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Systematic review on social/moral competence interventions in Physical Education

Małgorzata Bronikowska[1], Katerina Mouratidou[2], Mateusz Ludwiczak[1], Sophia Karamavrou[2], Cole McKeel[3], Michał Bronikowski[4]

[1] Department of Recreation, University of Physical Education, Poznań, Poland; [2] School of Physical Education and Sport Science in Serres, Aristotle University of Thessaloniki, Serres, Greece; [3] GoEmpire Group, Paducah, Kentucky, USA; [4] Department of Physical Activity Didactics, University of Physical Education, Poznań, Poland

Abstract

Study aim: This systematic review drew the significant findings of carefully selected interventions to promote the social and moral competence (SC and MC, respectively) of children and adolescents mostly by investigating the effect of these interventions and focusing on strategies used.
Material and methods: A number of English written, electronic databases (e.g., EBSCO, EBSCOhost Web, ERIC, Master FILE Premier, SPORT, SPORT Discus, and Web of Science) and grey literature – from 2005 to the present – were consulted from September 2021 to December 2021. School-based intervention studies that assessed moral competence (MC) or social competence (SC) were eligible for inclusion. The studies were stratified by pre-school and primary school children (<12 years of age) and adolescents (≥12 years of age). A total of N = 24 documents referring to different intervention studies were included in the review. N = 10 interventions focused on children; while N = 14 targeted adolescents.
Results: The most used strategies in the interventions were the ones that included components of MC or evaluated SC using specific protocols and tools.
Conclusions: This review pointed at socio-emotional and moral skills which remained underdeveloped in school children unless physical education (PE) teachers adjusted teaching contents and methods during instruction; and implement them into interventions with strategies that targeted elements fostering the sound socio-moral development of a child into adulthood. A model-based approach appeared to be the most, but not the only effective designs in the examined interventions.

Key words: Children – Adolescent – PE and Sport – Moral and social development's interventions

Introduction

The rapid change of civilization at the turn of the century requires adjustments in educational priorities. Future generation of youths needs more problem-solving and critical thinking skills to be able to make the right decisions. In today's reality, there is a lack of strong authorities, traditionally the most important reference points, that could help the younger generation navigate the world of values. Global political and social changes are also not helpful in terms of fostering social/moral development. Moreover, children and youths must be able to assess and analyse new information based on detailed verified data. But as it stands currently, this is area dominated modern technology and a flood of fake news. At the same time education systms and educators need to teach the students to harness the power of collaboration and give them opportunities to be both creative and curious [8]. UNESCO [97], a major leading global organisation, which outlines strategies and objectives in all of the main life domains (culture, education and health), has proposed some strategic objectives aligned with the 2030 Agenda, which, in terms of education, aim to provide inclusive and equitable education and promote lifelong learning opportunities for all. In one of their programmes 'Social and human sciences' UNESCO [97] supports inclusive social development and fosters intercultural dialogue for the rapprochement of cultures – while promoting ethical principles – specifically to entrench universal values and principles such as: global solidarity, inclusion, anti-discrimination, gender equality and accountability. According to Lancy and Grove [50],

Author's address Małgorzata Bronikowska, Department of Recreation, University of Physical Education, Królowej Jadwigi 27/39, 61–871 Poznań, Poland bronikowska@awf.poznan.pl

special care (of educational authorities) should be paid to the development of moral and social competences for the sound development of children into morally autonomous citizens of modern societies. The universal principles of justice, fairness and care may be crucial for an individual to manage their way around the ruthless, self-centred, technology-bound societies of the modern world, although that is only one possible vision of the future. In recent years, there has been a noticeable problem indicating that school-aged students are less suited to situations that require social relationship competencies [43]. In this regard, Cooperative Learning (CL) as a pedagogical method was developed. In today's schools, students rarely have the opportunity to develop or use their interpersonal skills in the competitive and individual learning environment. [43, 44, 91] As Casey and Goodyear [12] indicate, CL implemented in PE can provide learning outcomes for youth: from academic and social to team participation and affective learning [7, 12, 34].

Today, we are witnessing a sharp decline in terms of respecting moral values, not only in sport, but also in other areas of life [49]. The generation of 'digital' youth experiences problems with social interactions, particularly with peer relationships [26], not recognising the key role these skills play in sound development. In order to change the situation, we (the educators) need to consider how we can help the younger generation in acquiring moral competences in the school environment, not only in PE and Sport, but also in other subjects in order to make them more value oriented [55]. The abovementioned were the reason for undertaking some critical analyses of the phenomenon.

Theoretical background for moral/social development and moral/social competence

First of all, it is worth referring to the understanding of the terms used in the study. Therefore, below we have given definitions and interpretation for the purpose of this work.

Development is a process that creates growth along the timeline. This is a progress that goes usually along with positive changes in different components and spheres of one's life [16]. Whereas it is believed that competence is the quality or state of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in a particular respect) [15]. To sum up, competence is the result of the human development process and such an approach have been used in this paper.

The inclusion of moral and social development patterns into education – although both have been well-known areas of upbringing in children since the ancient era and Plato – re-emerged with the latest increase of socially inappropriate behaviours (e.g., violence, aggression, bullying) at sport venues, in the streets, in the media, and most recently, even in the school environment [29, 63, 71]. It is obvious the topic of moral development has been widely researched for decades via Piaget's theory of moral development [81], one of the earliest models, which outlined four stages of logical reasoning (sensorimotor, preoperational, concrete operational, and formal operational) and two stages of moral development (heteronomy and autonomy), suggesting that stages at which understanding of rules correlate with the stages of logical reasoning (i.e. stages of cognitive development). But his model for moral development was mainly devoted to a child's moral reasoning and not their moral actions. Therefore, this theory was later expanded (also beyond childhood into adolescence and even adulthood) by Kohlberg [46].

Kohlberg proposed a theoretical framework for moral development that indicated three developmental levels (pre-conventional, conventional, and post-conventional), including six stages of moral judgment. According to the later findings of Kohlberg [47] the pre-conventional level mainly concerns children under the age of nine. The conventional level of development concerns most adolescents and young adults, while the post-conventional level can be achieved only the minority of adults, since it reflects judgments that concern all human rights – and universal moral principles.

Moral development could be seen as "the maturation of moral decision-making, including the development of moral reasoning and related processes that increase the capacity for making mature moral decisions" (p. 82) [27]. Moreover, higher developmental stages are synonymous with higher moral competence, which is defined as the "capacity to make decisions and judgments, which are moral and to act in accordance with such judgments" (p. 425) [46]. It should be mentioned that Kohlberg, as well as Piaget, advocated for a child's social environment to provide opportunities for social and moral development through participation in role-taking activities, such as sport. Specifically, movement plays, and team-games seem the most natural, which inhibits a child's ability to foster its way to the higher developmental stages.

The present study will use the traditional Kolhbergian theoretical framework of moral development as a base – despite some shortages and limitations of which we are aware. For example, Gilligan [31] indicated a gender (masculine) perspective of the theory, while Snarey [93] questioned the universality of the theory in terms of cultural application.

There have been newer theories developed in addition to Kohlberg's theory, such as the neo-Kohlbergian approach by James Rest et al. [84, 85]. However, this study decided to focus on concepts, which were mainly based on Kohlberg's theory, and this particular framework was traditionally used in the studies in the area of PE and sports to understand moral reasoning in PE and sport environment

and to help to assess the ethical dilemmas and decision-making processes in various sports-related situations. And what is more, this framework can be also used to study the moral development of individuals, which can provide insights into how participation in PE and sport may influence an individual's moral reasoning over the time and under the influence of various factors to see whether engagement in competitive activities fosters moral development and ethical decision-making or/and when and how it leads to opposite, neglecting moral dilemmas and questionable behaviors.

Within such a theoretical framework ethical dilemmas can be analysed, and also, one can analyse the needs of PE curricula to incorporate lessons on moral development and ethical decision-making dilemmas. By understanding the stages of moral development outlined by Kohlberg, educators can tailor their curriculum to address the needs of moral growth of students within the context of sports and physical activity accordingly to the stage of development.

