

A Project entitled

***“Action Research: The Effectiveness of the Sport Education Model on Cultivating
Responsibility and Respect for Others in Secondary School”***

Submitted by

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Declaration

I, *LEE Wong Kong* declare that this research / project report represents my own work under the supervision of *principal lecturer, Dr. KAM Wai Keung, Kevin*, and that it has not been submitted previously for examination to any tertiary institution.

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Abstract

Background: The Sport Education Model (SEM) is a teaching method designed to provide authentic sport experiences in PE lesson, unlike traditional teaching that only focuses on skills development. Based on the concept of value education, very few of studies consider it into teaching outcomes with the SEM in Hong Kong and the values of the responsibility and respect for others may have strong relationship to the sport competition when students are participating in different roles, organizing the team, and interacting with teammates. **Research statement:**

The purpose of this action research was conducting a basketball unit in total 6 lessons to investigate the effectiveness of cultivating responsibility and respect for others to secondary students with SEM by collecting both quantitative and qualitative data. **Methods:** During my block practice, a form (or Secondary or Grade 10) 4 class of male students ($n = 40$) were purposely invited from a local secondary school and PE teacher participated in the study with my teaching. Data composed data of student's learning form, teacher's self-review and interviews (total 8 selected students in class, each of 2 from basketball team, the first, middle and last 10 ranking of academic result in PE) collected at the end of the teaching units. **Results:** PE score could not represent the learning of cultivating value of responsibility (weak negative correlation, $r(40) = -.17, p = .283$). There was not a statistically significant difference in the total mark of PSRQ between 4 groups ($F(3, 36) = .271, p = .846$). Both teachers and students

were positively engaging in the lessons with SEM. The development of the responsibility and respect for others found in their satisfied with organizing a competition, including their work with participating roles, respect to teammates and building their team. **Recommendation &**

Conclusion: The Sport Education Model might help to cultivate student's responsibility and respect for others, that enhanced the awareness of social ability and solved some of the current PE problems of passive learning, little collaboration, and empowering students in their learning.

It suggested to apply the Sport Education Model in different sports on cultivating student's value and affective learning outcomes for PE teachers.

Keywords: Sport Education Model, Basketball, Responsibility, Respect for others

1. Introduction

Physical Education (PE) is "education through the physical", which helps to develop student's physical ability, related-sport knowledge as well as value and attitude, then hope to associate with the development of active and healthy lifestyle. In fact, the whole-personal development has been incorporated into many subjects, influencing the objective of school education in Hong Kong (CDC, 2017). Besides that, schools in Hong Kong actively organize various activities and programs to promote value education, which aims to foster the holistic development of students' positive values and attitudes. However, developed by Siedentop, Hastie, and van der Mars in the 1990s (2004), the Sport Education Model (SEM) is leading students to develop competent, literate, and enthusiastic sportspersons, and it offers a unique framework that goes beyond traditional PE lessons. Hence, physical education is consequently concerning more on affective learning outcomes and PE teachers usually claim that students are not only learning the sports skills, but also nurturing the positive values and attitudes for the lifelong and life-wide learning. As a result, the SEM has a great potential to promote value education and improve the quality of teaching PE in Hong Kong. Evidence of such learning has rarely been evident. There are very few of studies applying the SEM teaching in Hong Kong, where is very different from the Western countries. Due to the shorts teaching times of a PE lesson in Hong

Kong, there are some limitations to the PE teachers consider the SEM teaching. Strategies to further promote the value education in PE curriculum are required.

1.1 The Sport Education Model (SEM)

In Hong Kong, the Sport Education Model (SEM) has gained recognition as an innovative approach to physical education (PE). This model aims to provide students with an authentic sport experience in schools, fostering their physical, social, and cognitive development (Siedentop, 1994). One of the key concepts of the SEM is the use of team, which need students to take various roles for a teaching season in the sports. Hence, under the SEM teaching, there were some significant improvements for students' affective learning domain, including sportsmanship, social needs, friendship as well as goals (Méndez et al., 2015). The student's enjoyment and engagement in PE lesson was improved (Romar et al., 2016). Self-made materials emphasized the positive impact on self-determined behaviors in PE (Cuevas et al., 2016). SEM also provided chance to develop social skills and increased students' motivation in learning PE (Hastie et al., 2013). However, the evidence of SEM is being a significant role of cultivating various value and attitude for students. This not only encourages students to develop sports skills and social skills in PE, but also promotes a sense of belonging and respect for others with their roles during the teaching season.

1.2 Value Education

In today's society, fostering students' proper values and attitudes is one of the important elements of whole-person education. According to Education Bureau in Hong Kong (2023), there are total twelve priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety". However, this study is only focus on "Responsibility" and "Respect for Others" because they are greatest relationship with the SEM teaching. By immersing students in a season-long sporting experience, this model provides the complete cycle of training, competition, and reflection, and students are given opportunities to take different roles during the learning period. Hence, when students work together or in the competition, they are learning the cooperation skills with respect for other, as well as having responsible to their individual work and team performance. Therefore, this research endeavors to explore the effectiveness of the Sport Education Model in cultivating responsibility and respect for others among secondary school students, and to promote the value education with SEM teaching for the PE teacher.

