five levels of responsibilities and the daily delivery format grounded in the TPSR model could provide meaningful curricular and pedagogical implications that promote students' learning outcomes in the affective domain (Hellison, 2011). The significant improvement of TPSR responsibilities grounded in the SEL skills reported in this study supported TPSR a pedagogical approach to developing students' social and emotional skills. The current research grounded in the hybridization of TPSR and CL indicated that this innovative pedagogical approach continues to extend the educational benefits of the single MBP approach based on existing research literature.

Measurement Instrument Considerations

In the current study, both girls and boys achieved a moderate level of physical activity ($3 < \text{MET} < 6$) throughout the program. However, the mean difference of MET by gender across the three measurement points revealed boys were more physically active than girls. But the differences were not statistically significant. Previous studies using self-reports methods found statistically significant differences in energy cost of physical activity among students aged 8-11 years old (Azevedo et al., 2007; Breslin et al., 2012), indicating boys were significantly more active and achieved a substantially higher level of MET than girls. However, Trost et al. (2002) reminded us that different measurement instruments used to collect physical activity data could lead to varied results. Physical activity data collected by objective monitoring devices could be more reliable measurement instruments than self-reports methods (Trost et al., 2002). The results of this study highlighted the importance of utilizing valid and reliable measurement tools. In this dissertation study, the ActiGraph GT9X 3-axis accelerometer detected and stored students' physical activity data on a real-time basis and provided reliable information about the energy cost of physical activity. The study

suggests that future studies focusing on students' physical development utilize valid and reliable measurement instruments. However, the ActiGraph GT9X 3-axis accelerometer is expensive and demands professional operation. Sufficient funding support and professional data management should be considered for future community-based or school-based programs.

Energy Cost Drop-off: Not a Bad Sign

The study also noticed a statistically significant energy cost of physical activity drop-off during the second measurement period when the students just started to learn and practice drills grounded in TPSR and CL. This was mainly because the students needed extra time to learn and adapt to the new practices. The researcher also spent more time explaining, demonstrating, and organizing the CL-based practices earlier in phase two. During the second phase, the learning and adapting process significantly decreased the practice time, which resulted in a steep drop-off of the MET. Similarly, a previous study also reported a drop-off of practice time in an elementary physical education program grounded in CL (Dyson, 2002). However, Dyson (2002) addressed that the drop-off of practice time at the early stage of CL implementation is the "time well spent, for it encourages student cognitive and affective development." (p. 81). In phase three, the students' MET values were significantly higher than the MET values measured in phase two when a drop-off of energy cost was observed. This change indicated that the students became familiar with the practice grounded in TPSR and CL later in the program. The time spent in communication, explanation, and organization decreased, which led to increased practice time and increased energy cost of physical activity. The study calls for consistent implementation of MBP or hybrid MBP even though there might be challenges and obstacles.

The Need for Mixed Research Methodologies

SEL development has been extensively reported in studies grounded in either CL or TPSR (Casey, & Goodyear, 2015; Gordon et al., 2016; Dyson et al., 2021). There is a methodological predominance of using qualitative research methods to investigate students' SEL in MBP-based studies (Baptista et al., 2020; Pozo et al., 2018). In this research, qualitative research methods helped provide a more detailed and nuanced perspective within program contexts. However, Martinek (2017) highlighted the importance of examining “both process as well as product aspects” of TPRS-based programs (p. 304), which would help program leaders to understand better “what is working and what is not thus having direct relevance to practice.” (p. 313). This was in line with Holt et al.'s (2017) argument that the use of mixed methodologies that include both qualitative and quantitative data should be recommended for studies focused on positive youth development. Using quantitative and qualitative data, this study reported the students' social, emotional, physical, and psychomotor development. The utilization of mixed methodologies allows the researcher to have an in-depth understanding of the processes and products of the program, which adds rigorous evidence to the study of students' social, emotional, physical, and psychomotor development grounded in hybrid MBP. The study calls for future studies utilizing mixed methodologies to investigate the impact of MBPs or hybrid MBPs on the students' social, emotional, physical, and psychomotor development.

