

PEDAGOGY

Preservice Physical Education Teachers' Experiences Implementing the Teaching Personal and Social Responsibility Model

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Abstract

The purpose of this study was to examine physical education (PE) preservice teachers' (PSTs) experiences applying the teaching personal and social responsibility model (TPSR) at the elementary level. Fuller's (1969) theory of concern development served as a framework for this study. A purposive sample of nine PSTs (3 females, 6 males), majoring in PE teacher education, participated in the study. A focus group, observations, and diary reflections were used as data collection methods. Triangulation of the data and a member check process ensured the trustworthiness of the study. Results showed that PSTs were more prepared to teach the TPSR levels of helping others, effort, and autonomy at the elementary level. However, the level of respect was the most challenging level for PSTs to implement. Student misbehavior, planning, communication skills, and environmental factors emerged as practical instructional challenges in applying the TPSR. Finally, participants reported that the TPSR was vital and changed their beliefs regarding PE and

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contributes to developing values and life skills. Further research should address the concerns and gaps in the levels of respect and effort.

The relationship between university-taught theory and its application in practice continues to be problematic in the preparation of physical education (PE) teachers (O’Leary et al., 2014; Standal et al., 2013 in ref). Indeed, because of their minimal experience or a lack of expertise, preservice teachers (PSTs) face many challenges when applying pedagogical models. Research has consistently recognized the limitations and inherent difficulties of this theory-into-practice approach (Hopper & Sanford, 2008; Korthagen et al., 2006; Standal et al., 2013) including feelings of concern and anxiety, managing participant behavior, lack of pedagogical content knowledge, and lack of understanding of the curricular model implemented (Martinek & Lee, 2012; Stran et al., 2012). As a requisite of PE teacher education (PETE) program curricula, PSTs must learn to apply the different PE pedagogical models in practical applications (Fernandez-Rio, 2015; Metzler, 2011).

Traditionally, PETE programs curricula offer PE methodologies courses at the elementary and secondary levels in which PSTs must master the different pedagogic models (Fernandez-Rio, 2015; Metzler, 2011) including sport education, teaching games for understanding (TGfU), cooperative learning, teaching personal and social responsibility, and others that are applied in different contexts. Nonetheless, pedagogical models also present some limitations when implemented in school settings: teachers’ limited experience and time when attempting to use TGfU (Griffin & Butler, 2005), the absence of previous training when incorporating sport education (Cruz, 2008), and the erratic implementation of cooperative learning (Dyson & Casey, 2012). Lack of mastery of content or skills may produce many concerns to PSTs, affecting the learning and the development of the physical, cognitive, social, and affective domains of their students. According to Fuller’s (1969) theory, there are different stages (self, task, and impact) of concern in a teacher’s career. For Fuller, teachers could not move to the next stage of concern without first solving the concern of the previous stage.

This study focuses specifically on the Task Stage that emphasizes the daily teacher activities, such as duties, planning, methods,

communication skills, environmental factors, and classroom management. Certainly, PSTs may confront task-related issues when implementing the teaching personal and social responsibility model (TPSR) levels through physical activities and sports. Therefore, the purpose of this study was to examine PSTs' experiences applying the TPSR and any concerns they had during its implementation.

Teaching Personal and Social Responsibility Model

The TPSR model (Hellison, 2011) is a values-based pedagogic model that uses physical activities as a vehicle for helping youth become more personally responsible for themselves and more socially and morally responsible for the well-being of others (Hellison et al., 2000). The model perceives responsibility as a load or a moral obligation concerning oneself and others; therefore, the values related to personal responsibility are effort and autonomy; and the values related to social responsibility are respect for others' feelings and rights, and social empathy and sensibility (Pascual et al., 2011). To accomplish this, Hellison relies on five levels of responsibility: (a) respecting the rights and feelings of others, (b) effort, (c) self-direction, (d) helping others, and (e) taking it outside the gym.

Hellison (2011) described such levels:

- **Level 1–Respect:** While students may not participate in the day's activity or show much mastery or improvement in this level, they can control their behavior enough so that they do not interfere with other students' rights to learn or the teacher's right to teach.
- **Level 2–Effort:** In this level, students not only show respect but are also involved in the subject matter, exploring effort, trying new tasks, and persisting when subjects become involved, as well as creating a personal definition of success.
- **Level 3–Self-direction:** Students learn to take more responsibility for their choices and for linking these choices to their identities at this level; they can also work without direct supervision and eventually take responsibility for their intentions and actions.
- **Level 4–Caring and helping:** Students are motivated to extend their sense of responsibility by cooperating, giving support, showing concern, helping people in need in this

level; additionally, students act without expecting any external reward.