2. Methodology

2.1 Research design

This action research was to investigate the effectiveness of the Sport Education Model on cultivating student's responsibility and respect for others in local secondary school (Hong Kong Taoist Association The Yuen Yuen Institute No. 2 Secondary School). The application of the action research cycle (figure 1) was developed for experiential learning and mainly focusing on 4 stages: planning, acting, observing, and reflecting (Kolb, 1984). The current study included four action research cycles. The first cycle involved committee forming and individual skills training in lesson 1. The second cycle primarily focused on team training of the students in lesson 2. The third cycle mainly focused on organizing the opening ceremony and the preliminary competition in lesson 3 & 4. The last cycle in lesson 5 & 6 involved the remaining competition and the closing ceremony. For each cycle, the project investigator evaluated the students' performance based on the action research cycle model. Mixed method approach has utilized for building the complementary strengths of both qualitative and quantitative methods (Creswell and Plano Clark, 2017). It was answering my research questions and completing the data analysis, made the quantitative results more understandable on student's behavior and had broader discussion on small sample from qualitative findings.

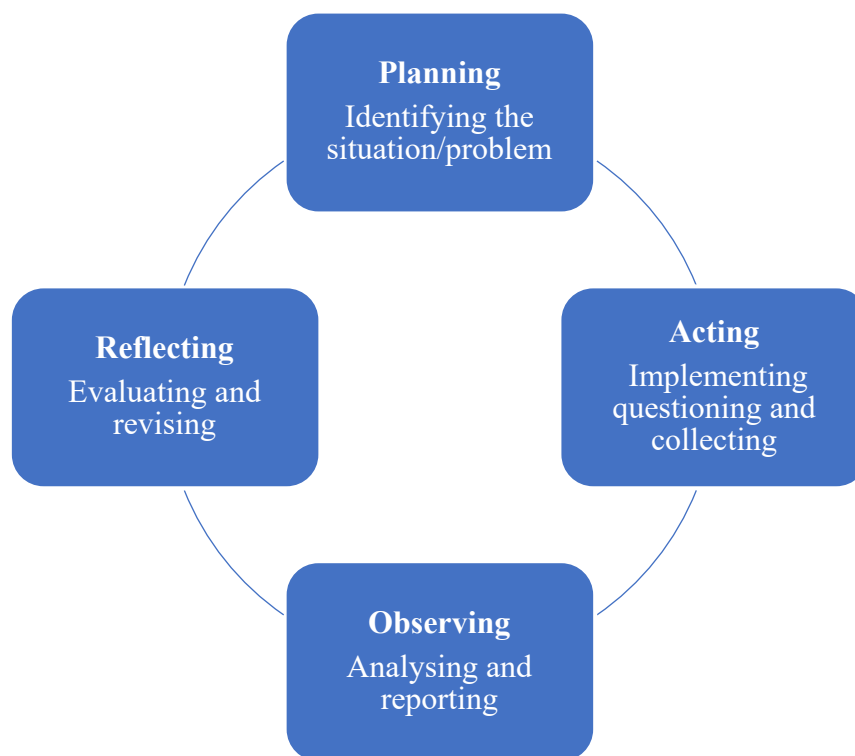


Figure 1. Action Research Plan Cycle

2.2 Participant and Setting

A F.4 class of 40 male students in a local secondary school participated, conducting a basketball unit to organize a 3 on 3 competition in total 6 lesson (2 single unit; 2 double unit) for a season via the Sport Education Model. The F.4 class was purposely selected because the age from 16 to 18 were the most effective learning of applying SEM in teaching with previous research, and the study conducted in my block practice in October to November 2023. Class met per every week and total 330 min teaching time (55 min/lesson). The study was creating a short period of

a season with SEM teaching. In order to have a better process on the teaching and learning with the curriculum from the school, this SEM season was divided by 3 stages with single and double unit in only 4 weeks, solving the time problem and considering some possible limitations on the implementing (Table 1). In different stages, there were some possible limitations that might affect the teaching and learning. Hence, some strategies on table 1 were planned before the lesson for designing an effective teaching plan.

In addition, students were divided by 8 groups with their potential ability and levels to reduce difference of ability, and each of 5 students into the team provided different roles, including coach, players, score keeper, referee, commentator, and committee (Table 2). When four groups were in the match, the remaining groups were taking up the other work to hold the competition, and thus, all players could take different duties for the competition. The mixed competition system was suggested to my students' committee so as to enhance the chance of competition for students. Hence, there were two phases and 10 min for a match, phase 1: the total 8 groups was divided by 2 small group to conduct a single round-robin competition; phase 2: all group conducted an elimination competition, both 1st and 2nd group in phase 1 could place in a favorable line, while the remaining group still could play to strive for advance to the final.