Conclusion

The purpose of this study was to examine students' physical, social, and emotional development in an SBYD program grounded in the hybridization of TPSR and CL using a mixed-methods research approach. The multivariate analysis of the quantitative data collected by The ActiGraph accelerometer and the LSPT revealed a statistically significant increase in the students' physical development, including the energy cost during physical

activity and the soccer skill performance. Three themes emerged from the students' interviews and the researcher's reflection journals, which added further interpretations for the statistical results on the students' physical development: *practicing faster, harder, and quicker, learning together as a team, and taking time to talk it out*. The study also found a statistically significant development of students' SEL skills using the PSRQ grounded in a pre-test and post-test approach. Two themes emerged from the students' interviews and the researcher's reflection journals to support the statistical results on the students' SEL development, including *showing respect and effort, and supporting and helping others*. This study provided quantitative and qualitative evidence showing that the consistent implementation of the hybridization of TPSR and CL over a prolonged period can promote students' physical, social, and emotional development in SBYD programs. Interestingly, the study found an energy cost drop-off at the beginning of the model implementation, which was also observed in another pedagogical study in school physical education (Dyson, 2002). The study called for consistent implementation of MBP or hybrid MBP even though in the community context there are challenges and obstacles. This study recommends that future research utilize a mixed-methods approach, with valid and reliable quantitative measures and contextually relevant qualitative data, to more appropriately assess the impact of SBYD programs on the students' physical, social, and emotional development.

CHAPTER VII: CONCLUSIONS AND IMPLICATIONS

Conclusions

Guided by Social-ecological Theory, Social Constructivism Theory, and SEL frameworks, this dissertation research addressed and developed effective pedagogical approaches that promote the development of SEL skills among the students in two after-school SBYD programs. Specifically, the dissertation research was designed to address the following research questions: (a) How do students experience SEL in an SBYD program grounded in TPSR? (b) What are the SEL skills students develop in an SBYD program grounded in a hybrid pedagogy of TPSR and CL? and (c) What is the impact of the SBYD program grounded in the hybridization of TPSR and CL on students' physical, social, and emotional development? The major findings of the dissertation study are as follows.

In the SBYD program grounded in TPSR, four themes were drawn from the students' interviews and my field notes: *love this program, support and teamwork, helps me understand, and when I go back to school*. The students reported a strong sense of buy-in towards this SBYD program. Findings provided evidence that TPSR can be an effective pedagogical model that promotes students' development of SEL skills in SBYD programs. The students' voices indicated that they learned how to show respect and effort, control their own emotions, support and help others, and work as a team in this program, which was aligned well with the first four levels of responsibilities in the TPSR model (Hellison, 2011). Most importantly, the students reported applying those SEL skills beyond the current SBYD program, particularly at schools.

In the other SBYD program grounded in the hybridization of TPSR and CL, four themes were drawn from students' interviews and drawings, and my reflection journals: *trying your best, respecting each other, learning and working as a team, and making your responsibilities at home and school*. The study provided preliminary evidence showing the

hybridization of TPSR and CL is an innovative and effective pedagogical practice that promotes students' development of SEL skills in SBYD programs. In the study, the students learned TPSR responsibilities through CL-based practices and developed learning outcomes in the affective domain by enjoying the practices, managing negative emotions, and supporting and helping others. During learning and working with others in CL-based practices, the students reported an enhanced understanding of teamwork (support and help) and improved technical and tactical soccer performance. The students' learning outcomes across multiple learning domains achieved by the hybridization of TPSR and CL extended the effects of practices grounded in the single MBP approach (Shen et al., 2021). The students in the program also shared how they would apply TPSR values learned from the program at home and school.

A mixed-methods approach was utilized to further unpack the product and process elements of the SBYD program grounded in the hybridization of TPSR and CL. The multivariate analysis of the quantitative data revealed a significant increase in the students' energy cost of physical activity and soccer skill performance. Three themes emerged from the qualitative data analysis, which added further interpretation for the statistical results on the students' physical and psychomotor development: *practicing faster, harder, and quicker*, *learning together as a team*, and *taking time to talk it out*. The study also found a statistically significant SEL development among the students' using a pre-and post-test approach. Two themes emerged to support the statistical results on the development of students' SEL skills, including *showing respect and effort*, and *supporting and helping others*. The study also confirmed the findings from other research, indicating a practice time drop-off at the beginning of the model implementation. This study provided quantitative and qualitative evidence showing that the consistent implementation of the hybridization of TPSR and CL

over a prolonged period can promote students' physical, social, and emotional development in SBYD programs.

Theoretical Implications

The findings of this dissertation study would contribute to a more comprehensive understanding of appropriate pedagogical practices that promote students' SEL in physical education, physical activity, and sports settings. Specifically, educational efforts that promote students' SEL in school-based and out-of-school contexts should be acknowledged and celebrated through the lenses of a multiple-level conceptualization of SEL.