- **Level 5–Transference:** Students take the previous levels and incorporate them into other life contexts.

Among value-based models, the TPSR has been widely incorporated in many community and school underserved youth PE programs around the United States and the world (Hellison, 2011). Historically, the TPSR-based program has been field-tested for 40 years in several settings, predominantly in underserved urban environments, and many studies have described its numerous positive effects on students' behaviors and attitudes (Hellison & Martinek, 2006; Hellison & Walsh, 2002). The research of the TPSR model has mainly focused on three areas: (a) participants' improvement in in-program TPSR goals (Buišić & Đorđić, 2018; Cutforth, 1997; Escartí et al., 2010; Hellison & Walsh, 2002; Sánchez-Alcaraz et al., 2019; Wright, 2001), (b) cross-age teaching (Cutforth, 2000; Cutforth & Puckett, 1999), and (c) transferability of goals to other settings (Lee & Martinek, 2013; Martinek & Ruiz, 2005; Martinek & Schilling, 2003). At present, few studies have focused on the theory–practice gap that PSTs may face when applying the TPSR model at the elementary level.

Method

Research Design

Case studies allow researchers to investigate a phenomenon in depth and within its environmental context (Yin, 2019). Hellison and Walsh (2002) used 21 case studies with the TPSR. Moreover, as Caballero et al. (2013) mentioned, a high number of studies have used this design (Hammond-Diedrich & Walsh, 2006; Lee & Martinek, 2013; Martinek et al., 2001; Newton et al., 2006; Walsh et al., 2015; Ward et al., 2012; Wright, 2001). Therefore, we used a case study design to explore the PSTs' experience applying the TPSR and to gain an understanding of what they may face.

Participants and Settings

The participants were selected from a purposive sample (Etikan et al., 2015) of a PE methodology elementary level course. Nine

senior PSTs (3 females, 6 males) participated in the study. To be eligible to take part in the study, participants had to be undergraduate students in PETE programs and be enrolled in the Physical Education Methods course. The field experiences occurred with 30 fifth graders at an urban, low socioeconomic school in a metropolitan area in Puerto Rico. All participants identified as having had no previous experience with the TPSR. However, PSTs were familiar with the fifth-grade students because of previous experiences and community service with the school. As a requirement of the PETE program, PSTs complete observations and perform team teaching through other courses.

Procedure

The study began with the approval granted by the Institutional Review Board (IRB) for the protection of human rights. After the study's approval, PSTs were invited for an orientation meeting at which the purpose of the study and the informed consent form were explained. After the recruitment process, participants received training in the TPSR model that lasted four sessions of 180 min each. The TPSR training module was divided into the areas of (a) purpose of the TPSR, (b) foundation of the TPSR, (c) levels of the TPSR, (d) daily format of the TPSR, (e) pedagogical content knowledge for the TPSR, and (f) lesson planning using the TPSR. Planned lessons were designed by PSTs, who were supervised by the professor during the training. Then PSTs imparted a unit of eight lessons (2 months) at the elementary level (fifth grade), applying the TPSR. Table 1 contains a brief description of the activity content (games-motor skills) and TPSR implementations for the units. This is consistent with some applications that last between 1 and 2 months (Buchanan, 2001; Compagnone, 1995; Cutforth & Puckett, 1999; DeBusk & Hellison, 1989; Newton et al., 2006; Watson et al., 2003). The TPSR unit comprised two classes on the theme of respect, two on effort, two on self-direction, and two on helping others. After each class, participants completed a writing reflection on TPSR responsiveness, challenges, and their impressions of implementing the TPSR. We also conducted field observations during all interventions. After finishing the TPSR unit, the nine PSTs participated in a focus group interview to share their experiences implementing the pedagogical model.

Data Collection

Reflections

Reflecting on experiences is a fundamental process that helps PSTs shape their identities (Coulson & Harvey, 2013). Tsangaridou (2014) suggested that participants' reflection address pedagogical content knowledge, content, and social issues of teaching. Therefore, this study used PSTs' reflections as a data collection method. PSTs were asked immediately after each class to answer three open-ended reflexive questions focused on their perceptions on students' responsiveness through the TPSR levels (respect, effort, autonomy), perceptions on applying the TPSR model, and the challenges PSTs faced applying TPSR.

