



DEVELOPING PERSONAL AND SOCIAL RESPONSIBILITY THROUGH PHYSICAL EDUCATION: RESULTS OF INTERVENTION BASED ON THE MULTIDIMENSIONAL MODEL OF GOAL ORIENTATIONS

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Abstract The purpose of the study was the evaluation of the effects of a six-month long intervention in the physical education (PE) lesson, based on the multidimensional model of goal orientations (Papaioannou, 1999), on students' personal and social responsibility. The 99 junior high school students of the experimental group were taught a program by one PE teacher emphasizing the students' personal development in responsibility domain and in life in general through the following dimensions: (a) creation and maintenance of a positive motivational climate, (b) implementation of positive discipline, (c) experiential approach, and (d) assignment of integrated homework. Respectively, the 193 students of the control group were taught the typical PE lesson by 5 PE teachers. All the students completed questionnaires prior and immediately after the intervention assessing their: (a) goal orientations in life in general, (b) self-concept concerning the dimensions of honesty-trustworthiness, emotional stability, parents, and (c) attitudes, intentions and perceived control towards involvement in violent demonstrations. Covariance analysis revealed that, after the adjustment on the initial differences, the intervention had a significant impact on the students of the experimental group compared with the control group, in all variables that were investigated. These results support the substantial role of PE in the central curriculum of education.

Key words: Physical education, personal and social responsibility, multidimensional model of goal orientations.

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