On the other hand, the social development of a child concerns the gradual acquisition of the ability to build positive relationships (characterised by mutual trust and successful interactions), to resolve interpersonal conflicts, and to demonstrate responsibility and a prosocial orientation. In other words, a socially competent individual is able to function as a member of society. A socially competent child/adolescent interacts efficiently with peers and/or adults and enjoys popularity; while, a child/adolescent "who faces problems in interacting with peers will be more likely to manifest different maladaptive behaviours, including – among others – aggressive acts or isolation and social fear, since such behaviours could be considered also as an indicator of less social competence" (p. 210) [66].

A significant base for supporting children's socialisation is the educational environment, since the interaction among schoolmates and – in general – the peer acceptance strengthens a child's and adolescent's social, emotional, and behavioural adjustment [14, 40, 88, 106]. A widespread theory that explains the role of teachers and peers in the social development of a(n) child/adolescent is Erikson's psychosocial theory [22, 23]. According to this theory, one's psychosocial development (from infancy to adulthood) occurs as a predetermined order of eight stages. During each a stage, the person faces a psychosocial crisis and confronts either positive or negative outcomes, which affect his/her personality.

In ages 5–12, children pass through stage four and "struggle" (especially in school) to win approval from others by demonstrating specific competencies. At this stage, children start to acquire knowledge, intellectual abilities, and social skills on their own. They also begin to develop a sense of pride in their accomplishments (which is a major source of self-esteem). At this stage, the psychosocial crisis concerns competence vs. inferiority. In the case children receive encouragement and reinforcement for their initiative, enjoy adequate education, and have an appropriate training, they begin to feel competent and confident in their ability to achieve goals. On the contrary, if children are not encouraged by parents or teachers, are confronted with inadequate training, and/or a lack of guidance and support, then they will doubt their abilities and – as a result – will develop a sense of inferiority.

During adolescence, which corresponds to the fifth stage of Erikson's theory [22, 23] and exists in ages 12–18, the psychosocial crisis concerns an intense exploration of personal values, beliefs, and goals, since the aim is to gain a healthy self and personal identity. More specifically, at this developmental stage, school students become more independent, have the need to belong and fit in society, and are interested in their future (e.g., career, relationships, families, etc.). If adolescents are encouraged and reinforced to explore different paths and explore themselves, if they receive positive feedback from their social environment, and can clearly define gendered norms, then they are able to find out exactly who they are, so they can establish their identity. However, in case the outcomes of an adolescent's explorations don't help them accomplish a sense of identity within society and/or they receive unclear feedback from their social environment, and/or they face unrealistic expectations, then they are likely to suffer from role confusion and will struggle with defining identity.

Erikson's socio-developmental model corresponds to a theoretical background, where a PE teacher could "lie on" by planning an intervention-program, aiming at stimulating their students' social ability (both in primary and secondary educational levels). PE intervention program which includes activities designed accordingly to students' personal, and physical development stage and individual performance standards could incorporate various socio-moral aspects (especially of supported by PE teacher's positive guidance). It also offers cooperative interpersonal exchanges opportunities among peers, and promotes students' self-esteem and sense of competence, thus ensuring positive progression of their social abilities. At the same time, a PE intervention program which incorporates a variety of contextual activities, is enriched with opportunities for self-exploration, choices and decisions (better accomplished is aligned with PE teacher's positive feedback), and helps adolescents find out individual right path where they "fit in", to determine their identity and to achieve higher levels of social skills/abilities.

Some argue that moral and social domains follow different developmental trajectories [92], but others [57] see them more as complementary paths instead of separate ones. Nevertheless, in terms of social behaviours, which are related to moral development, or more or less to the right and wrong prosocial behaving, they (children/

adolescents) learn through the social exchange with the ecosystem – parents, peers, teachers, which form and guide one's behaviour according to perceived social norms. In terms of this paper these expectations and attitudes will concern physical education and sport (PES) context [95].

Moral/Social competence in Physical and Sport Education

In modern sport, the main regulators of behaviour directed at achieving individual and team goals are the rules of the game. This is the lowest (technical) level of regulation of mutual interpersonal relations in a sporting competition. Unfortunately, despite clear (codified) rules of the game and an expectation that these will be accepted by the competing sides as a basis for entering a given competition, their conscious violation is an all-too-often-observed phenomenon in today's world (e.g., fixing results before the game, deliberately breaking rules during the game, as well as the now common practice of taking back medals, alongside the nullifying of records, results, and the imposition of punishments, etc.) after the game [19, 99]. The evidence indicates that participation in sports does not always fulfil its function in the transmission of such positive values as fair play and sportsmanship [18, 83].

Sportsmanship, which is based on social and psychological functioning, relates to the player's behaviour and respect for the social conventions like the referee, the opponent, and one's own involvement in the sport process [11, 98]. While fair play is an ethic's concept [56], with moral goals, and cannot be considered only from one sport-dimension perspective, but also as a desired behaviour of sportspersons in their social functioning [77]. Unfortunately, unsociable behaviours, such as cheating, gamesmanship, doping, rule violating have become 'a part of the game' [74], and transcend beyond the sport arena into daily life routines. Through these practices, athletes use various forms of moral disengagement to differentiate between deception and 'clever' play. This can easily lead to other unwelcome antisocial behaviours beyond sport, such as bullying or cheating in schools, also in PES context.

One of the first institutions, where young people can learn appropriate sport behaviours is PE and Sport, which is often referred to as an area of school curriculum aimed at developing pupils' physical competence and confidence, and their ability to use those in a range of activities [70]. PE and Sport should be the context for providing an individual with challenges at the level of their capacities, both in the artificial environment of the sport hall, as well as in the natural social context of real sporting events, in which the person is given a chance to build up social skills and self-confidence in situations marked by the physical effort [9]. However, it is necessary to remember that PE and Sport is an educational setting in which physical means are used most commonly, and which aims to develop students' physical competence and knowledge of gross motor movements, together with awareness for safety, and all to form healthy lifestyle habits along the lifespan. But it is too often forgotten, that at the same time, PE and Sport should also develop students' confidence and generic social skills, especially those of collaboration, communication, creativity, critical thinking, and aesthetic appreciation. These together, with the nurturing of positive values and attitudes in PE and Sport, provide a good foundation for students' lifelong and life-wide learning [21]. There are some education systems worldwide, and institutions already incorporating an innovating and dynamic process aimed at fostering holistic development of their agents (pupils) encompassing social, mental, cultural, ethical, and physical facets. One example of such innovative programmes is called the Olympic education. This comprehensive approach is achieved through carefully designed activities integrated into PE and Sports programs [28].

Unfortunately, a recent crisis of moral behaviour has become apparent, even in the context of PE and Sport [23, 36, 58]. Culturally preferable patterns of behaviours, like fair play concept that embodies a number of fundamental values that are not only integral to sport, but are relevant in everyday life, despite not being for everyone as it appears from research findings [10, 77, 89], are less frequent these days and are repressed by unactable ones. And this value can be (and as a matter of fact it is) effectively anchored in young individuals by the abovementioned Olympic education programmes.

On the other hand, a social competence is considered as a key factor of education in the 21st century [73]. The tension between problematic social values and lack of competence in daily life concerns children around the world [60]. Alcohol, drugs, and aggressiveness [104], as well as sedentary lifestyle [82] and disruptive behaviours are barriers for positive individual development of youth. To prevent these kinds of problems, education authorities should try to implement adequate education programmes supporting development of moral, social, and emotional competencies [25]. But it is often easier said than done, and the problems are numerous. For example, negative behaviours of pupils in school settings affect the quality of teaching and social interferences with peer learning [17]. Generally, these issues concern youth with a low level of social competences, who have problems with interactions and relations with peers [20]. But findings suggest that a properly planned lesson of PE and Sport can stimulate cooperative learning [7], and as a result, reduce the level of aggression in youth [69].

PE teachers consider PE and Sport lessons as a place where moral and social skills should and can be developed [42], and yet, as research shows [10], the vast majority of youth today present a low level of socio-moral competence. When we consider PE and Sport as an environment

organised around promotion of social and moral values with a less competitive approach than professional sport, it would lead to the belief that such a framework should promote and foster moral competence more effectively [75]. Interestingly, gender is not a determining factor in differences in the level of competences between young females and males [65,101]. But it appears that the level of moral competence [68] and prosocial behaviours [45] are related to the motivational climate of the teaching process. Task-motivational climate represents personal development, co-operation, hard work, and effort. While ego-motivational climate refers to competition, success based on ability, comparisons with others and reward/punishment for success and failure [72].