Table 1: 3 stages, possible limitation and strategies

Content	Limitation/Consideration	Strategies
Stage 1: two single lessons planning for teaching, preparing the team and organizing the competition	- The influence of teaching the basketball unit and teaching the other unit in a double unit with the school curriculum	- teaching the basketball unit first then the other unit, to reduce the learning affect
Stage 2: a double unit, first part for team training and preparing the competition; second part for starting the competition, the opening ceremony, and the preliminary.	- Students may focus on their training and competition, and thinking that the opening ceremony is not necessary - Some students may not understand the flow of competition	- arrange the sufficient time for explaining the competition by our committee - A competition notes will be given for all players
Stage 3: a double unit, conducting the competition (ranking round and final), festivity and closing ceremony	- Some students may not focus on the competition, especially the lose team. - Too little number of team may cause the rest problem for the players	- The competition schedule will plan a ranking round, and different competition roles can assign students for help - Arrange the rest time for the players, and having warm up section

Table 2: Student's working roles

Role	Responsibility range
Coach	Arranging team training, and team tactics in competition
Player	Striving for the good result with the team, respect to the teammates, the rules, and the referee
Score keeper	Mark the data for the players, including shooting score
Referee	Responsible for refereeing (rules) in competition
Commentator	Announce the situation and the result during the competition, enhancing the competition atmosphere
Committee	Organizing the competition (Schedules, Medals, Ceremonies)

2.3 Experimental Procedures

A basketball unit planned with different learning contents, including basic individual skill, simple team tactics, the important of organizing competition, team training, 3 on 3 competition as well as the basic rule of basketball. Due to the short period design for this season with SEM teaching (Table 3), teachers might need more help than the normal SEM teaching from the previous research. Teacher, as a consultant, was providing some suitable guidance and information for students, but the practical work should empower to them.

Table 3: Detail of processing the plan

Lesson	Work arrangement (Non-class time)	Content in lesson
1	Organizing a committee, discuss the detail of competition, and ready awards and assign the roles of each team	Individual skills + team grouping + briefing of holding 3 on 3 competition
2	Confirmed the schedule of competition and basic rules	Team tactics + Team training 1
*3	Reviewing on the work and competition + team preparation	Team training 2 + ready for competition
*4		Opening ceremony + the preliminary of 3 on 3 competition
*5	Reviewing on the work and competition	The second round of competition
*6		The ranking round + awards ceremony + closing ceremony

*Remark: Double unit for lesson 3-4 and 5-6

2.4 Measurement

For the data collection, by examined from the Watson et al. (2003), a personal and social responsibility questionnaire (PSRQ) was validity and reliable for assessing students' personal and social responsibility in physical education. A student's learning form (figure 3) developed with the PSRQ for collecting quantitative data of measuring students' responsibility and analyzing the statistic by SPSS. The form translated to chinese language with a validity

instruments. Inductive content analysis (Elo & Kyngäs, 2008) applied to qualitative data, building different theme and describing the phenomenon from the teacher's self-review and interview with students.

2.4.1 Student's learning form

All students completed the form and answer total 14 items with 1-5 scales (1- strongly disagree, 2- disagree, 3- no opinion, 4-agree, 5-strongly agree). Item 1-13 are positive and only item 14 "I do not make any goals" in the PSRQ is worded negatively, which revised to positive data during the analysis. The total mark was sum of the 14 items to 100%, and higher mark could determine the positive effect on students' learning outcome of responsibility. The analysis compared with the students' PE score and the total mark of this form with SPSS.

Items (levels of responsibility)	1	2	3	4	5
1. I respect others (Respect)					
2. I respect my teacher(s) (Respect)					
3. I help others (Caring and Helping)					
4. I encourage others (Caring and Helping)					
5. I am kind to others (Caring and Helping)					
6. I control my temper (Respect)					
7. I am helpful to others (Caring and Helping)					
8. I participate in all of the activities (Effort)					
9. I try hard (Effort)					
10. I set goals for myself (self-direction)					
11. I try hard even if I do not like the activity (Effort)					
12. I want to improve (self-direction)					
13. I give a good effort (Effort)					
14. I do not make any goals (self-direction)					

Figure 3. Sample of student's learning form

2.4.2 Interview

Only 8 students were invited for the interviews because their comment could provide the sufficient information for the study result. They were purposely invited from a stratified sample with 4 types of students ("basketball school team", the academic result in PE of "the first 10 ranking", "the middle 10 ranking" and "the last 10 ranking"). Each of 2 students collected different outcomes as they had different learning ability from the 4 mentioned selection criteria.

The different level of students in physical education might have different experience and learning outcomes (Silverman, 2011), and thus, the individual interviews on these 8 students

were worth to discuss for getting a broader analysis. The 15 min of each interview was suitable because this duration time could help to collect all necessary information and maintain students' concentration. Open-ended investigative questions designed for the interview questions and focused on experiences relative to the features of the SEM (Siedentop, 1994). Major questions were including their feel about SEM teaching, the satisfaction of their experience, critical experiences encountered, the major difference with their previous lessons and their thought of main learning outcomes.

2.4.3 Teacher's self-review

Reflection impacted the teacher's practice positively on understanding unforeseen events, developing knowledge for action, making decisions, and reconstructing teachers' belief systems (Jung, 2012). Teacher could take a reflection with the action research cycles in total 4 times based on the implementation of the basketball unit with the Sport Education Model, and thus, taking a deep analysis from the original teacher comments on the student's activeness and completeness to their different roles' performance, student's responding through communication, and observation their behaviors of sport manner in the competition.