Observations

This study also used observations as another data collection technique. The structure part of the observations was focused on the implementation of TPSR by the PSTs (see daily format in Figure 1) and the participants' responsiveness during daily lessons. We made observations from different angles to ensure appropriate documentation from the observations.

Figure 1

Teaching Personal and Social Responsibility Model Daily Format

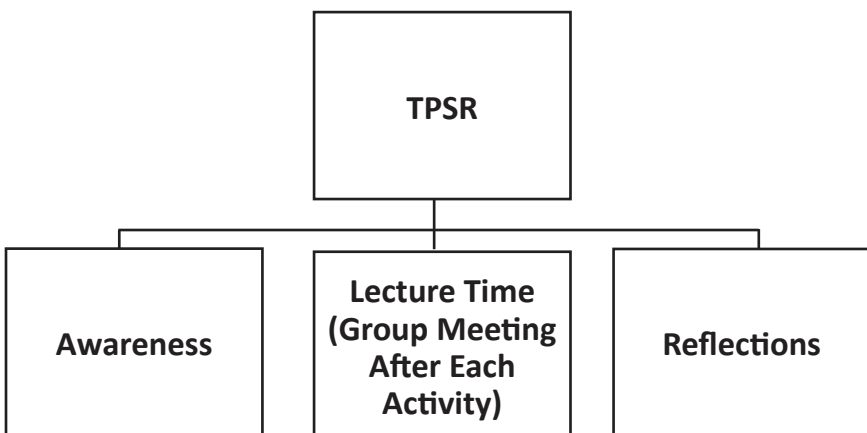


Table 1
Description of Activity Content

Motor skills topic	TPSR activity	TPSR level	TPSR reflection questions
Locomotor	Creative Handshake Warm-up—Students move across the court and perform different movement commands, such as running, walking, skipping, hopping. When the teachers say the magic word, “Hello,” students must identify other students and create a personal handshake.	Respect	How was the level of respect involved in this activity? How did you feel when someone showed respect to you? How did you feel when someone showed disrespect for you? How can you, as a student, show respect to your teachers? How can you, as a student, show respect to others?
Locomotor	The Hunter!! One student is assigned as the hunter and must catch and freeze the others across the court. However, other students may free their teammates by passing below their legs.	Respect	How was the level of respect involved in this activity? How did you feel when someone showed respect to you? How did you feel when someone showed disrespect for you? How can you, as a student, show respect to your teachers? How can you, as a student, show respect to others?
Manipulative	The Target Game—Student is requested to throw different objects at a specific target (basket). Every time they comply with the task, the basket is relocated farther away for them. Modification of the activity includes throwing while sitting, with left or right and both hands.	Effort	How did you feel every time you completed the task? How was effort involved in this activity? Can you identify another example of effort in your daily life? Why is it important to put effort into the different things that we do in our lives?

Table 1 (cont.)

Motor skills topic	TPSR activity	TPSR level	TPSR reflection questions
Manipulative	The Blinded—Students are paired and have to complete different manipulative skills while blindfolded (throwing hoops, basket, modified bowling, and kick a ball).	Effort	Compared to the last activity, how much effort was involved here? How did you feel when you accomplished one task? How did you feel when you did not accomplish a task but gave your best effort?
No locomotor	Students are assigned to perform individual tasks (pull the rope, flexibility test, stretch exercises that they must complete before the practice sessions end.	Self-direction	How did you feel when you completed all the tasks? How did you decide the order to complete the different tasks? How was responsibility involved during this activity? How can self-direction and responsibility benefit our lives?
No locomotor	Yoga Session—Students perform a beginner’s yoga session in small groups (3).	Caring and helping others	How did you contribute to helping your friends during the yoga session? Describe your feelings when you helped your friend during the yoga session? How did you feel to receive the care and help of others in life?
Open skill	Students and PSTs decide to work on manipulation such as dribbling, shooting, or volleyball. During the stations, students are requested to apply Hellison Level 4.	Caring and helping others	How did you contribute to helping your friends during the open skill session? Describe your feeling when you helped your friends during the open skill session? How did you feel receiving care and help from others?

Focus Group

The third data source was a focus group interview with the nine PSTs. A focus group interview provides a setting for a relatively homogeneous group to reflect on the phenomenon being investigated (Dilshad & Latif, 2013). Open-ended questions provide information and perceptions from the PSTs about applying the TPSR during field experience and students' responsiveness to the TPSR. Twelve questions (Table 2) were asked to PSTs; the recorded time of the focus interview was 75 min. Table 3 presents the total number of questions each participant answered during the focus group.