Pellizzoni et al. [78] indicate that moral judgment can occur as early as among 3-5 years of age in kids. However, it only recognizes that at this stage, kids can positively act in moral dilemma situations. This does not happen automatically, though. Moral identity is defined as a self-conception organised in a set of moral traits as being honest, friendly, hardworking, and fair [2]. People who have a strong moral identity endorse these values and are motivated to behave ethically, due to their desire to maintain consistency between conceptions of their moral self and their actions [3]. But not every child has that strong moral identity. The question remains whether the schooling system helps to develop it or not?

Therefore, it was the aim of this study to review and analyse the effectiveness, in terms of the outcomes, of the educational interventions aimed at the development of moral and social competence carried out in a PE and Sport environment in children aged 5-18.

Material and methods

Protocol

In this study we decided to use the systematic review technique, an objective method summarising the existing literature related to specific research question by using reproducible and explicit approaches to identification, appraisal and synthesis of the sources included [61].

This systematic review followed the recommendations from several practical guidelines within the social sciences [1, 80; 90; 107]. Firstly, a detailed and comprehensive plan was drafted and search strategy derived a priori. Secondly, we carried on with selecting appropriate literature aimed at reducing bias by identifying, extracting and appraising the evidence. Finally, we synthesized and summarized all the relevant studies.

Sources of evidence

This study was performed between September-December 2021 in the following electronic databases: EBSCO, EBSCOhost Web, ERIC, MasterFILE Premier, SPORT, SPORTDiscus, and Web of Science. There were 23 papers retrieved from electronic databases (Figure 1). Complementary searches were performed in the Greek Digital Library of Aristotle University Thessaloniki (https://search.lib.auth.gr), but also in the Hellenic Academic Libraries Link (Heal-link.gr) and in Google Scholar platform. These additional sources contributed to a total of 10 consecutive articles (Figure 1). Next all of them undergone a thorough review according to the criteria established by the authors.

Search strategies and eligibility criteria

The search strategies included terms obtained from the existing literature in this research field and were refined through consultations with specialists in the field. It was agreed that only articles describing interventions between 2005 and 2021 would be eligible for review of intervention programmes regarding socio-moral development in two age categories: children (<12 years old) and adolescents (≥12) in pre-school and school settings. It was decided to undertake a literature review during a time period characterized by a more condensed occurrence of interventions and research activities in this regard. The terms were combined using keywords (i.e., moral competence, social competence, moral development, social development, intervention, physical and sport education, children/adolescent), and truncation symbols and Boolean operators ("OR," "AND," and "NOT").

Study selection

The studies were carried out in EndNote Web, and duplicates were eliminated before the selection process. At least two reviewers, independently, completed the selection process, and the inconsistencies between the assessors were resolved by a third additional reviewer. The study selection was performed in two main stages: 1) screening of titles and abstracts; 2) reading of the full text published selected through the systematic review process. Only studies that met all eligibility criteria were included in the final report (N = 24). Nine (9) articles were excluded after full text screening for the following reasons: not related to PE (N = 7); age not within the range of below 12 or 12–18 (N = 1); not published in English (N = 1) (Figure 1).

Data extraction

This phase was conducted using a standardised data extraction spreadsheet and the extracted data was revised by the reviewers. The obtained information included the characteristics of the studies (reference, year, place, and type of study), population (sample size, school year, number of schools, age group, and eligibility criteria), interventions (type of intervention, duration/frequency and intervention strategies), and outcomes (instruments/measurement and

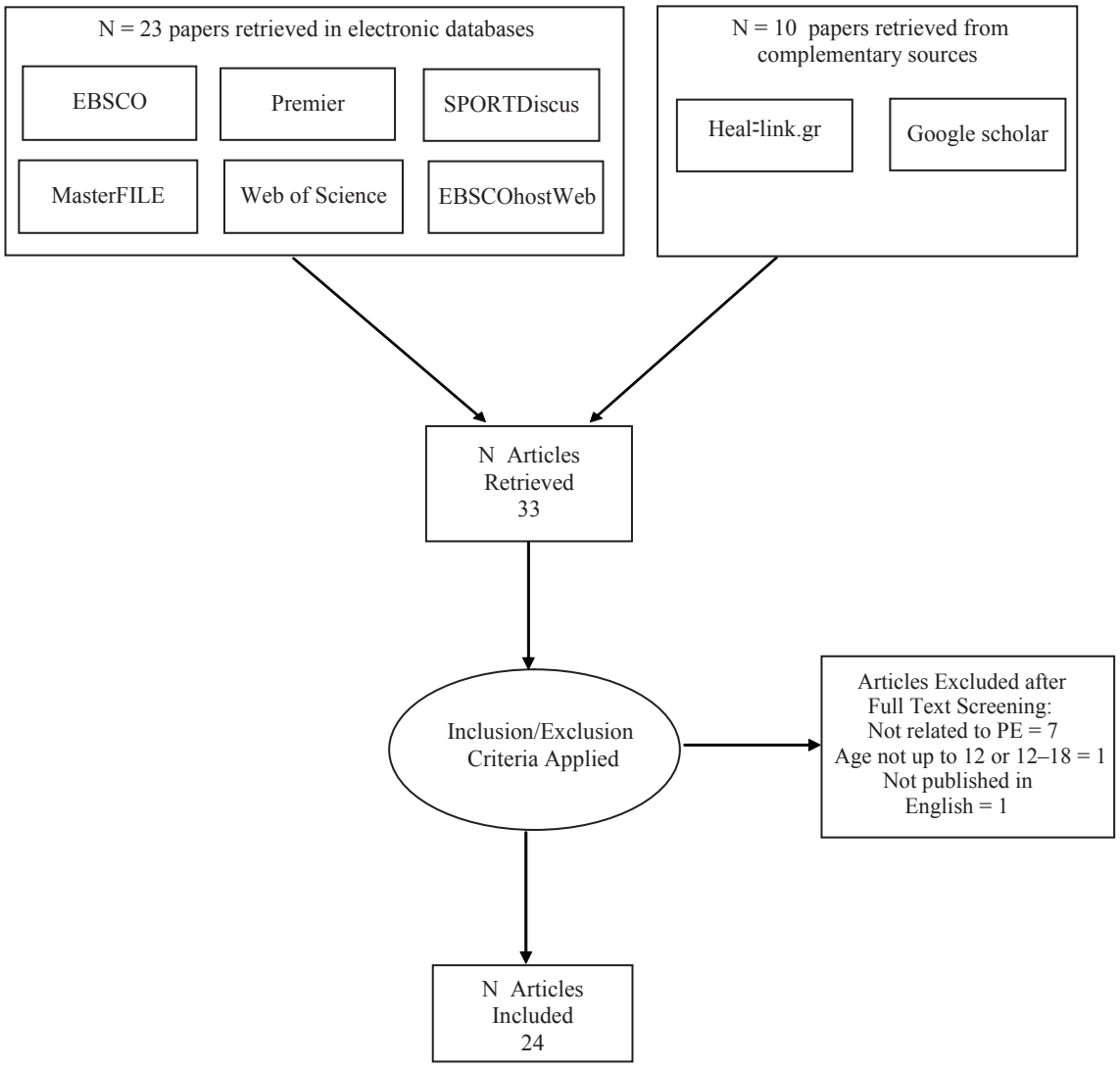


Figure 1. Flowchart of the selection process of studies. [in an additional file]

effects on moral development, and social behaviour variables). Given the systematic review, the risk of bias was not assessed [4].

Data synthesis

A descriptive nature of the studies was adopted to describe the characteristics of the publications retrieved in this review. The components of moral development that were evaluated in the included studies were presented in related factors (i.e., psychological, social support, cognitive, self-esteem, knowledge). Similarly, studies were organised by the outcome groups of social behaviour (e.g., personal, and social responsibility, respecting others, and self-control) aiming to summarize studies that evaluated and reported the effects of the intervention for each outcome.

Children (<12 years old) and adolescents (12–18 years old) represent two populations with particular characteristics [6, 52, 66, 67] thus, we synthesised the data according to age groups. The relevance of mapping different types of intervention strategies is based on age groups [4]. The strategies were organised in a school setting, while other strategies focused on changing the school environment (i.e., using electronic media).