3. Results

3.1 Personal and Social Responsibility Questionnaire (PSRQ)

The comparison of the students' PE score and the total mark of the students learning form (PSRQ) was the analysis by SPSS. The total mark of the form was converted into 100% same as the PE score. Table 4 on the simple correlation test shows the results, it was found a weak negative correlation between the PE score and total mark of the form, $r(40) = -.17, p = .283$. The data shows that the PE score could not represent the learning of cultivating value of responsibility, and thus, the result of this research was more valuable to examine different learning ability of students in PE of cultivating their responsibility with SEM.

Correlations			
		PE_score	total_mark
PE_score	Pearson Correlation	1	-.174
	Sig. (2-tailed)		.283
	N	40	40
total_mark	Pearson Correlation	-.174	1
	Sig. (2-tailed)	.283	
	N	40	40

Table 4: The Correlations of the PE Score and Total Mark of the PSRQ

From table 5 and 6, the students' PE score ($n = 40$) was divided by 4 groups from high score to low score (Group 1 - 4) by quartiles. The first quartile ($Q1$) = 66.25 marks, the third quartile

(Q3) = 79.5 marks and the median is 75 marks. Hence, in group 1, there were total 10 students, who scored higher than Q3 (79.5). In group 2, there were total 5 students, who scored higher than the median (75) and lower than Q3 (79.5). In group 3, there were total 15 students, who scored higher than the Q1 (66.25) and lower than the median (75). In group 4, there were total 10 students, who scored lower than Q1 (66.25). Table 7 contains the perceptions of the total mark of PSRQ in 4 groups with details, in the group 1 ($M = 82.14$, $SD = 14.34$), in group 2 ($M = 83.43$, $SD = 14.38$), in group 3 ($M = 85.33$, $SD = 12.78$), in group 4 ($M = 87.29$, $SD = 12.89$).

This results showed the high responsibility marks of 4 groups of mean. It expressed high significant level of cultivating responsibility to 4 groups students, and showed the sense of cultivating responsibility was positive. Hence, table 8 and 9 showed the comparison of the different groups of students' PE score and the total mark of PSRQ by the one-way ANOVA, the hypothesis ($p > .05$), that the variances were equal among groups, cannot be rejected. It revealed that there was not a statistically significant difference in the total mark of PSRQ between 4 groups ($F(3, 36) = .271$, $p = .846$). As a result, 4 groups of students were positively cultivating responsibility with SEM, and the result of the group in lower marks of PE score could be same as the group in higher marks of PE score, which means the SEM teaching were effective to cultivate responsibility to different learning ability of students.

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
PE_score	40	100.0%	0	0.0%	40	100.0%

Table 5: The students' PE score

		Percentiles		
		25	50	75
Weighted Average (Definition 1)	PE_score	66.25	75.00	79.50
Tukey's Hinges	PE_score	66.50	75.00	79.00

Table 6: Grouping by quartiles

Descriptives								
total_mark								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	10	82.1429	14.33721	4.53382	71.8866	92.3991	57.14	100.00
2	5	83.4286	14.37827	6.43016	65.5756	101.2816	68.57	100.00
3	15	85.3333	12.78285	3.30052	78.2544	92.4122	60.00	100.00
4	10	87.2857	12.89149	4.07665	78.0637	96.5077	61.43	100.00
Total	40	84.7857	13.01511	2.05787	80.6233	88.9481	57.14	100.00

Table 7: Descriptive analysis of the Total Mark of the PSRQ in 4 groups

Tests of Homogeneity of Variances						
		Levene Statistic	df1	df2	Sig.	
total_mark	Based on Mean	.272	3	36	.846	
	Based on Median	.182	3	36	.908	
	Based on Median and with adjusted df	.182	3	31.961	.908	
	Based on trimmed mean	.312	3	36	.817	

Table 8: Comparison of the students' PE score and the total mark of PSRQ

ANOVA					
total_mark	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	146.054	3	48.685	.271	.846
Within Groups	6460.272	36	179.452		
Total	6606.327	39			

Tabel 9: Results of the students' PE score and the total mark of PSRQ

3.2 Analysis of Interview & Teacher Self-Review

A form 4 students (n = 40) participated a basketball unit, total 6 lessons with SEM. 8 students with different learning ability in PE participated in the interview, and each of 2 samples in the “basketball school team”, the academic result in PE of “the first 10 ranking”, “the middle 10 ranking” and “the last 10 ranking” were purposely selected with the pseudonyms of A1, A2, B1, B2, C1, C2, D1, D2 respectively. A total of 8 open-ended questions identified as Q1 to Q8, were responded by the students for analysis, which was focusing on their feeling and learning experience in the lesson with SEM, personal role and group work, as well as respect for others.

The teacher self-review was a part of reflection including the researcher (student-teacher) and an experienced PE teacher, who was teaching this form 4 class. The researcher was in charge of this project from design, organization and execution, and thus, it was the large part of the

self-review that was recorded from planning the lesson to teaching the students by the researcher. The other part of the self-review was the comparison of students' learning between the daily PE lesson and the SEM lesson through the observation from the original PE teacher, who was the most understanding of these sample students. The interview with the PE teacher was also recorded for analysis.