Based on the current literature and the findings, the dissertation study proposed a multiple-level conceptualization of SEL (see Figure 5.1). At a macro-level, SEL could be defined as the process of acquiring "the ability to understand, manage, and express the social and emotional aspects of one's life" (Elias et al., 1997, p. 2). At a meso-level, SEL could be defined as "a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship," including cognitive regulation, emotional processes, and social/interpersonal skills (Jones & Bouffard, 2012, p. 4). At a micro-level, SEL could be further recognized as specific skills. For example, CASEL (2020) proposed five SEL key competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Similarly, SEL skills grounded in TPSR include respect, effort, cooperation, self-direction, support, and leadership (Hellison, 2011). With this multiple-level approach, more initiatives and programs should be acknowledged and celebrated as SEL practices either in school-based or out-of-school contexts.

Practical Implications

The findings of the dissertation study provided pedagogical implications for SEL promotion in SBYD programs. Firstly, the research findings of this dissertation study confirmed that TPSR could be an effective pedagogical practice that promotes students'

development of SEL skills through sports. As Hemphill et al. (2019) addressed, the promotion of SEL outcomes through sports must be intentionally tied up with how the sports activities are delivered and experienced. In the dissertation study, TPSR was utilized as an explicit approach to promoting students' SEL. The deliberate teaching of TPSR responsibilities and the facilitation of transfer were addressed to ensure SEL promotion in the program (Holt, 2017; Turnnidge et al., 2014). The authentic implementation of the TPSR lesson format and the recommended teaching strategies are the cornerstones for students' social and emotional learning outcomes to occur.

Secondly, an innovative pedagogical approach grounded in the hybridization of TPSR and CL was developed in the dissertation study. The research findings found improved students' learning outcomes in the physical, social, and emotional domains. The results were in line with previous research, where hybrid MBPs have been utilized to represent the idea of the combination of different MBP or parts of them to achieve greater teaching effectiveness and comprehensive learning outcomes in PE or sports programs (Lund & Tannehill, 2010; Metzler, 2011). By implementing the hybridization of TPSR and CL in the dissertation study, the findings support CL as a perfect match for SBYD programs grounded in TPSR. The students in the dissertation program grounded in the hybrid pedagogy learned TPSR responsibilities through CL-based practices and made positive progressions in their physical, social, and emotional development.

Thirdly, the study noticed a statistically significant energy cost drop-off during the second measurement period, where the students just started to learn and practice drills grounded in TPSR and CL. Similarly, a previous study also reported a drop-off of practice time in an elementary physical education program grounded in CL (Dyson, 2002). However, Dyson (2002) addressed that the drop-off of practice time at the early stage of CL implementation is the "time well spent, for it encourages student cognitive and affective

development.” (p. 81). By the end of the current program in phase three, the students’ MET values were significantly higher than the MET values measured in phase two when a drop-off of the energy cost and practice time was observed. This change indicated that the students became familiar with the practice grounded in TPSR and CL later in the program, and more time was spent on practices. The time spent in communication, explanation, and organization decreased, which led to increased practice time and increased MET values. Therefore, the dissertation study calls for consistent implementation of MBP or hybrid MBP even though there might be challenges and obstacles.

Future Research Recommendations

Based on the findings of this dissertation study, several recommendations for future research in SEL promotion in educational settings have been proposed. Firstly, the SBYD programs in this dissertation study provided a safe and positive learning environment for the students, where they could continue to stay socially and emotionally connected with peers and adult leaders. This social and emotional connection is essential and meaningful for maintaining students’ wellbeing during this challenging time caused by the COVID-19 pandemic. The study suggests more SBYD programs grounded in TPSR or other validated pedagogical practices should be organized and provided for students in school-based or out-of-school contexts, particularly during this challenging time.

Secondly, this dissertation study found comprehensive learning outcomes in the students’ physical, social, and emotional domains. The students’ learning outcomes across multiple learning domains achieved by the hybridization of TPSR and CL extended the effects of practices grounded in the single MBP approach (Shen et al., 2022). Previous research highlighted the effectiveness of TPSR in promoting students’ development of SEL skills in school-based physical education and physical activity programs (Escartí et al., 2010; Wright & Burton, 2008). In addition, there also has been extensive literature documenting the

application of CL for SEL promotion in school physical education classes (Casey & Goodyear, 2015; Dyson & Casey, 2012; Dyson et al., 2021). Given the previous evidence and findings of this dissertation study, the hybridization of TPSR and CL could be an effective pedagogical practice for future school-based SEL initiatives grounded in physical education and physical activity programs.