Table 2
Focus Group Questions

Research Questions
1. What are the major concerns that PSTs face during TPSR implementation?
2. What are the most important keys or aspects to effectively implement TPSR?

Exploring Questions
1. What has been your experience teaching personal values through physical education?
2. Have you ever implemented a pedagogical model to teach values in a class demonstration or during team teaching?

TPSR Implementation Questions
1. Describe your experience implementing the TPSR?
2. What was your major challenge during the eight lessons implementing the TPSR?
3. What TPSR level did you consider you mastered the design best, and why?
4. What TPSR level did you consider you mastered the implementation best, and why?
5. What TPSR level did you consider more challenging to design, and why?
6. What TPSR level did you consider more challenging to implement, and why?
7. What instructional resources must be taken into consideration to implement TPSR effectively?
8. What other factors or aspects must be taken into consideration to implement TPSR effectively?
9. What recommendations can you provide for future PSTs to effectively implement TPSR?
10. Did you want to share anything else regarding your experience implementing TPSR?

Table 3
Focus Group Answer Participation

Participant	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Frances	X	X	X	X	X	X	X	X		X	X	
Edgard	X	X	X	X	X	X	X	X		X	X	X
Willy	X	X	X	X	X	X	X		X		X	
Ivy	X	X	X	X	X		X		X		X	
Peter	X	X	X	X	X	X	X	X		X	X	
José	X		X	X	X	X	X		X	X	X	
Laura	X	X	X	X	X	X	X			X	X	X
Juan	X	X	X	X	X	X	X		X	X	X	
John	X		X	X	X	X	X	X		X	X	

Data Trustworthiness

To produce a more credible and dependable account of the research findings, we used different data collection methods for triangulation (Yin, 2019). Patton (2002) argued that examining a situation from multiple angles of inquiry and developing competing explanations is likely to strengthen confidence in the conclusions drawn. We used different methods (reflections, observations, focus group) to triangulate the data. The focus group interview was recorded for accuracy purposes and so that we did not miss any critical information. It was assumed that PSTs answered honestly during reflections and in the focus group. We performed observations from different angles during the TPSR unit for accuracy purposes. PSTs wrote reflections immediately after each class lesson so to not forget any important details.

Data Analysis

Yin (2009) explained that analyzing data in case studies “depends on an investigator’s style of rigorous empirical thinking, along with the sufficient presentation of evidence and careful consideration of alternative interpretations” (p. 127). Based on this argument, the focus group was digitally recorded and we individually transcribed it verbatim to compare the data. Written reflection and field observations were written out in a digital format. A member check process

was performed by the participants, which ensured accuracy and that any vital information from the focus group was not missed.

We used an a priori coding system to analyze the data. This system allowed us to use the codes as analytical units and thereby establish categories based on Fuller's Task Concern Stage. Reading the data and writing down initial interpretations were the first steps in the data analysis procedure. This process focused on understanding the participants' intentions and meaning rather than coding. The second step consisted of revisiting the research questions. It allowed us to refresh our minds about the lens that should be used when coding the data. The third step consisted of coding the data. During the coding process, we read and reread the data and divided it into meaningful analytical units. The process ended when there were no more analytic units to identify. Then we assigned a category to the analytics units identified during the coding process. During this process, four categories related to the Fuller's Task Concern Stage were used: (a) most mastered TPSR levels, (b) most challenging TPSR levels, (c) instructional practice challenge, and (d) PST's recommendation for implementing the TPSR. A fifth category emerged related to students' responsiveness to TPSR. This category aligned with the last stage of Fuller's model (Impact Concern Stage), which focuses on the effect of teaching on students. We used pattern matching to move from coding to interpretation. We used this step to analyze the data once they had been segregated into each of the categories (Yin, 2009). Pattern matching allowed us to analyze and compare data with the research questions.

Findings

Preservice Teachers' Experiences on Their Applying the Teaching Personal and Social Responsibility Model

Four categories were identified on PSTs' experiences of implementing the TPSR: (a) mastered TPSR level to apply, (b) challenging TPSR level to apply, (c) instructional practice challenges, and (d) student responsiveness to the TPSR.

Most Mastered Teaching Personal and Social Responsibility Levels

Seven of nine PSTs (78%) indicated being more prepared to implement the *level of helping others* (Table 4). The main reason for this

was that PSTs perceived that fifth graders were able to comprehend the different attributes associated with the value of helping others. For example, Ivy commented, “In group sports is where participants understand the level of helping others most.” Regarding the designing of the activities, PSTs agreed that it was easier because the presentation of the group activity fit in with the level of helping others. For example, John stated, “By dividing it into groups or couples, it was easier for me to design the activity.”