Based on the mentioned action research cycle (Kolb, 1984), the researcher was applied 4 times of the cycles from lesson 1 to lesson 6 for reflection. In each cycle, the reflection was recorded about the implementation of the basketball unit with the SEM to different parts, included committee forming and individual skills training in lesson1, team training in lesson 2, organizing the opening ceremony and the preliminary competition in lesson 3 & 4, as well as the remaining competition and the closing ceremony in lesson 5 & 6. Students was grouping and taking different role and duties to organize the 3 on 3 basketball competition, and they experienced on an authentic learning environment to listen, to communicate, to work, to discuss, to make decision and to solve the problem together. Teacher was the consultant to guide and to provide information for the committee and the team leader, implemented SEM to engage all students in learning and to cultivate their responsibility and respect for others. Through inductive analysis and constant comparison, the following themes were identified:

3.2.1 Theme 1: Cultivating Students' Responsibility with SEM

Most of the students were more enjoyable and showed high motivation under the SEM teaching in the lesson. They were provided more opportunities of participation when organized into the committee and the team. By taking different roles for holding the competition, they understood what they had to do, encouraged to cooperate with their teammates, and developed the sense of responsibility towards their roles of duties to the team. Students' engagement highly in the lesson reflected positive learning environment with different learning ability of students, and thus, their performance showed the cultivation of personal responsibility was not affected with different learning ability in PE. D2 described his experience in the interview positively, "although I am not good at playing basketball, I focused on my role of duties for helping my team. I found that learning PE was not only about the skills, but also planning and organizing the activities. This lesson seemed to teach me how to work with teammates, that was enhancing my social skills and cultivating different positive value." D1 recalled a similar experience, he commented,

"I didn't like PE because I didn't have talent of learning the sports skills. I felt the pressure when playing team sports. I was afraid that my performance may affect my teammates. However, this time of basketball lesson seemed to

provide a supportive and inclusive environment because I found my ways to learn and to contribute. This lesson allowed me to be a helper, instead of being a basketball player. I enjoyed helping teacher and my classmates because I was good at management work and learnt to hold the competition this time. I believed that this type of lesson could teach me for other important aspects of a sport, and I was developing my responsibility for my role that felt comfortable for me." (D1)

B1' experience was positive and expressing different perspectives that,

"The lesson was very fun and challenged because it was a competitive with a season. I was full of expectation every week because I set my learning goal with my team. It taught me the importance of teamwork and we should work together with a same goal. Hence, Every teammates should take responsible of their own role of duties for the team success. Although we sometimes argued with different idea, we were willing to discuss and to take our action to solve the problem. I believed that it was our responsibility as a team." (B1)

A2, as a player of basketball team, also experienced different, he commented that,

“This lesson was not challenging to me because I was familiar to the basketball.

I understood that the win or lose was not the important in this lesson. I hoped that my classmates could experience the basketball competition and enjoyed.

Hence, I was willing to be their leader, providing the chance to them in the competition and teaching them how to do when facing different situation. I was also being a referee for the competition. This lesson taught me how to be a leader and my responsible for leading my team and helping the management of competition.” (A2)

C2 echoed similar experience on D1, B1 and A2, “he thought that it was a great experience on learning basketball with playing different roles. It was rewarding, not only learning the individual or team skills, but also learning to become more responsible, improving my social skills through planning and organizing the competition with teammates.”

In the interview, they were able to tell what roles were being, and they understood their responsible for what duties. A mark (1-5 marks) also was given by themselves in order to make a quick self-review on their sense of awareness of responsibility. Their mark by themselves

were shown below, A1 (4 marks), A2 (4.5 marks), B1 (4 marks), B2 (3.5 marks), C1 (4.5 marks), C2 (5 marks), D1 (5 marks) and D2 (4 marks). They explained their highly rated about their self-review, complementary remarks as “I was actively helping teacher to hold the competition.”, “I was a referee, making a judge of player’ behavior and managing the player to ready for conducting competition.”, “I was responsible for scoring and recording results.” and “although I didn’t join the competition, I tried my best to help teacher.” were recorded.

From the teacher self-review, some similar outcomes were found same as students’ expression.

By the 4 times reflection cycle, at first, some of students felt excited and some students didn’t have any response from their facial expression when they were informed to organize a basketball competition. After the first lesson, they were very passive to form a team, or to be a member of committee. In addition, I tried to explain more roles and duties in the second lesson. They started to work and to form the team, as well as having team name. After that, most of the students were highly engagement to the training lesson, and to plan the details for competition after the lesson. Hence, it recoded “ SEM teaching can motivate students to learn, develop self-awareness and sense of responsibility when working towards their team.” Students committed to their role of duties for holding the competition successfully and they strongly showed their

sense of responsibility. The experienced PE teacher commented that students were actively participation higher than the previous daily lesson. They were not only focus on learning and training in basketball skill, but also cooperating and communicating to their teammates. They showed their self-discipline and concentrated on managing the competition because sometimes, they could make decision and solving the problem by themselves. It showed students tried to be professional on their responsible roles and duties.

Both teachers and students found that SEM teaching provided opportunity to students taking on different roles, they had responsibility to cope with different problem and to manage their team and to arrange the competition, so they also learnt valuable life skills such as, leadership, communication, and problem-solving. Therefore, it was positive, SEM teaching was possible helping students to cultivate a sense of responsibility.