Thirdly, based on Social-ecological Theory, the influence of multiple-level social organizations on students' development of SEL skills should be further studied. For example, previous research has shown that norms and values held by family members have a significant influence on students' SEL development (Meléndez & Martinek, 2015). Family involvement is critical to the success of SBYD programs (Holt et al., 2017). Therefore, SEL practitioners should avoid fragmented SEL practices "through which students pass like pinballs in a pinball machine" (Elias, 2019, p. 234). Effective communication mechanisms must be built between program providers, school educators, and parents to provide students consistent opportunities to learn and develop SEL competencies across different levels of social organizations (Martinek & Lee, 2012). In addition, a transfer of SEL skills is most likely to be promoted when the program, school, and family share similar values and norms (Lee & Martinek, 2013; Martinek et al., 2001). The dissertation study calls for joint efforts between programs, schools, and families to create a consistent environment for students to practice and develop SEL. Currently, the researcher is collecting data from the parents, community recreation center administrators, and the director of the local soccer association. Further analysis of the data from those stakeholders will be conducted by the researcher to provide multiple-level perspectives on students' SEL promotion in a community setting.

Lastly, there is a methodological predominance of using qualitative research methods to investigate students' development of SEL skills in MBP-based studies (Baptista et al., 2020; Pozo et al., 2018). However, Holt et al. (2017) argued that mixed methodologies that

include both qualitative and quantitative data should be recommended for studies focused on positive youth development. Therefore, this dissertation study calls for future research utilizing mixed methodologies to investigate the impact of models-based practice on the students' physical, cognitive, social, and emotional development.

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APPENDIX A: PROGRAM INFORMATION LETTER, ASSENT FORM, CONSENT
FORM, AND COVID PROTOCOL

Information Letter for the Beyond the Soccer Fields program

Dear Parent,

Teaching Personal and Social Responsibility (TPSR) and Cooperative Learning (CL) has been used in schools and sports programs as effective teaching methods to provide enjoyable, motivated, and interactive learning experiences for students, where they will learn to work with other peers in small and structured teams to complete group tasks. The Beyond the Soccer Fields program will use CL-based practices to facilitate your child towards desired positive TPSR outcomes, such as effort, respect, self-direction, and leadership, etc.

In the Beyond the Soccer Fields program, your child will meet twice a week for 16 weeks starting from the first week of February 2021. One meeting will be during the week (to be determined), and another meeting will be on Saturday Mornings. Each meeting will last for 75 mins and will be supervised and instructed by a program leader from UNCG. During the program, your child will be asked to take pre- and post- soccer skill tests, fill out surveys, and participate in two focus group interviews. The focus group interview will focus on their learning experiences and feedback about the program. Physical intensity data will be collected by a monitoring watch.

There are no costs or payments to or your child as a result of participation in this study. Your participation is absolutely voluntary.

If you agree to your child's participation in this program, please do not hesitate to contact the Glenwood Community Recreation Center or the program leader Yanhua Shen at y_shen2@uncg.edu.

I am looking forward to seeing you in the program!

Mr. Shen

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Participant's Assent Form

Study Title: Beyond the Soccer Field Program

My name is Yanhua Shen.

What is this about?

I would like to talk to you about the Beyond the Soccer Field Program. In this soccer program, you will be assigned to a small team with 3 or 4 other kids, and you will work together as a team to complete soccer tasks.

Did my parents say it was ok?

Your parent(s) said it was ok for you to be in this study and have signed a form like this one.

Why me?

We would like you to take part because you love to play soccer and live in or nearby the Glenwood Community.

What if I want to stop?

You do not have to say "yes" if you do not want to take part. We will not punish you if you say "no." Even if you say "yes" now and change your mind after you start doing this study, you can stop, and no one will be mad at you.

What will I have to do?

You should be prepared to engage in fun and enjoyable soccer activities with essential soccer equipment (e.g., soccer shoes). We will meet twice a week on Wednesday afternoon (3:15pm-4:30pm) and Saturday morning (10:30am-11:45am) at the Glenwood Soccer Field. You will need to complete one soccer skill test and answer survey questions at the beginning and the end of the program. You will participate in three interviews to let us know how do you feel about the program.

Will anything bad happen to me?

There is nothing bad that will happen to you in this program.

Will anything good happen to me?

The program will provide you a safe and enjoyable learning environment for you to play soccer with other kids. Besides, you will learn important life skills (e.g., respect, cooperation, leadership) beyond soccer in this program.

Do I get anything for being in this study?

You will have the opportunity to play soccer with other friends.

What if I have questions?

You are free to ask questions at any time.

If you understand this study and want to be in it, please write your name below.

Signature of child

Date

March 3, 2021

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Participant's Parent/Legal Guardian's Consent Form

Project Title: Beyond the Soccer Fields Program

Principal Investigator: Yanhua Shen

Faculty Advisor: Ben Dyson

Participant's Name:

What are some general things you should know about research studies?