Additionally, *autonomy* and *effort* were the remaining TPSR levels that PSTs were more prepared to apply. Concerning autonomy, the reasoning was similar to that for the level of helping others. PSTs perceived that students were able to understand the different traits of autonomy, such as choosing their own decision during task activities. Frances explained, “When conducting the activities of autonomy, they could quickly get the answer I wanted.” Also, it was mentioned that it was simpler to design activities that promote autonomy. For example, Peter expressed, “I found it easy in the sense that you put them to work by themselves, and they have to decide what they are going to do.” Regarding the level of effort, Edgard and John agreed that it was more straightforward for them to design effort activities by adding new progressive challenges once the students completed the previous ones. The main reason offered by the participants was that it was the easiest value for students to understand.

Table 4
Most Mastered Teaching Personal and Social Responsibility Level

Participant	Respect	Effort	Autonomy	Helping others
Frances		X	X	
Edgard		X		
Willy				X
Ivy				X
Peter		X	X	X
José			X	X
Laura				X
Juan			X	X
John			X	X

Most Challenging Teaching Personal and Social Responsibility Levels

The PSTs identified *respect* as the most challenging TPSR level to implement (Table 5). Seven of nine participants (78%) identified this level as the most challenging because of the difficulty of creating activities that physically represent and promote respect. Laura explained, “It is not easy to instill respect through activities and that children can understand it.” This difficulty was noted during the semistructured observations, where students, in their group reflections, associated the level of respect with other life skills, such as communication and teamwork. Student misbehavior and respect being the first level to apply were two factors that emerged among most of the participants. About this, Frances stated, “When we went to implement the respect activity, it was just our first two classes, and they were loud.” Also, Peter commented, “When we got there, the discipline was not the best. They disrespected each other every time.”

The autonomy level also arose as one of the most challenging levels for PSTs to implement. Edgard and Frances mentioned that participants were not able to complete the tasks of the activities that promoted autonomy. Edgard explained that students did not comprehend what to do in the activities that he designed, and Frances commented that students did not want to work by themselves. The remaining participant, Laura, elucidated that she did not have a full grasp of the meaning of autonomy.

Instructional Practice Challenge

Both in their weekly reflections and in the focus group, all participants mentioned *student misbehavior* as a challenge when applying the TPSR (Table 6). Student distraction, lack of interest in participating in class, lack of respect, not wanting to work with their peers, negative attitudes, and fighting were among the factors identified with student misbehavior. *Instructional planning*, *communication skills*, and *environmental factors* also emerged as instructional practice challenges. Regarding instructional planning, one of the themes that emerged was creating activities that students could associate with the goal of the day. Various participants indicated that when designing activities with the TPSR, it was essential to emphasize less the psychomotor domain and focus more on the affective domain.

Table 5*Most Challenging Teaching Personal and Social Responsibility Levels to Apply*

Participant	Respect	Effort	Autonomy	Helping others
Frances	X		X	
Edgard	X		X	
Willy	X			
Ivy				
Peter	X			
José	X			
Laura			X	
Juan	X			
John	X			

Table 6*Instructional Practice Challenge*

Participant	Student behavior	Planning	Communication skills	Environmental factors
Frances	X	X		X
Edgard	X	X	X	
Willy	X			X
Ivy	X		X	X
Peter	X		X	X
José	X	X	X	
Laura	X			
Juan	X	X		
John	X			

John stated, “Planning must be more in-depth because unlike other models that focused on psychomotor aspects, the message with the TPSR is more effective.”

With communication skills, the main factor that emerged was the difficulty of articulating an appropriate message. Ivy stated, “My main challenge was for students to comprehend and analyze the message that I was trying to impart.” John expressed that it was essential

to “know how to articulate a topic, how to deliver it to the student.” Emerging recommendations included using simple language and providing concrete examples that students can understand.

Environmental factors was the remaining instructional practice challenge theme that emerged. Participants reported in their weekly reflections that weather factors, such as sun, rain, and wind, affected the implementation of activities.