Results

In the tables below outcomes of the review process have been presented, with description of the interventions design, duration, and findings in terms of the examined variables.

The majority of the interventions that were analysed in this systematic review implemented the "Teaching Personal and Social Responsibility" (TPSR) model, developed by Hellison [38, 39, 60]. In the 6 studies it was found that the TPSR model of instruction fosters a positive learning environment and promotes clear changes in

Table 1. An overview of the empirical studies concerning intervention programmes for supporting students' moral competence. [in an additional file]

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/Measures	Findings
Mouratidou, Goutza, Chatzopoulos, 2007	To examine the effectiveness of a PE intervention programme in supporting high school student's moral development.	3 lessons for 6 weeks (total = 18 lessons). The programme was based on creating a task-oriented motivation climate and by adopting the reciprocal teaching style during PE	N = 157 students (79 boys and 78 girls), 11–13 years old	LAPOPECQ (Papaioannou, 1994)/ MCT (Lind, 1985)	Shifting power from the educator to pupils, adopting the reciprocal teaching style and ensuring a climate of learning and individual progress of each individual, positively influence children's moral development. In conclusion, based on the present study, we might say that: a) support of moral development requires a systematic and careful planning of PE lessons, and b) moral reasoning development in PE is feasible without a need to deviate from the present curriculum. Further research on the application of different teaching styles, beyond the reciprocal style or the combination of more than one teaching styles, is needed. Additionally, the question which has more of an effect, motivational climate, or teaching style, on moral behaviour could be investigated. Also, the gender differences for moral reasoning in sports could be examined. Moreover, the examination of students' moral reasoning during school games could possibly detect any different tendencies of moral behaviour during the competition period.
Cecchini, Montero, Alonso, Izquierdo, Contreras, 2007	To examine the impact of the model, 'Teaching Personal and Social Responsibility' (TPSR) on fair play and self-control in youth.	10, one-hour sessions with the model TPSR (Hellison, 1995)	N = 186 students (92 boys; A and 94; B girls), 13–14 years old	Attitudes Toward Fair Play Rating Scale (Cruz et al., 1996) Child and Adolescent Self Control Questionnaire (CACIA; Capafons and Silva, 1998); and Observation of Fair Play Behaviors Instrument (Cruz et al., 1996)	The implementation of models, which are based on personal and social responsibility, reveal positive changes in students' perceptions and behaviours regarding sportsmanship, reduce their aggressive behaviours (rough play, contact fouls), and foster their self-control and self-regulation within PE. Findings revealed that subsequent to the intervention programme, group A improved personal feedback, delayed gratification, self-control, and process self-regulation. Groups A and B showed an improvement in indicators of personal and social responsibility regarding enjoyment and sportsmanship and a decrease in variables related to the drive to win, rough play, contact fouls, and poor sportsmanship. No significant changes were observed in the control group.
Hassandra, Goudas, Hatzigeorgiadis, Theodorakis, 2007	To evaluate the effectiveness of an intervention programme aimed to develop dimensions of fair play behaviours to students in the Olympic Education programme in school settings.	1 lesson for 10 weeks, with the "fair play programme," which focused on a variety of activities, including mainly team sports, entry and closure dialogues, classroom activities and out-of-school activities.	N = 126 elementary school students (71 boys and 55 girls) in the 5th grade (which means about 10–11 years old).	"Fair play" questionnaire (Hassandra, et al., 2002)/ A questionnaire for assessing an attitude towards the programme; 'The classroom support and autonomy' questionnaire. The orientation toward plays scale (Webb, 1969). The Intrinsic Motivation Inventory (IMI: Ryan, 1982)	Significant improvement in the fair play behaviours, classroom support and autonomy, orientation toward play, and intrinsic motivation of the intervention group. Follow-up assessment revealed that the effects were maintained two months after the end of the programme. In conclusion, this study examined the effectiveness of an intervention programme on fair play reported behaviours and variations in relative dimensions: such as classroom supportiveness and autonomy, attitudes towards the programme, orientation toward play and intrinsic motivation. Findings highlighted the importance of using special teaching practices in order to develop sociomoral characteristics in students. An additional factor that might contribute to the positive effects of the fair play programme was the context of the programme. One of the main aims of the Olympic education programme was to develop fair play. Therefore, we can comment that if fair play is one of the central aims in our teaching, then with proper teaching strategies, the aim can be accomplished.

Table 1. cont.

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/Measures	Findings
Wright and Burton, 2008	To explore the implementation and the short-term outcomes of a responsibility-based physical activity programme.	2 lessons for 10 weeks (total = 20 lessons) with the programme/model " Teaching personal and social responsibility (TPSR)"	N = 35 high school students (14 boys and 21 girls) aged 14–15.	Interviews Observations Responsibility logs with 13 items (after each lesson); Programme evaluation (on the last day)	The TPSR model fosters a positive learning environment and promotes positive changes in students' social behaviour (personal and social responsibility, respecting others, and self-control). Findings extend the empirical literature related to TPSR and, more generally, physical activity programmes designed to promote life skills. Implications for practitioners are discussed.
Vidonia and Ward, 2009	To investigate the effects of "Fair Play Instruction" on middle school students' fair play behaviours.	18 lessons with the " Fair Play Instruction."	N = 7 eighth-grade students (3 boys and 4 girls), 12–13 years old.	Direct and videotaped observations throughout the intervention/ Social validity questionnaires (developed by the researchers)	Team affiliation during PE decreases harmful behaviour and might positively impact students to participate at compliance level with class rules, expectations, and cooperation. This study shows that if teachers want to improve the social skills of their students, such goals must be specifically planned for in the curriculum. The changes in behaviour reported in this study were not difficult to achieve and occurred quickly. The message here is important. Teachers get what they teach and value. Social skill instruction should be integrated into curricula as a core outcome in physical education. Sport Education as a curriculum is ideally suited and was designed to facilitate this outcome.
Escartí, Gutiérrez, Pascual, Llopis, 2010	To evaluate the relevance of Hellison's Model "Teaching Personal and Social Responsibility" (TPSR) as a method of teaching responsibility and to measure its effects on primary school pupils' self-efficacy.	The implementation of the TPSR model took place over the course of an academic year, two hours per week during two physical education classes that lasted 60 minutes each.	N = 42 students (22 boys and 20 girls) 11–12 years old, attending the 6th grade. Intervention group n = 21 students (11 boys and 10 girls) and comparison group n = 21 students (12 boys and 9 girls).	A semi-structured interview with the instructor in charge of implementing the TPSR model/ The Multidimensional Scales of Perceived Self-Efficacy (MSPSE; Bandura, 1990, 2001).	The TPSR model is an effective teaching instrument that helps physical educators structure their classes and promotes the learning of responsibility behaviour by the students. Moreover, it is an effective means to promote students' self-regulatory efficacy. The results showed that the TPSR model was an effective teaching instrument that helped teachers structure classes and promoted the learning of responsibility behaviour by the students. A significant increase was observed in the self-regulatory efficacy of intervention group participants.
Escartí, Gutiérrez, Pascual, Marín, 2010	To improve personal and social responsibility and the self-efficacy of adolescents.	Hellison's Teaching Personal and Social Responsibility Model was applied in PE classes during the course of an academic year.	N = 30 secondary school students (23 boys and 7 girls), 13–14 years old	Programme evaluation interviews/The Multidimensional Scales of Perceived Self-Efficacy (MSPSE; Bandura, 1990, 2001).	The TPSR programme can produce an improvement of self-efficacy for enlisting social resources and self-efficacy for self-regulated learning. It also promotes adolescents' responsibility for individuals who are at-risk of dropping-out of school.

Table 1. cont.