Your child is being asked to take part in a research study. Your child's participation in the study is voluntary. You may choose for your child not to join, or you may withdraw your consent for him/her to be in the study, for any reason.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to your child for being in the research study. If you choose for your child not to be in the study or you choose for your child to leave the study before it is done, it will not affect your relationship or your child's relationship with the researcher or the University of North Carolina at Greensboro.

Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about your child being in this research study. You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What is the study about?

This is a research project. Your child's participation in this project is voluntary. Teaching Personal and Social Responsibility (TPSR) and Cooperative Learning (CL) has been used in schools and sports programs as effective teaching methods to provide enjoyable, motivated, and interactive learning experiences for students, where they will learn to work with other peers in small and structured teams to complete group tasks. The Beyond the Soccer Fields program will use CL-based practices to facilitate your child towards desired positive TPSR outcomes, such as effort, respect, self-direction, and leadership, etc.

Why are you asking my child?

This project is in collaboration with the Glenwood Community Recreation Center. Your child is eligible for this program because he or she loves to play soccer and live in the Glenwood Community.

What will you ask my child to do if I agree to let him or her be in the study?

Your child will be instructed with a trained soccer instructor in this study. Your child and the instructor will meet twice a week on one weekday afternoon (TBD) and Saturday morning at the Glenwood Community Recreation Center. For each practice, your child will be assigned to work with other kids in a small group of 3 or 4 players to complete group soccer skill or tactics tasks. Your child also will be asked: (a) to fill out a pre- and a post-program survey consisting of 17 items, 10-15 mins will be allocated for filling out the survey; (b) to take a pre- and a post-standardized soccer passing and shooting test for keeping track on your child's basic soccer skill development in the program; (c) to wear a watch-style accelerometer during the activity for activity intensity data (harmless for health); (d) to participate in two focus group interviews for feedback; (e) to follow the COVID-19 protocol throughout the practices (wear a mask).

Is there any audio/video recording of my child?

December 2, 2020

There will be focus group interviews in this study designed for hearing your child's participation experience and feedback for improvement. The focus group interviews will be recorded with a voice recorder. Because your child's voice will be potentially identifiable by anyone who hears the recording, confidentiality for things said on the recording cannot be guaranteed, although the researcher will try to limit access to the voice recording. The researcher will NOT use the voice recording for any public use. All original paper data will be stored in a locked cabinet in a locked KIN Department lab. All electronic data will be stored in the Box cloud service under a protected and secured UNCG account. All the participants' names will be given pseudonyms.

What are the dangers to my child? And What if my child gets injured?

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. However, there is still a potential risk of getting injured in soccer practices. Researchers will do their best to minimize the risk of injury, including checking and removing any dangerous objects on the soccer field for a safe practice environment, making sure your child has a good warm-up in each practice, addressing safety instructions to your child before each practice, modifying practice tasks and rules to minimize competitive physical contacts, and checking equipment before your child starting to play.

You should understand that UNCG is not able to offer financial compensation nor to absorb the costs of medical treatment should your child be injured as a result of participating in this research study. However, we will provide you with a referral to your child's primary care physician. You do not waive your legal rights by signing this consent form.

If you have questions, want more information or have suggestions, please contact the primary investigator Yanhua Shen at (336) 965-9679, email: y_shen2@uncg.edu, or, the program supervisor Dr. Ben Dyson, email: bdyson@uncg.edu.

If you have any concerns about your rights, how you are being treated, concerns, or complaints about this project or benefits or risks associated with being in this study, please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of my child taking part in this research?

Although previous research indicates that CL and TPSR can promote positive learning outcomes for students in physical education, including a higher level of motor skills, social skills, and thinking skills, less evidence is reported on the hybridization of CL and TPSR in the sport of soccer. This study may be beneficial to other SBYD programs and school PE pedagogy development.

Are there any benefits to my child as a result of participation in this research study?

The study will provide a safe, enjoyable, and cooperative learning environment for your child to learn not only essential soccer skills but also essential interpersonal and emotional skills, which may help make a difference in his or her life through soccer.

Will my child get paid for being in the study? Will it cost me anything for my kid to be in this study?

There are no costs or payments to you or your child as a result of participation in this study.

How will my child's information be kept confidential?

All information obtained in this study is strictly confidential unless disclosure is required by law. The original paper data will be stored in a locked cabinet in a locked KIN Department lab. The electronic data will be stored in the online cloud service named Box under a protected and secured UNCG account. Contact lists, recruitment records, or other documents that contain your child's personal information will be destroyed when no longer required for the research. During

December 2, 2020

and after the research, the researcher will use a pseudonym to protect your child's privacy in any form of documentation and will make every effort to avoid privacy disclosure.

Will my child's de-identified data be used in future studies?

Your child's de-identified data will be kept indefinitely and may be used for future research without your additional consent or your child's additional consent.