3.2.2 Theme 2: Cultivating Students' Respect for Others with SEM

In the interview, students claimed that collaborative teamwork and proper manner in the competition were the most feeling respect from each other's. A1 recalled in his experience by commenting that, "I was a leader to my team, learned to appreciate my teammates' contribution,

and I was happy to understand their strength and weakness. B2 shared similar idea, “I faced challenges with my teammates in the training and competition, we started to understand supporting and treating each other’s with positive attitude, foresting a sense of appreciation for developing a best team.” Others also related their respectful experience to the skill training and competition. C1 commented “although I was not good at playing basketball in training, I enjoyed the lesson and learned skills with my teammates happily. One of the important reasons was understanding to my teammates and accepting each other’s, ability, which fostering our cooperation skills and learning to respect for others.” D2 said that “when being a helper, I felt respected to express my opinion. We also accepted everyone mistakes at work and had good communication to ready the information of competition. B1 commented that, “as being a referee, most of the students performed a polite response with proper manner when I pointed out their violation”.

When being asked to explain more experience of respect for others, most of the students mentioned “fair play”, “attitude” and “sportsmanship” on their experience of involving skills training and basketball competition. They realized and emphasized that the SEM lesson taught them how to respect for others, teammates and opponents were adherence to rules for

maintaining fairness, had a positive attitude and behavior, as well as showed respecting others' abilities and decisions. They also felt being respect when demonstrating appropriate etiquette and sportsmanship. In the interview, D1 said "I learnt respect to the team leader, coaches ,and players, that fostering an effective communication for managing the competition." B2 commented "I was happy and enjoyed the competition when teammates and opponents had sportsmanship." A2 also commented similar experience that, "my attitude was positive and I was respecting for the rules, and understanding others' behavior." With the feeling of being respect, B1 recalled that "I and my teammates were having fun with the opponents in the competition, we might "high-five", not only for scoring with teammates, but also respecting to opponents." C2 said " Everyone, including coaches, teammates, opponents and other students said a lot of words of positive and encouragement, I felt great that I have never experienced such sensation in my PE lessons before"

In the teacher self-review, he recorded that students were learning how to respect from their interaction and communication, including how to share their thought for the arrangement of competition, their attitude on the competition. He observed that, students were more understanding to each other's, and they could show their respect for trying, accepting, as well

as cooperating. More importantly, he found that students began to control their emotions, and started to understand respect for other efforts and value of my teammates and opponents no matter what ability they were.

With the comments of the SEM lesson from the experienced PE teacher, his interview was supporting to the mentioned view, he said that “students had never performed these positive attitude and behavior in the PE lesson before. They were highly engagement to their roles in the SEM lesson, so they performed as professional as for the competition.” In his recorded, students were showing respect of etiquette before and after the competition. They could respect on the rules and the judges of referee with polite interaction. They showed their sportsmanship in the competition, and they had positive attitude to communicate and to cooperate with everyone. From his observed on the student’s problem solving, he commented that, “students showed a respectful and proper manner to solve the conflict, and they seemed learning to maintain respect for others' through teamwork and communication.”

Through the SEM teaching in the lesson, students were cultivating respect for others when they had to communicate and cooperate with others. They were learning to be a positive, supportive and respectful student, as they experienced the real situation of arrangement and competition. That means students needed to understand respect for others, fostering an effective communication and positive relationship with others. More importantly, the competition was helping them to cultivate the value of respect for others, as they could learn the sportsmanship, fair play as well as positive attitude with their respect for others during their work and competition.

3.2.3 Theme 3: Students' Feeling on Experiencing the Sport Education Model compared to the Daily PE lesson Before

Before this teaching of the Sport Education Model lesson, these students were first time to experience it. In the interview, students were asked what they learnt and felt as experiencing on the SEM lesson. Most of them felt excited that they had to organize a basketball competition, which empowered them to form a team, to develop a committee, to arrange the details of competition included opening, festivity and closing ceremony. Some claimed that they had learnt “collaboration and teamwork”, “leadership” as well as “problem-solving”. They also

commented that, “the lesson encourages us to participate, and we were more engagement when dividing in the team with being different roles. A1 recalled his learning experience that,

“I had tried to be a leader, helping my teammates to perform the skills in competition, and helping to organizing the basketball competition. It was because some students who were the member of committee, might not understand to arrange a real situation of competition. I was happy that everyone would listen to me, and our team had goals in the competition. It was glad that all of us were taking the responsible to learn and to arrange a remarkable basketball competition in class.” (A1)

A2 shared his similar experience that, “my learning in the lesson was more enjoyable and motivating although the lesson was not challenging to me. I had learnt to support my teammates, leading them to perform different form of attack and defense in 3 vs 3 basketball competition. I enjoyed developing my team and I had my responsibility to my role of being a leader. I also tried to understand my teammates’ ability, everyone learnt to cooperate and to accept and to respect each other’s.” (A2)