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/Measures	Findings
Gordon, 2010	To examine the reality of the "Responsibility Model" (RM) in practice and to investigate the teaching and learning that occurred from the perspectives of the teacher and the student	A six-month implementation of the RM for two, one-hour PE classes per week.	N = 75 students, 13–15 years old, attending the 9th grade class (n = 18 adolescents) and the 10th grade class (n = 57 adolescents). Intervention group n = 6 students (18 in 9th grade and n = 28 in 10th grade) and comparison group n = 29 students (all of them in 10th grade)	Interviews Observations/ Student self-assessments (student reflection sheets about what the PE programme attempted to teach and what they felt they had learned from the programme)	The implementation was found to be successful in developing positive, supportive, and well-behaved classes in physical education. The majority of students developed a greater understanding of personal and social responsibility and became more personally and socially responsible in class. For most students, however, this understanding was firmly associated with physical education, and they generally showed little understanding of the potential for the transfer of learning to other contexts.
Salamuddin and Harun, 2011	To assess the effectiveness of using the responsibility model in teaching personal and social development skills during PE.	An eight-week intervention programme with regular PE instruction, interlaced with teaching strategies to enhance social development. The programme will also focus on interpersonal conflict that were resolved using specific strategies as outline by Hellison (1985)	N = 146, 13-years old (75 boys and 71 girls)	A questionnaire conducted to assess personal and social development, life related dilemmas, and sports related dilemmas	The result showed that the experimental group outperformed the control group in terms of reacting towards a dilemma, either a sports related dilemma or a life related dilemma. This implies that using a humanistic approach to the teaching of physical education could produce students who can react wisely to dilemmas.

Table 1. cont.

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/Measures	Findings
Sánchez-Alcaraz, Gómez-Mármol, Valero, De La Cruz, Díaz., 2014	To diminish the levels of observed and suffered scholar violence on students during PE lessons	Implementation of Hellison's model, TPSR, during 24 PE lessons	N = 404, 215 from primary education (129 boys, 86 girls) aged 12, and 189 of secondary education (100 boys, 89 girls), aged 15	Quotidian Scholar Violence (California School Climate and Safety Survey – CSCSS; Rossenblatt and Furlong, 1997)	The Personal and Social Responsibility Model is an efficient teaching methodology to improve the quotidian scholar violence in PE lessons. It can be confirmed that the Personal and Social Responsibility Model is considered as an adequate tool to reduce scholar violence in Physical Education lessons, within a short term. Initial data has shown higher levels of observed and suffered violence in secondary students, ratifying the conclusions of other studies about scholar violence. With regard to sex, the treatment has shown improvements on suffered violence, more noticeable in boys than in girls. There are some limitations on this research as a consequence of the treatment duration (three months), despite being similar to other studies. In this way, other research has reached better improvements, having implemented the TPSR for more time, which allowed teachers to spend more time to develop each level of personal and social responsibility. Therefore, some of the future works proposed suggest the reduction of the number of participants centres at the same time as the increase of the intervention duration (a whole academic year).
Burgueño and Medina-Casaubón, 2020	To examine the influence of the sport education (SE) intervention programme on students' sportsmanship.	60-minute lesson for 2 times for 8 weeks (total = 16 sessions). The SE programme was based on basketball, and it took place in the regular PE schedule.	148 high school students (70 boys, 78 girls) 16–18 years old	Multidimensional Sportsmanship Orientations Scale (Vallerand et al., 1997)	The results of this research reflect the significant improvement of four of the five sportsmanship orientations (i.e., respect for social conventions, respect for rules and referees, full commitment, and respect for opponents) after a SE season. These results would imply that SE may be considered as an optimal pedagogical model to be used by PE teachers in order to fulfil high school curricular demands with respect to sportsmanship promotion as an essential part of student moral and ethical development. Likewise, PE teachers should take into consideration the use of SE as a pedagogical model. The model has the capacity to help high school students develop skills needed to value sports and discern between good and bad sportive practices through the development of sportsmanship with the ultimate goal to conserve, protect, and enhance sports cultures. On sequent, to educate students to take an active part as citizens in a plural and democratic society.

Table 2. An overview of the empirical studies concerning intervention programmes for supporting students' social competence. [in an additional file]

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/measures	Findings
Goudas, and Magotsiou, 2009	To examine the effects of a cooperative learning programme on students' social skills and their attitudes toward group work	13 lessons. The programme started with an introductory lesson and involved further basketball, volleyball, and traditional Greek dancing sessions	N = 114 elementary school students (59 boys and 55 girls) in the 6th-Grade (11–12 years old). Intervention group n = 57 students (29 boys and 28 girls) and control group n = 57 students (30 boys and 27 girls)	Multisource Assessment of Children's Social Competence (MASCS, Junttila, et al., 2006)	The results of the study showed that students who participated in a cooperative learning programme, developed on the basis of specific social skills as learning objectives, showed enhanced social skills and attitudes toward group work shortly after the completion of the programme. More specifically, students who participated in the cooperative programme, compared to those of a control group, increased their cooperative skills and empathy, and decreased their quick-temperedness, and their tendency to disrupt. These findings showed consistent for self – reports and for peer assessment. Moreover, students who participated in the programme increased their preference for working in groups and decreased their discomfort with group work.
Gülay, Mirzeoğlu, Çelebi, 2010	To investigate the effects of a PE programme enriched with cooperative games on students' social skills and attitudes toward PE lessons.	2 hours with cooperative games for a week for 3 months (total = 24 sessions)	N = 44 female students attending 9th grade classes (which means about 14–15 years old). Experimental group n = 22 students and control group n = 22 students	Social Skills Inventory (SSI, Riggio, 1986) Scale of Attitudes toward Physical Education and Sports (SAPES, Demirhan and Altay, 2001)	Programmes of cooperative and traditional games during PE improve students' social competence (such as emotional expressivity, social sensitivity, and interpersonal and communication skills). In conclusion, physical education enriched with cooperative games , which were taught within the limits of the present curriculum and with the traditional, had a similar contribution to the improvement of the students' social skills and attitudes toward PE and sports. On the other hand, PE classes generally have remarkable contributions to the improvement of social skills. Limitation of the present study is the time of intervention. It may be said that 12 weeks are not enough to see possible effects of cooperative games on social skills and attitudes. In future studies, a longer time period should be used to test the time effects of cooperative games. Also, possible gender effects were not considered in this study. The gender might be a confounding variable. This should be considered in future studies. Thirdly, nonsignificant results could be attributed to limited sample size. It is obvious that sample size has a great influence on the statistical significance of results. In this study, social skills and attitudes of students were only assessed by using a quantitative approach.
Baena-Extremera, Granero-Gallegos, Del Mar Ortiz-Camacho, 2012	To examine the effect of an "Adventure Education" programme on students' social goals (i.e., responsibility goal and relationship goal), intrinsic classroom satisfaction, and their physical self-concept	Implementation of an AE programme 2 times for 9 weeks (total=18 sessions). The teaching units consisted of challenge and adventure content, climbing techniques, and games and sports	N = 125 (59 boys, 66 girls) aged 15–16	Social Goal Scale-Physical Education (SGE-PE) (Guan, McBride, Xiang, 2006) Intrinsic Satisfaction Classroom Scale (ISC), Physical Self-Perception Questionnaire (PSQ)	The implementation of an AE programme promotes students' responsibility and improves their relationships (i. e. working together), which deliver an increase in their ability to maintain complex social relationships with others. The experimental group showed greater responsibility after the AE programme, interacting positively with perceived competence and self-esteem in the post-test.

Table 2. cont.