What if my child wants to leave the study, or I want him/her to leave the study?

You have the right to refuse to allow your child to participate or to withdraw him or her at any time, without penalty. If your child does withdraw, it will not affect you or your child in any way. If you or your child choose to withdraw, you may request that any data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your child's participation at any time. This could be because your child has had an unexpected reaction, has failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?

If significant new information relating to the study becomes available, which may relate to your willingness allow your child to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:

By signing this consent form, you are agreeing that you have read it or it has been read to you, and you fully understand the contents of this document and consent to your child taking part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are the legal parent or guardian of the child who wishes to participate in this study described to you by Yanhua Shen.

Participant's Parent/Legal Guardian's Signature:

Date:

December 2, 2020

COVID-19 Protocol for the Beyond Soccer Fields Program

As the Beyond Soccer Fields program includes face-to-face instruction and interaction, the program leader must recognize and address concerns about physical and emotional safety. Based on the UNCG COVID-19 protocol, all staff, leader, and youth in the program are required to actively engage in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- Wearing a face covering that covers both nose and mouth throughout the practices
- Observing social distance throughout the practices
- Engaging in proper hand washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Participants who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the practice to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care. Once participants have a face covering, they are permitted to re-enter the practice already in progress.

APPENDIX B: IRB APPROVAL LETTER AND RENEW LETTER



OFFICE OF RESEARCH INTEGRITY
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To: Yanhua Shen
Kinesiology, Dept of
606 Fulton street 2D

From: UNCG IRB

A handwritten signature in cursive script, appearing to read "Laurie Wideman".

Authorized signature on behalf of IRB

Approval Date: 6/08/2020

Expiration Date of Approval: 6/07/2021

RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)

Submission Type: Initial

Expedited Category: 4.Noninvasive clinical data,6.Voice/image research recordings,7.Surveys/interviews/focus groups

Study #: 19-0541

Study Title: The implementation of Cooperative Learning structures in Sport-based Youth Development program for underserved youth

This submission has been approved by the IRB for the period indicated. It has been determined that the risk involved in this research is no more than minimal.

Study Description:

This pilot study uses a sequential explanatory mixed-methods design to understand the experience and determine the effects of using Cooperative Learning (CL) structures for underserved youth in a Sports-based Youth Development (SBYD) program at Greensboro. Previous CL studies have indicated positive learning outcomes in students' physical, cognitive, social, and emotional domains in physical education. However, its application in SBYD is still unclear. In collaboration with the Greensboro United Soccer Foundation (GUSF), youngsters from low-income families will be recruited. A safe, enjoyable, and cooperative learning environment to play soccer will be provided. Data collection will be focused on participants' physical, cognitive, social and emotional domains.

Study Regulatory and other findings:

- This research, which involves children, meets criteria at 45 CFR 46.404 (research involving no greater than minimal risk). Permission of one parent or guardian is sufficient.

Investigator's Responsibilities

Signed letters will be scanned to you in a separate email. **Please utilize the the consent form/information sheet with the most recent version date when enrolling participants.** Please be aware that any changes to your protocol must be reviewed by the IRB prior to being implemented.

Please be aware that valid human subjects training and signed statements of confidentiality for all members of research team need to be kept on file with the lead investigator. Please note that you will also need to remain in compliance with the university "Access To and Retention of Research Data" Policy which can be found http://policy.uncg.edu/university-policies/research_data/.

IRB #: 19-0541

Title: The implementation of Cooperative Learning structures in Sport-based Youth Development program for underserved youth

Creation Date: 4-9-2021

End Date: 4-27-2022

Status: Approved

Principal Investigator: Yanhua Shen

Review Board: UNC-Greensboro IRB

Sponsor:

Study History

Submission Type	Legacy	Review Type	Unassigned	Decision	
Submission Type	Renewal	Review Type	Expedited	Decision	Approved
Submission Type	Modification	Review Type	Expedited	Decision	Approved

Key Study Contacts

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APPENDIX C: SAMPLED TASK SHEETS

Sampled Task Sheet One: Inside-foot Pass Using Jigsaw

Awareness Talk

Make Sure you understand how to show respect. First, simply listen to others' talk during the practice. Please read the following expectations for this lesson.

Affective: Control one's attitude and behavior in a way that respects the rights and feelings of others.

Cognitive: You should be able to recall at least three learning cues for an inside-foot pass.

Psychomotor: You should be able to receive and pass the ball using inside-foot with a partner.