Student’s Responsiveness to the Teaching Personal and Social Responsibility Model

PSTs indicated during their weekly reflections that, overall, participants understood the TPSR levels and were able to engage in positive behaviors that reflected the goals of the model. All participants indicated that during the awareness talk (see daily format in Figure 1), students gave appropriate answers and statements related to the goal of the day. Ivy commented, “They understood the goal of the day because at the end of the activity, they were asked what the concept was, and a student mentioned effort.” Similarly, Laura stated, “At the end of the class, the students concluded that the goals of the day was [*sic*] teamwork and effort.” Besides PSTs’ reflections, PSTs mentioned in the focus group improvement in behavior during class time, active participation, respect for the teacher, effort levels during the activities, and the ability to follow instructions.

PSTs’ Recommendation for Implementing the Teaching Personal and Social Responsibility Model

Modeling the TPSR levels was the principal recommendation given by five of nine participants (55%; Table 7). The main explanation was that to teach values, the teacher has to use behaviors that resemble those behaviors. Edgard stated, “I understand that the teacher must have the same characteristics that we try to teach to our students.” Similarly, Willy stated, “How are we going to teach respect if we don’t respect the students? How are we going to teach autonomy if we don’t have the initiative to plan a good class, and how are we going to talk about teamwork if we don’t help our students?”

Creativity and communication skills also emerged as recommendations for teachers implementing the TPSR. Teacher creativity emerged as an attribute that would help teachers to implement the TPSR. Peter stated, “It requires creativity to design activities that

convey the message you want to impart.” Regarding communication skills, the main factor that emerged was the ability of the teacher to articulate the message. John commented, “It is important to know how to articulate a topic, how to bring it to the student. There are many topics that students may not be aware of, and it is important to use appropriate vocabulary for the students to understand.” About planning, John noted, “Outlining the activities with the message you want to carry, you have to have creativity.”

Table 7
*Preservice Teachers’ Recommendations for Future Teachers
 Implementing the Teaching Personal and Social Responsibility Model*

Participant	Model TPSR	Communication	Creative
	values	skills	
Frances	X		
Edgard	X		
Willy	X		X
Ivy			X
Peter		X	
José		X	
Laura			
Juan	X		X
John	X	X	

Discussion

The purpose of this study was to examine PSTs’ experience regarding their implementation of the TPSR. Results suggest the TPSR levels of *respect* and *autonomy* were more challenging for PSTs to teach than other levels. Instructional planning was the common denominator identified by participants, which made PSTs either more prepared or not prepared to teach the TPSR levels. It is crucial for PETE programs to provide students the tools not only to create appropriate instructional lesson plans but also to design specific activities that promote a variety of values and life skills. Some of the participants expressed that promoting respect was the most challenging level because it was the first level implemented and because

of student behaviors. Similar to Lee (2012), this study reported that PSTs faced student resistance because the students were not familiar with the TPSR. This finding suggests that PSTs or in-service teachers need to be patient with student responsiveness during the initial phase of the TPSR, specifically if it is their first time experiencing the model.

Participants noted that instructional planning, student misbehaviors, communication skills, and environmental factors were areas needed for improvement. These results are similar to previous studies that have reported that PSTs lacked pedagogical content knowledge (Lee, 2012; Lux et al., 2017; Stran et al., 2012). It is expected that students confront concerns during different stages (Fuller, 1969). Application of the TPSR in PE classes has shown improvement among participants' TPSR goals (Buišić & Đorđić, 2018; Escartí et al., 2010; Sánchez-Alcaraz et al., 2019). In this study, all participants reported that students were able to understand the TPSR levels and showed improvement in fifth-grade behavior by increasing participation, attending to the teacher, giving effort during activities, and following instructions during the lecture time. The results of this study support the vast evidence in TPSR literature concerning students' improvement in in-program goals (Buišić & Đorđić, 2018; Cutforth, 1997; Escartí et al., 2010; Hellison & Walsh, 2002; Sánchez-Alcaraz et al., 2019; Wright, 2001). Besides, this result suggests that PSTs were able to move away from task-related concerns and started to think about the positive effect that TPSR was having on students.

Conclusion

Despite TPSR being a pedagogical model that effectively produces values and life skills, it is a challenging model to apply for PSTs in a real setting context. The gap of theory into practice must be attended to, to ensure a successful implementation of the pedagogical model. PSTs showed significant concern regarding the creativity and design that represent TPSR levels. Respect and autonomy levels were identified as the most challenging ones for PSTs to teach. Helping others was identified as the most prepared level for PSTs to teach. Instructional planning was the main reason for PSTs' struggles. Developing a standard training planning format is needed for the implementation of the TPSR. Further research must focus on

integrating teacher candidates or in-service teachers into applying the TPSR.

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