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/measures	Findings
Howell, Miller, Lilly, Graham-Bermann, 2013	To examine whether the "Preschool Kids' Club" intervention is effective in promoting young children's social competence	2 times for 5 weeks (total = 10 sessions) with the programme "Preschool Kids Club" (the activities in this programme include expressing thoughts and feelings through song, dance, art, and puppets)	N = 113 (60 boys, 53 girls) preschool children aged 5, who were exposed to intimate partner violence	Demographics Social Competence Scale (SCS. Conduct Problems Prevention Research Group, 2002). Revised Conflict Tactics Scales (CTS2; Straus, et al., 1996)	This study found that during post intervention, preschool children, who had a higher pre intervention score and participated in the Preschool Kids Club programme had significantly higher competence scores than children who did not receive treatment services. This finding indicates that intervention programmes, even for very young children, can enhance their functioning, in this case prosocial skills. Violence severity was a significant predictor of change in prosocial skills for children participating in the intervention programme. In this study, children exposed to less severe violence were able to show more change in prosocial skills during the intervention programme. Consistent research about the enduring effects of exposure to IPV underscores the need for families to have readily available support services. Support services are necessary when there is violence in the home to prevent ongoing and escalating fighting that could result in suboptimal functioning in young children.
Ştefan and Miclea, 2013	To assess the effectiveness of the "Social–Emotional Prevention Programme" (SEP) on children's social–emotional competence and reduction of their behavioural problems.	SEP is an optional curriculum, which includes 37 classroom activities (targeting the development of social and emotional competencies) and it was applied for about 5 months.	N=158 preschool children (ages 3-4) (71 boys, 87 girls).	Affective Knowledge Test (AKT; Denham, 1986). Social Problem Solving Test (SPST-R; Webster-Stratton, 1990). Social Competence and Behaviour Evaluation: Preschool Edition (SCBE; LaFreniere and Dumas, 1995). Social Competence Screening for Preschoolers Teacher Form (SCS-T) and Emotion Competence Screening for Preschoolers: Teacher Form (ECS-T) (Miclea et al., 2010). Social Competence Screening for Preschoolers: Parent Form (SCS-P) and Emotional Competence Screening for Preschoolers: Parent Form (ECSP; Miclea et al., 2010).	The SEP intervention programme supports the development of children's emotional knowledge (both the expressive and receptive components), and promotes their social competence, as well as their ability to offer prosocial solutions to possible conflict situations. Intervention-group children performed better on experimental tasks, measuring emotional knowledge and social problem-solving strategies. They also received higher assessments by their teachers and parents on measurements of social–emotional competencies and externalising problems. These results indicate that a prevention programme, combining intervention strategies for both high and low-risk children is effective across a wide range of adaptive and maladaptive behaviours. Moreover, a short, four-session parent group training employed to attract parent participation elicited an acceptable overall attendance rate (54%), indicating the sustainability of parent intervention in the context of community-based interventions.

Table 2. cont.

Table 2. cont.

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/measures	Findings
Tsangaridou, Zachopoulou, Liukkonen, Gråstén, Kokkonen, 2014	To explore the effects of the programme, "Early Steps" Physical Education Curriculum (ESPEC) in preschoolers' social skills; To identify if parents of the participating children recognize any changes in their children's social skills	40 minutes, 2 2 times per week for 4 months (Total= 24 lessons) with ESPEC, which is an alternative PE preschool-based programme. The ESPEC incorporates a variety of learning experiences, materials, equipment and learning strategies	N = 286 pre-schoolers from Cyprus, Greece and Italy, in the age of 4–5 years old	Social Behaviour Instrument (SBI) (Grammatikopoulos et al., 2007. Zachopoulou et al., 2010).	Despite the fact that the ESPEC was implemented in the educational setting of three European countries, the results indicate a significant improvement in children's social skills after the programme. Parents' assessment concerning their children's social skills after the implementation of ESPEC, seems to be clearer and more positive than those of the early educators.
Flook, Goldberg, Pinger, Davidson, 2015	To investigate the effects of a Kindness Curriculum (KC) on preschool children's executive function, self-regulation, and prosocial behaviour	Two, 20–30-minute lessons for 12 weeks; mindfulness-based prosocial skills training designed for preschool-aged (3–4 years old) children. Student training in KC consisted of 2 sessions per week for 12-weeks (in total = approximately 10 hours of training)	N = 68 preschool children (33 boys and 34 girls aged 4–5; demographic data was missing for one child). Intervention group, n = 30 children and control group n = 38 children	Teacher Social Competence Scale (Conduct Problems Prevention Research Group, 1995) sharing task. Delay of gratification. Dimensional Change Card Sort task (DCCS; Garon, Bryson and Smith, 2008).	The intervention programme KC promotes preschool children social competence and emotional development. This study demonstrates the promise of incorporating mindfulness-based training into an early education curriculum. Overall, these results suggest that a relatively brief mindfulness-based training can enhance a range of academic and prosocial outcomes in young children. More work is needed on the cultivation of kindness and compassion in young children, as well as their parents and teachers. Training these skills and capacities early in life have important consequences throughout development at both an individual and societal level.
Mouratidou, 2016	To examine the effectiveness of a PE programme for reducing pre-schoolers' aggressive and social insecure behaviour	3 lessons for an 8-week PE programme (total= 24 lessons), based on physical activities (that could be seen as sensual-motoric-games), and kinetic theatrical playing	N=194 children (106 boys and 88 girls), aged 4-5 years.	Checklist of Aggressive Behaviour (CAB) (Petermann and Petermann, 2001). Checklist of Social Insecure Behaviour (CSIB) (Petermann and Petermann, 2003).	Both the physical activities, as well as the kinetic theatrical playing, positively affect pre-schoolers' socialisation/social skills by reducing their aggressiveness and social insecurities . The present study was designed to examine the effectiveness of a physical education programme in supporting the social development of pre-school students. The strategies utilised were based on physical activities (that could be seen as sensual-motoric-games), and on kinetic theatrical playing. The results of this study both support and extend existing knowledge about supporting children's social competence through physical education. Specifically, regarding the effect of the programme on socially insecure behaviour, the findings suggest that both the physical activities, as well as the kinetic theatrical playing positively affect students' socialisation/ social skills. The assessment of children's social skills was based on the ratings of their preschool-educators and may reflect teacher perceptions, rather than children's actual behaviour (which may be a limitation). The pre-schoolers in the control group, although they didn't attend PE lessons during the intervention programme, they participated in group activities (such as pedagogical games, kids' arts, and crafts activities), which could have promoted children's interaction and therefore also their social relationships.

Table 2. cont.

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/measures	Findings
Glapa, Bronikowski, Laudańska-Krzemińska, 2016	To examine the effectiveness of Olympic Education (OE) intervention on prosocial behaviours of students	45-minute week Olympic Education lesson 30 weeks (Whole school year)	N = 138 students (86 boys and 52 girls), 13–14 years old	My Physical Education Lesson Inventory (MPELI) (Gibbons, 1995). Knowledge of Olympism (Telama et al. 2002)	Research showed mild effects and positive changes in terms of moral judgement, reasoning, and intentions of moral behaviours (due to the rare frequency of the intervention stimuli – once a week). Better effects of the intervention were noticed among non-sport classes and among girls, also in terms of Olympic knowledge. There was a statistically significant improvement in all studied variables (judgment, reasoning, intentions) of the prosocial behaviours of the pupils involved in the Olympic education programme. There was also a statistically significant – improvement in the level of knowledge about Olympism among pupils involved in the Olympic education programme. The study provides evidence of the effectiveness of Olympic education and its impact on the development of prosocial behaviours and on the level of knowledge about Olympism among adolescents.
Park et al., 2017	To examine the influence of a physical education class (PEC) as an intervention method for aggression, sociality, and stress in children from multicultural families	8 weeks with a regular PEC	N = 50 children (25 boys and 25 girls) aged 11–12	Aggression scale; Sociality Scale (Min, 2005)/ Stress Scale (Kang, 2004).	PEC enhances sociability and reduces aggression and stress levels in children of multicultural families. The results of this study suggest that the 8-week PEC was a key factor in improving and rehabilitating the psychosocial health of multicultural children. In addition, research supports the importance of social networks in maintaining health and reducing acculturation stress. Recreational activities have the potential to increase social involvement and develop friendships. Social, cultural, and physical environmental factors can act as barriers for physical activity. Each of these factors is modifiable with the help of agencies and service providers. In particular, the physical environment and behavioural attributes can be modified for children from multicultural families.
Pérez-Ordás, Pozo, Grao – Cruces, 2020)	To investigate the effects of a Teaching Personal and Social Responsibility programme within PE on aggression and social responsibility	56 lessons for a period of 8 months. Teaching Personal and Social Responsibility model	N = 210 (100 boys, 110 girls), aged 10–12 years	Observation sheer/Physical and Verbal Aggression Scale (Caprara and Pastorelli, 1993)	The intervention programme indicated reduced verbal aggression in girls from the experimental group. Regarding social responsibility, improvements were shown in the intervention group. The implemented TPSR programme has been a useful tool to improve physical and verbal aggression, and social responsibility in primary school students from 'low performing' schools. The programmes implementation allows a systematic progression of the different responsibility levels and leads to spaces for self-reflection in groups. PE is an ideal setting in which students can develop social and emotional skills that can be applied to other life contexts. Physical educators should be aware of students' developmental needs and the practices for developing their social and emotional growth. An emphasis on respect, cooperation and conflict resolution are fundamentals for teaching these important life skills. The construction of affective and empathic social relations is a step forward in the reduction of aggression and the promotion of prosocial behaviours.

Table 2. cont.