When being asked more comparison to daily lessons, D1 commented that “Although this lesson was challenging to me, I could find my role in learning PE. Unlike the daily PE lessons that usually focused on skills learning, I learnt a lot of knowledge related to basketball.” D2 also said that “I had learnt not only the basketball skills, but also the life skills, including communication skills, problem solving, and self-decision. Apart from this, different responsibility of role was given to us, it was cultivating a positive attitude to work as a team in a realistic sports experience. The mentioned learning outcome was not easy to find in daily lesson, as I was lower motivation on it.” C2 shared that “In this lesson, I was happy and more engagement than the daily lesson. I could feel that everyone was work as a goal, and we enjoyed paying effort on organizing a competition. I had my role to help my team and I could feel that my help was being accept, recognize and respect.” B1 claimed that “the daily lesson was boring, and skills focused. Due to the ability difference, not all students could play together. However, this lesson was grouping with different ability of students, and we had our team with one goal. Although everyone wanted to win in competition, we found that the most valuable learning was in our communication and teamwork. B2 and C1 concerned on collaboration with teammates, they claim that “the collaboration learning in this lesson was different from the daily lesson. Most of the work and roles were empowered to us, and we could discuss and make decision on it. In the whole learning season, we had a responsible to work with different, and kept closely

with teammates to process different information. The learning was far away from our thought that we had learnt different life skills and value from this lesson.” As a result, from the interview recorded, most students enjoyed this SEM lesson, and comment that “I like this lesson, and hope to organize another competition.”

In the teacher self-review, SEM lesson was a valuable teaching to provide a real situation for students. It significantly increased student’s participant in PE through their roles and responsibilities within their team. Apart from the skills learning, students were able to develop teamwork and collaboration, and they started to learn the effective communication, supporting to others, as well as problem solving with their team. The SEM also provided the opportunity to students, experiencing the learning difference. Students had learnt to understand their teammates’ ability and cooperate to each other’s. More important, they were cultivating of the responsibility and respect for others in their satisfied roles and duties, including organizing a competition, their work with participating, respect to teammates and building their team.

4. Discussion & Limitation

The main purpose of this study was to implement the Sport Education Model on secondary 4 students, to assess the effectiveness of cultivating their responsibility and respect for others.

Results of this study indicated that the sense of responsibility and respect for others from students was improved. Hence, based on the action research cycle, it was worth to discuss the process of this SEM teaching with the result of the data, to find the significant influence of the SEM on students, as well as the limitation of this study.

From the first of action research cycle in lesson 1, the starting of SEM teaching involved committee forming and individual skills training. This stage was setting the foundation for the successful implementation of the model. From the beginning of the lesson, students were inactive to be the member of the committee, and they only formed their team for the lesson as well as the competition. Due to the time problem, teacher kept going to teach the individual skills in the first lesson. By focusing on individual skill development, students could practice the skills, which they have learnt before. This also helped students to improve their personal ability, and to enhance their confidence of playing basketball. As a result, students were performed actively to the learning of the individual skills, and they showed their passion and enjoyment to the first basketball lesson. However, for the next target of this lesson, only one or

two students would like to be the one of the committees. They hoped that they could help and learn to organize this event. Hence, before to end the first lesson, teachers just announced and recruited committee member again to all students. By facing the problem of forming the committee, teachers utilized the other time (recess time or lunch time) to prepare the committee. They were grouping finally and starting to prepare the competition information through the WhatsApp, as the main communication method.

To make a short reflection to this part, mainly focused on the problem of committee forming, it was too much freedom to choose for students at the beginning. The difference of grouping affected the learning motivation and emotional to students (Chu et. al, 2022). That means, apart from the grouping with different learning ability, teachers should think about how the grouping was more effective to the team working. For example, if students were grouping in different team, they should discuss their main roles for the team, and even selected a committee member to represent their team. It might be one of the effective ways to form the committee in the short time. More importantly, students might be affected to each other's, and more students were possible to join or to help the working with committee.

Overall, the first stage was an important base for the successful implementation to the SEM teaching. Teachers should prepare different methods to help students, not only grouping for the learning and competition, but also dividing students' role for the whole working plan to SEM. By laying this strong foundation clearly to students, it was better preparing for the next stages of the SEM lesson, leading to a more meaningful and engaging experience.

As for the second of action research cycle in lesson 2, the focus was on team training. This stage was crucial as it was developing students' teamwork and collaboration skills while preparing their team. Hence, teachers designed 2 common forms of defenses and attacks for students to learn, so they divided their roles in the team to practice the form of defenses and attacks. For example, a student-coach led their teammates to show the form of defenses while they were communicating and cooperating to each other's. However, teaching was not always smooth with one way. Teachers should prepare diversity teaching methods to demonstrate for students, in order to motivate them to practice (Romar et al., 2016). Due to low ability in basketball skills, some groups of students were not able to lead the training. Hence, teachers should guide them with only few steps, that might help students easier to understand the training. Besides that, teachers could also show the team training before the class to students, so they could have time to understand what they were going to learn. More importantly, making

a tip card was helping students to teach by themselves. Teachers should prepare how to teach and to manage different group at the same time, as they were different learning ability.

As a result, students in this stage were learning to develop their team. In the team training, they learnt to understand each other's strengths, support to other, and take responsible to their team, as they work together towards their goal. The lesson also provided an opportunity to students learn from their mistakes, work together to overcome challenges, as well as require them to problem-solving and decision-making during the team training. Although the lesson might have various learning outcomes, the key of helping students to nurture those sense of ability was influenced by teaching from teachers. Some teaching strategies were suggested, but more effective teaching method with SEM was worth to explore from the further research.

The third of action research cycle in lesson 3 & 4, focusing on organizing the opening ceremony and the preliminary competition. This stage was playing a significant role of enhancing students' engagement to the start of basketball competition, that also aimed to develop students' sense of community, required to nurture their responsibility with the team and hold the competition, as well as to show their respectful with the positive sports manner during the competition.