Physical Activity Plan

Learning Cues:

1. Runner: run to the ball in a straight line (Target-Ball-Yourself in a straight line)
2. Planter: plant your standing foot to the side of the ball
3. Kicker: keep toes up and ankle locked, make a complete letter "T", and hit the center of the ball
4. Follower: kicking foot should follow through the direction where the ball goes

Task List:

** You will be divided into several small teams. Each group member will receive and practice one learning cue to become an "expert" for that learning cue. After you mastered the learning cue, you will return to your team and share it with your team. Remember, after each task, team leader needs to ask the coach to check the task list below to make sure your team is ready to move on to the next task.

_____ a. Each team member will receive and understand one learning cue from the coach

_____ b. Those who receive Learning Cue R. practice together and learn how to demonstrate a good running to the ball. Those who receive Learning Cue P. practice together and learn how to demonstrate a good planting. Those who receive Learning Cue K. practice together and learn how to demonstrate a good kicking. Those who receive Learning Cue F. practice together and learn how to demonstrate a good follow through.

_____ c. You should return to your team and share your learning cue with your teammates (talk by turns and listen).

You should know that the inside-foot pass is a combination of R. + P. + K. + F., so the talk should follow this order.

_____ d. Work in pairs, one player fixes the ball with one foot on the ground, and the other player practice inside-foot pass with all the learning cues, 30 times for each foot.

_____ e. Work as a team, set up two cones in line, split the team into two halves, rotate by passing the ball and follow the pass from one cone to the other (line drill), 2 sets of 8 mins.

_____ f. Team talk: discuss what you did well, what others did well, what was the challenge, and how you would improve. 10 mins. Make sure you listen while others are sharing.

_____ g. Play a small-sided round-robin game between teams, focusing on inside-foot passes.

Sampled Task Sheet Two: Wall-pass Using Learning Team

Awareness Talk

Make Sure you understand how to show support and help. Help and support others without being arrogant.

Affective: Understand others have needs and feelings as you do.

Cognitive: You should be able to recall at least two learning cues for a wall-pass.

Psychomotor: You should be able to perform wall-pass with a teammate in an unopposed situation.

Decide a Role within Your Group

Coach's name: _____

- reads the activities and learning cues to the group and helps the group to learn skill

Equipment Manager's name: _____

- gets equipment ready for group and makes sure equipment is cleaned up at the end of class

Recorder's name: _____

-records the time or repetitions for each practice and remind teammates when a task is done

Encouragers' name: _____

- watches for good form and provides the group with positive feedback

Physical Activity Plan

Learning Cues:

5. Timing: pass the ball when the defender approaches you.
6. Speed: after the pass, you have to accelerate and ask the ball behind the defender.
7. One touch: when the teammate gets the ball, he or she should return it with one touch pass to the space ahead of the person who passes the ball.

Task List:

** Remember, after each task, team leader needs to ask the coach to check the task list below to make sure your group is ready to move on to the next task.

_____ a. Assign teams and team member roles. Make sure you understand your role.

_____ b. Set up a goal and a passing area. Practice wall-pass in the passing area and finish with a shoot on goal. Take turns to work as the wall player and the goalkeeper. 2 sets of 8 mins. Support and help those who struggled with the wall-pass skill.

_____ c. Continue drill b., add one defender in the passing area who pretends to intercept the ball (passive). Practice wall-pass against the defender and finish with a shoot. Take turns to work as defender and goalkeeper. 15 mins. Support and help those who struggled with the wall-pass skill.



_____ d. Team talk: discuss what you did well, what others did well, what was the challenge, and how you would improve as a team. 10 mins. Make sure you listen while others are sharing.

_____ e. Continue drill c., the defender now can intercept the ball in the passing area. Practice wall-pass against the defender in the passing area and finish with a shoot. Take turns to work as defender and goalkeeper. 15 mins. Support and help those who struggled with the wall-pass skill.

_____ f. Play a small-sided round-robin game between teams, encouraging wall-pass by giving one extra point to the team that makes a successful wall-pass during the game.

Group Processing

We will discuss the following three questions:

3. How do you feel about the lesson today?   
4. Have you practiced helping and supporting others in the lesson today?   

Reflection Time

Answer the following questions as an evaluation of your performance in today's lesson.

4. Give me one example how you showed help and support in this lesson.
5. Tell me one thing that you need to improve for the next lesson.
6. Tell me how you would show help and support at home or school.

APPENDIX D: SAMPLED INTERVIEW QUESTIONS

1. What is your name and age?
2. Do you like this soccer program? Why?
3. Have you played sports in other after-school programs or clubs?
 - If “Yes,” what is the difference between the other program(s) and this program?
4. What soccer skill(s) have you learned in this program?
 - Why are those soccer skills important?
 - In what way that you learned those skills?
 - What soccer skills that you need to improve?