Study	Aim/purpose	Design of the programme (duration, teaching style/ method)	Participants (number, sex, age, class)	Instruments/measures	Findings
Koszałka-Silska, Korcz, Wiza (2021)	To analyse the impact of PE based on the Adventure Education (AE) programme on the social com petences of adolescent boys	AE programme	N = 70, 15–16 years boys	Rosenberg's Self-Esteem Scale: Social Competence Questionnaire version for Adolescents	Using the Adventure Education (AE) programme may be recommended as a way of developing social skill competences revealed in situations of social exposure and competences. The results of this study suggest that introducing a 5-month PE curriculum based on the AE programme leads to improvements in a student's performance of social skills necessary for exhibiting assertive and social exposure behaviour. The programme does not influence the abilities related to effective behaviour patterns in close interpersonal relations. Participation in the programme does not improve the students' self-esteem; but comparing the experimental group, it positively influences the stability of this trait, while in the control group it tends to decrease. Using an AE programme is recommended to make the lessons more attractive, so they can be introduced in school conditions with no specialised equipment, access to expensive materials, or the need for a special setting. The study contributes to literature about the potential opportunities that PE classes offer for the social and personal development of young people. The described research has important implications for PE teachers and team sport coaches.
Malinauskas and Malinauskien, 2021	To examine the impact of implementing an innovative Social-Emotional Skills Training Programme in PE classes at youth schools	Social-Emotional Skills Training Programme. 48 sessions during the last 15 minutes of a PE class)	N = 104, 15–18 years old Experimental group (37 boys, 12 girls). Control group (36 boys, 19 girls)	Schutte Self-Report Inventory (Schutte et al., 1998). Social Skills Rating System (Gresham and Elliott, 1990)	The program positively impacted the social-emotional skills of the students. In general, this study provides important cues for investigators wanting to better understand the importance of social-emotional skills training in youth schools. The research has demonstrated that implementing a Social-Emotional Skills Training Programme in physical education classes is a powerful factor that can help to enhance the social-emotional skills of youth school students. The self-reported measures represent limitation of this study. Another potential limitation is that we assigned intact classes to the experimental and the control replication conditions. However, in general, the programme will usually be implemented within regular classes. Finally, the lack of retention and transfer measures of social-emotional skills could represent a limitation.

students' social behaviour, (personal and social responsibility, respecting others, and self-control) [105]. TPSR has also been shown to promote the responsibility of adolescents, who are at-risk of dropping out of school [25]. In addition, it has been shown to improve (decrease) physical and verbal aggression and (increase) social responsibility in preschool students from 'low-performing schools' [79]. Finally, the TPSR model was found to improve the quotidian scholar violence in PE lessons in the short term [87].

The next most common intervention programmes in terms of moral values were the two 'Olympic Education' interventions. They showed a significant improvement in fair play behaviours, classroom support and autonomy, orientation towards play and intrinsic motivation of intervention groups with effects maintained up to two months after the programme concluded [37]. Moral judgment, reasoning, and intentions of moral behaviour among school children were also improved, though mildly, with better effects of the intervention observed among non-sport classes, and especially among girls [32]. Both of the studies provide evidence of the effectiveness of Olympic education and its impact on the development of prosocial behaviours and the level of knowledge regarding the Olympic spirit in adolescents. Fair play behaviours were also improved with team affiliation during PE implementing "Sport Education" programmes. As a result, the number of unacceptable (e.g., harmful) behaviours decreased, and students seemed to comply with class rules and expectations when they participated in activities [100]. Similar results were found by Burgueño and Medina-Casaubón [11], where a "Sport Education" intervention programme improved the level of respect for social conventions, the level of respect for rules, for referees, and for opponents and the level of full commitment, which means that the programme was successful for supporting the four of the five sportsmanship orientation factors among the students.

Furthermore, there were two programmes related to "Adventure Education". The results clearly showed that they enhanced the responsibility of students and improved their ability to work together, while maintaining complex social relationships with one another [5]. Meanwhile, it improved also the students' social skills necessary for exhibiting assertive and social exposure behaviour in the school setting, but not in close interpersonal behaviours [48].

Additionally, the two cooperative learning programmes were found to increase students' cooperative skills and empathy, to decrease their quick-temperedness and their tendency to disrupt and to increase their preference of working in groups [34], as well as to improve students' social competence, such as emotional expressivity, social sensitivity, and interpersonal and communication skills [35].

The 'Responsibility Model' (based on the idea similar to Hellison's TRPA) was also implemented in some of the interventions in order to enhance personal and social responsibility. The results showed the majority of students were successful in developing a greater understanding of personal and social responsibility and became more personally and socially responsible in PE class [33]. The "Social Emotional Skills Training" programme engaged in others also impacted the social-emotional skills of students by providing insights, which can help them to transform their weaknesses into strengths and overcome the challenges they face, thus further improving their social-emotional skills [59].

Finally, it needs to be acknowledged that even a regular PE and Sport class could enhance sociability, reduce aggression and stress levels in children of multicultural families and act as an intervention programme by itself, without any specialised teaching or programme enhancement [76]. But at the same time, we would like to draw the attention to a recurring pattern in many articles, that some intervention programmes were not based on theoretical models. Such a situation makes it difficult to replicate these interventions, even though the results were satisfactory, thanks to methodological and organizational reasons. However – as have been presented above – by taking into consideration a relevant and well accepted theoretical background during the planning of an intervention, the instructor/physical educator has a chance to structure a more effective program, i.e. a program where all students could benefit from it in terms of promoting their social skills/ability and their moral competence stimulated accordingly to their developmental phase. Moreover, it also appears that the vast majority of papers (N = 19) were based on intervention studies focused on youth groups, with only a quarter of the entire pool (N = 5) dedicated to programmes implemented in children. However, those that were conducted indicate they can incorporate mindfulness-based training in an early education curriculum, such as for example the 'Kindness Curriculum' [26], may also result in promoting children's social competence and emotional development.

In summary, most of the interventions reviewed seemed to foster positive changes in behaviours associated with the course of PE. However, the students showed little interest or did not realise the potential of transferring those learned skills to the other contexts [33].

Discussion

The aim of this systematic review was to examine what is currently known from concerning students' development of moral and social competence in terms of different pedagogical interventions' effectiveness among 5 to18 years old children and youths.

Educational interventions used to promote the development of moral and social competence in children and

adolescents, and they seem to be the only educational means to encourage and reinforce such behaviours. Unfortunately, as findings show [68, 103], that such interventions are rarely undertaken – mainly because they require an outlay of additional work from the teaching staff, who are burdened with school-related duties. The other issue concerns the lack of professional training focusing on skills of delivering educational tasks leading to the development of moral competencies [10]. Therefore, it is desired for teachers to have the knowledge and the opportunity to use existing and effective methods and teaching strategies they can apply according to their educational needs.

As our research shows, a significant proportion of intervention programmes implemented during PE classes is based on "Teaching Personal and Social Responsibility" (TPSR) model, developed by Hellison [38, 39, 60]. It was Hellison's [39] idea to develop positive character traits amongst youth. The Teaching Personal and Social Responsibility (TPSR) model was introduced particularly to PE teachers and sport coaches as an alternative pedagogical strategy in practice [38] and the humanistic approach to education. According to Hellison [38], this model improves each individual's sense of worth and dignity through the development of their body and shared experiences with peers and a PE teacher. It seems the model helps PE teachers structure their classes and promote the learning of responsibility behaviour by the students, as well as promoting self-regulatory efficacy [25], producing positive changes in students' perceptions and behaviours regarding sportsmanship [11, 30], reducing their aggressive behaviours (rough play, contacting fouls) [71, 79], and fostering their self-control and self-regulation within PE [13, 25]. This all allows for a systematic progression of the different responsibility levels, and finally leads to self-reflection. However, whether these changes lasted or were implemented in other facets of the students' real life remains to be investigated.

In view of the above, it should be stated that TPSR can be integrated into an existing PE programme and can promote one's actions towards combined dilemmas, life-related dilemmas and sport-related ones. It implies that a more humanistic approach to PE can make an outstanding contribution to the students' socialisation process in the school curriculum and can be one of the useful means for them to enhance their social adjustment behaviour [86]. It can be concluded that through a well-planned PE process further supported by cooperative methods used, one can foster not only physical, but also cognitive, social, and affective skills [12].