According to the research from MacPhail (2004), he indicated that Sport Education Model had

benefits to students develop sense of team affiliation through their participation. Hence, due to create a meaningful and authentic sports experience with students, teachers were important to guide them to prepare the competition, including how to conduct the opening ceremony, the effective working with the committee, as well as the arrangement of the competition venue.

About the refection of this part, teachers prepared the information board for the competition, mainly in the recess time with the committee. It was an important element, not only showing all the information for players, but also enhancing the authentic feeling of the competition environment. Besides that, the briefing with the committee was necessary before the lesson 3 because it improved the rundown of competition, and helped students to clear all the questions.

However, it was worth to discuss more between the plan of rundown and the operation at that time. Due to the short period of the SEM research, the time management was quite important.

Although it planed some rest time during the competition, the tight of competition schedule was not allowing to the original plan. Hence, some immediate actions might also prepare from the teachers and committee. The schedule of competition was allowing students to rest before the next competition, so teachers needed always reminded students to drink water and to rest.

Moreover, there were some both predictable and unpredictable situation during the competition, including team problem, problem on the judge, injury and so on. Hence, teachers was important

to lead the students on learning from SEM lesson, that means not only for enjoy the competition, but also promoting mutual support, creating a supportive learning environment, as well as a sense of positive competition and encouraging fair play. Teachers needed to bring out the problem and discussed with students how to do that and think that. Therefore, teachers were important to start, to lead and to guide students organizing the opening ceremony and the preliminary competition, helping students to showcase their talents, promoting a sense of responsibility, respect for others, belonging during the competition.

The last of action research cycle in lesson 5 and 6, this stage was the culmination of the sports season, as it was focusing on the remaining competition, festivity, and the closing ceremony. It provided a platform for students to showcase their learning of organizing competition and developing their team. Nurturing students' sense of responsibility and respect for others in a supportive and inclusive environment, as students were learning from challenge themselves, work collaboratively with their teammates and demonstrate sportsmanship in the remaining competition. More important, teachers should provide an opportunity to students for self-reflection, and sharing valuable feedback to each other's. This reflective process is an integral part of the Sport Education Model, as it encourages students to self-learning and teachers to improve teaching. Besides that, the closing ceremony with festivity was necessary because it

was the platform to celebrate their achievements and efforts. Different competition awards were created, including champion, 1st runner up and 2nd runner up for the team, and individual awards about best shooting, best responsibility, and best respect for only one member in the team. It was important to teach students expressing their gratitude towards teammates, coaches, and teachers during the closing ceremony.

However, from implementing to this stage that time, some students might think that the closing ceremony was not important because they only focused on the learning of competition. Hence, apart from giving awards, teachers could ask more question, in order to stimulate students' thinking of their whole experience. Preparing a reflective note for every student to write down their learning experience about SEM. It reinforced their thought of developing their team, encouraging cooperation, as well as sense of responsibility and respect for others.

The limitation of this study concerns involving only one local school with 40 males secondary 4 students and thus hinders its generalization that cannot present for all school and country. As this was a small sample size and short-term study (6 lesson in 4 week), it suggested the future research could consider expanding the sample size, conducting long-term studies, and exploring

others impact from different sports. On the whole, this research was worth to review a short SEM teaching, that might explore more outcome from the short time of SEM.

5. Recommendation & Conclusion

Based on the mentioned findings and analysis from this research, the following recommendations are proposed for the improvement of the future study: 1) using IT with SEM in PE lesson, aims to enhance learning and teaching effectiveness. E-learning can attract to learn for enhancing students' motivation at first, and it is convenient to update SEM information for all students. More importantly, associating with the learning targets in the 21st century, students should equip the skills of using technology. 2) Closely communicating with team leaders who helps teachers to deliver the important message to all students. Different roles in organizing a competition are significant to affect each other's, so it is important to make sure every student can receive the message from the team leader, instead of only from teachers. At that same time, these roles provide students with opportunities to take responsibility and make decisions. 3) Make good use of time that not in the lesson is necessary as the lesson time is not enough to prepare all the information. It is a common problem in the SEM and usually take the recess time, lunch time or after school to arrange the competition information with the students. 4) the competition atmosphere is also one of important elements to develop with students. The

commentator can help to create, that help students to be more engagement in the lesson. Besides that, the choose of team name, slogan and even supporting tools are helping to create an engaging atmosphere, as well as developing the sense of belonging to the team. 5) Reflection and feedback are playing a significant role of allowing students to assess their own behaviors and interactions. They also may provide feedback to teammates, that leading students to learn how to review and to receive feedback respectfully.

In conclusion, the findings of this action research suggested that the Sport Education model is a positive approach for cultivating responsibility and respect for others in secondary school PE.

The short-term study was effective to have the positive results in this SEM research. The model provided opportunities for students to engage in meaningful sports experiences, that teaching them to take on leadership roles and collaborate with teammates. The development of a sense of responsibility towards their team and demonstrating respect for their peers and opponents from their sport manner and communication. By following the mentioned discussion and recommendations, future research suggested to explore others impact from different sports, and to encourage PE teachers applying the Sport Education Model in PE lesson.

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