For kids who completed the first two drawings on Respect and Effort:

5. Can you explain the picture that you draw on Respect? What does that mean?
 - Why do you think it is important?
 - How does Respect sound like, look like, and feel like?
 - Are there any soccer practices that have helped you to understand Respect?
 - What do you need to improve on Respect?
6. Can you explain the picture that you draw on Effort? What does that mean?
 - Why do you think it is important?
 - How does Effort sound like, look like, and feel like?
 - Are there any soccer practices that have helped you to understand Effort?
 - What do you need to improve on Effort?

For kids who haven't complete the drawings:

7. What skills or values other than soccer have you learned in this program?
 - Why do you think they are important? (Explain one by one, if there are multiple responses)

- How have you learned them in this program? (Explain one by one, if there are multiple responses)
 - Are there any soccer practices that have helped you to understand those values or skills?
 - What do you need to improve among those skills or values? What are you going to do in future practices?
8. Have those values or skills helped you at home or school?
If “yes,” explain how.
9. How has this program helped you during this COVID19 pandemic era?
10. What are your expectations for this program?

APPENDIX E: PERSONAL AND SOCIAL RESPONSIBILITY QUESTIONNAIRE

Name	
Gender	
Age	
Instructions: Read each statement on the left carefully. Please tick the box that applies most to you. Please answer every question as best you can.	

		Strongly disagree	Very disagree	Somewhat disagree	Somewhat agree	Very agree	Strongly agree
1.	I respect others						
2.	I respect my coach						
3.	I help others						
4.	I encourage others						
5.	I am kind to others						
6.	I control my temper						
7.	I am helpful to others						
8.	I participate in all of the activities						
9.	I try hard						
10.	I set goals for myself						
11.	I try hard even if I do not like the activity						
12.	I want to improve						
13.	I give a good effort						
14.	I do not make any goals						

APPENDIX F: TPSR IMPLEMENTATION CHECKLIST

Instructor _____ Date _____

Session/sport _____

Which of the Levels (goals) was directly addressed in this lesson? (mark all that apply)

	Level One (respect)
	Level Two (self-motivation)
	Level Three (self-direction)
	Level Four (caring)
	Level Five (transfer)

Which components of the Lesson Format were used in this lesson? (Mark all that apply)

	Relational time
	Awareness talk
	Physical activity with responsibility
	Group meeting
	Reflection time

Which of these Teaching Strategies was used in this lesson? (Mark all that apply)

	Modeling respect		Fostering social interaction		Giving choices and voices
	Setting expectations		Assigning management tasks		Involving students in assessment
	Providing opportunities for success		Promoting leadership		Addressing transfer of life skills

Which of these Student Behaviors could be seen in this lesson? (Mark all that apply)

	Participating		Cooperating		Leading
	Engaging		Encouraging others		Expressing voice
	Showing Respect		Helping others		Asking for help

Additional Comments:

APPENDIX G: COOPERATIVE LEARNING VERIFICATION TOOL

Observer: _____
Teacher: _____

Content: _____
Student Grade: _____

School: _____
Date: _____

	Observed	Not Observed	
1. Were the goals of the lesson clearly stated during the lesson?			
a) Social and/or Emotional goals [Define this in field notes]			
b) Physical/ skill and tactics goals			
c) Cognitive goals			
2. Are there heterogeneous groups (i.e., equitable)?			
3. Was the instruction student-centered? [Define this in field notes]			
4. Did the teacher facilitate student activity? Did the teacher monitor and interact with students?			
5. Was a specific cooperative learning structure used?			
6. Did student groups have shared ownership? Groups assign students to specific roles; groups record/ chart contribution of each group member; and groups use peer teaching to help teammates.			
7. Did students work closely together? Was there face-to-face promotive interaction?			
8. Did the task/s enhance students' Positive Interdependence?			
9. Did students demonstrate small group skills and interpersonal skills (social skills)?			
10. Individual accountability: Was there a performance assessment strategy Were students assessed? [Elaborate in field notes]			
11. Did the teacher design assessments of performance for a) physical, b) cognitive c) social or emotional learning? [Elaborate in field notes]			
12. Was there student improvement? a) physical? b) cognitive? c) social or emotional learning? [elaborate in field notes]			
13. Did student self-assess Were students involved in assessment (peer, group, task sheet)? (Peer assessment)			
14. Was their problem solving?			
15. Did students encourage one another?			
16. Did the teacher facilitate group processing to draw out:			
a) What Happened? Description			
b) So What? Interpretation			
c) Now What? Transfer			
Summary Items	Low	Moderate	High
High academically (appropriate subject content) focused class time			
High level of student attention/interest/engagement			