The Olympic Education programmes also are often employed as teaching strategies, thank to which a variety of specific activities, such as team sports, entry and closure dialogues, classroom activities and out-of-school activities can be effectively employed [28, 32]. Research confirms [32] the positive impact of such programs on youth prosocial behaviours, which persist even several months after cessation of such interventions [37].

Similarly, the application of "Adventure Education" programs yields positive changes in the realm of relationships and social skills, as indicated by research results [5] following interventions using this method. Adventure education is a highly regarded and prevalent and this approach had currently been employed in various contexts (also in sport context) to facilitate the comprehensive development of children and youth [48]. This is rooted in well-thought-out and methodically planned experiential activities conducted in natural settings. The primary objective of this educational paradigm is to foster participant collaboration while nurturing a wide range of soft skills by exposing learners to both comfortable and challenging conditions. The Adventure education effectively cultivates children's social, mental, cultural, ethical, and physical competencies, contributing to all-inclusive growth process. However, other studies [48] do not confirm previous reports, particularly in the context of students' interpersonal behaviours. In order to enhance personal and social responsibility and social-emotional skills through PE and Sport among youths, the "Responsibility Model" and the 'Social Emotional Skills Training' programmes have also been used [24, 25, 33, 79, 87], turning out to be successful in developing a greater understanding of personal and social responsibility. It is also worth emphasizing that it was found in our research that in some programmes [39] teachers designed their own lessons (accordingly to the current PE/sport curricula) in order to develop moral character and social skills, shifting the power from the teacher to the students and adopting a more reciprocal teaching style, which allows for a better climate of learning and individual progress. Such approach has also improved the patterns of students' moral development, proving that positive changes are feasible even without deviating from the current PE curriculum [68].

It seems that PE/sport-based education could be an optimal pedagogical model for PE instructors to enhance sportsmanship and to promote in high-school students good over bad sport practices, to develop sportsmanship with the ultimate goal to conserve, protect, and enhance sports cultures, and, consequently, to educate students to take active part in a plural and democratic society [54].

Another issue found in the research was the age of the participants (only 5 pre-school and 19 adolescent interventions). The number of intervention programmes designed with pre-schoolers, who require a more kinetic form of participation and activities enhanced with morally/socially demanding tasks, was relatively small. Even at these age groups, however, there were positive changes in the moral and social behaviours of children noticed. The "Preschool Kids' Club" intervention, a programme that included

activities expressing thoughts and feelings through song, dance, art, and puppets, was shown to be effective in promoting young children's social competence [41], indicating that intervention programmes, even for very young children, can enhance their prosocial skills. Similar findings were observed with the 'Early Steps Physical Education Curriculum,' an alternative preschool PE programme incorporating a variety of learning experiences, materials, equipment and learning strategies, despite being implemented in three different European countries [96]. Even lessons that were based on physical activities, such as sensory-motoric games and kinetic theatrical acting in plays during PE showed to have caused positive affect on pre-schoolers' socialisation/social skills by reducing their aggressive and socially insecure behaviour [64, 66]. In addition, the "Social Emotional Prevention Programme," an optional curriculum that included activities targeting the development of social and emotional competencies, helped to develop the pre-schooler's emotional knowledge to increase their social competence and to offer prosocial solutions to possible conflict situations [94]. Overall, the training of these skills relatively early in a lifespan has important consequences on the patterns of individual to societal development levels [53]. However, when taking into consideration studies at such a young age, one should consider that the assessment of the children's social skills is usually based on their teachers/parents' points of view and their ratings may reflect their (teachers/parents) own perceptions, rather than the children's actual behaviour. Nevertheless, the outcomes show that most of such interventions seem to foster positive changes in behaviours associated with the course of PE even if responders are not really aware of transferring those learned skills in broader contexts [33].

Another important aspect of the examined programmes was their duration [87]. In this context Wandzilak, Carroll, and Ansorge [102] demonstrated that a short duration of intervention limits the potential for lasting (long-term) changes in behaviour. In this context it seems that it is better for example to implement TPSR intervention programme for a whole academic year, which will allow teachers more time to develop each level of personal and social responsibility [51, 62], rather than a shorter but more intense form. The similar may be true for programmes enlisting cooperative and traditional games during the PE course for a short period of time as it is in the case in the studies by Goudas and Magotsiou [34], and by Gülay, Mirzeoğlu and Çelebi [35], which allowed for 13 and 24 sessions, respectively. The time allocated may be not enough to see possible effects of cooperative games on social skills and attitudes.

It should also be noted that in general, in terms of fostering moral and social changes, the intervention programmes with less than two sessions per week seemed to be less effective than programmes with more frequent sessions, and it is imperative that they last more than six to eight weeks in order for the improvements in the behaviour to be significant [62]. And most of all an emphasis on respect, cooperation, and conflict resolution are fundamentals for teaching these life skills effectively.

From all of the above, one can infer that the systematic and careful planning of PE and Sport lessons can support students' moral development without deviating strongly from the present curriculum. In addition, methods such as TPSR can be extended to also teach students necessary life skills and promote positive changes in students' social behaviour. Examples of such behaviour are being more supportive of fellow classmates during lessons and promoting a higher frequency of positive comments, contrary to the typical climate in today's classrooms [30]. The evidence from this review also suggests that students' social skills remain underdeveloped, unless teachers implement specific strategies in the curriculum aimed at improving fair play behaviours (for example showing respect to opposing teams and officials, accepting losses without complaining or not gloating in victory). This review also highlights the importance of using special teaching strategies that enhance socio-moral characteristics in students and contribute to the positive effects of fair play in sports [58]. Therefore, if fair play is one of the central teaching themes in PE, then with proper teaching strategies the goal can be accomplished [10, 58]. All the aforementioned behaviours are important not only during the course of PE and Sport, but they are also important skills for students to learn and use in activities outside of the school setting, in everyday life [55].

Some limitations of this study need to be acknowledged. We are aware that the selection of several dozens of articles (N = 24), which were analysed here certainly did not exhaust the topic entirely. Also, it is always difficult to compare outcomes of studies with different designs, time duration and intervention methods, but this is what the reviews are actually about, and our main intention was to draw the reader's attention to the effectiveness and various teaching possibilities that such interventions give in shaping positive behaviours and moral attitudes in the environment of PE and sport among children and adolescents. In future studies, a qualitative approach is also recommended in order to understand the changes in social skills and attitudes of students. It is also recommended that longer periods with more sessions should be used in the future. This would help with exerting more control on the implementation, through periodical lesson reports, as well as investigating more variables that are related to education such as sportsperson ship or responsibility. From this point of view therefore, it would be interesting to review how these kinds of interventions can be applied in 'low performing' schools and with aggression problems, in order to reduce aggression and promote prosocial behaviours.

Furthermore, the objectives of the intervention programmes and the straightforward programme characteristics should be clear for all practitioners in order for the interventions to be effective, while confounding variables, such as gender and the limited sample sizes that may influence the statistical results should also be considered.

Conclusions

Application of socio-moral skill instructions and educational tasks should be added to curricula as a core contents base in PE and Sport, a context designed to facilitate and ideally be suited for it. A theoretical framework and a teaching model that sets socio-moral development as one of its educational goals should also be employed. It seems, from the abovementioned analysis, that in this regard, in PE and Sport context a model-based approach should be adopted. But we can say in other words, that generally, for a better educational effectiveness PE curricula should be organised around pedagogical models rather than a multi activity approach [12]. This stance is in line with the findings of this study, where most intervention programmes examined were based on some theoretical models. The most commonly used model (Hellison's TRPA) appeared to be most effective in terms of social development, while Olympic Education programmes were most effective in stimulating development of moral competence.

There were positive effects of other interventions on social (Adventure education) and moral (Sport education) competence levels reported in the research studies examined, however, they were not based on any theoretical frameworks and thus such programmes may be difficult to replicate or implement in other setting and educational environments. Effectiveness of the intervention programmes depended also on a duration factor – generally, the longer the influence was maintained the more positive changes in social/moral competence levels were observed.

All these new findings and theoretical approaches should direct the attention of the educational authorities, didactic tasks designers and academic researchers towards more comprehensive and combined interventions models should also implement strategies aimed at fostering the development of moral and social competencies during the youth schooling process more effectively and longer lasting.

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