

**EXPERIENCES OF THE NOVICE INSTRUCTORS OF THE TEACHING
PERSONAL AND SOCIAL RESPONSIBILITY (TPSR) TRAINING PROGRAM,
MODEL AND TRANSFER OF LEARNING**

Elsa Havas

Sport and Exercise Psychology
Faculty of Sport and Health Sciences
University of Jyväskylä
Spring 2021

ABSTRACT

Havas, Elsa, 2021. Experiences of the novice instructors of the Teaching Personal and Social Responsibility (TPSR) training program, TPSR model and transfer of learning. Faculty of Sport and Health Sciences. University of Jyväskylä, Master's thesis in Sport and Exercise Psychology, 77 p., 2 appendices.

Physical activity and Physical Education are seen as powerful tools to teach life skills for young people. Teaching Personal and Social Responsibility (TPSR) model promotes learning essential skills needed in life through physical activity. There is a need to develop and implement professional education programs to train experts on how to integrate life skills into physical activity and Physical Education. Novice physical activity instructors have been seen as a potential target group to learn and implement TPSR program. However, there is a lack of research on how instructors perceive training in the TPSR programs.

The aim of this study was to present the experiences of the novice instructors of the TPSR training program, TPSR model and transfer of learning three years after the training. The experiences were gathered through semi-structured interviews (n=5) and analyzed by using abductive data analysis method. The findings of this study suggest, that overall novice instructors experienced TPSR training program and TPSR model positively. All novice instructors understood the ideology of the TPSR model and experienced learning during the TPSR training program. Instructors also experienced transfer of the learning on their leadership and physical activity instruction. However, the level of learning, transfer and understanding of the TPSR model varied between the novice instructors.

The skills and topics covered at the TPSR training were partly forgotten by the novice instructors since the ongoing implementation and adaptation of the TPSR model after the training did not exist. All instructors stated the challenge to remember aspects of the TPSR model after three years of the training and, consequently, a booster session after the training program is recommended. Even though, some instructors had sport instructing experience after the TPSR training, instructing was described to be more occasional events rather than consistent opportunities to practice the methods of TPSR model.

The results of this study represent thorough description of the experiences of one training group after several years of the training program. The results can be used to guide the future development of the TPSR training programs for the novice instructors. Up to date, this is a first study to evaluate the experiences of novice physical activity instructors who have received TPSR-based training.

Keywords: Positive Youth Development (PYD), Teaching Personal and Social Responsibility (TPSR), novice instructor, physical activity, responsibility.

TABLE OF CONTENTS

ABSTRACT	
INTRODUCTION.....	1
POSITIVE YOUTH DEVELOPMENT THROUGH PHYSICAL ACTIVITY	3
1.1 Positive Youth Development (PYD).....	4
1.2 Social and Emotional Learning (SEL)	6
1.3 Teaching Personal and Social Responsibility (TPSR)	8
1.4 TPSR training program for novice instructors - the basis for this study.....	17
PURPOSE OF THIS STUDY	19
METHDOLOGY.....	20
1.5 Data analysis	23
RESULTS	35
1.6 Instructors' experiences of the TPSR training program and the TPSR model.....	35
1.7 Instructors' experiences of the learnings.....	48
1.8 Instructors' experiences of the transfer of the learning.....	52
DISCUSSION	60
1.9 Strengths and limitations.....	63
1.10 Conclusions.....	65
REFERENCES.....	66
APPENDICES.....	73
1.11 Interview questions	73
1.12 Research questions	77

INTRODUCTION

Schools all over the world have a pressure of delivering outstanding results academically. In addition, the school and educators are expected to graduate students who are socially and emotionally competent, responsible and able to work with people from diverse backgrounds. Thus, educators run into an issue of time pressure and are in a need of efficiently developed programs to give multiple benefits academically and emotionally, for the children (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).

Children bring all aspects of their lives into the school. Thus, a student has to be treated as a whole (Hellison 2011). Physical activity and sport have seen as a suitable context to teach positive social and moral behavior for youth (Gould & Carson, 2008; Gordon, Thevenard & Hodis, 2012). Sport provides many opportunities for youth to understand more about the world around them, about themselves, their decisions and tools to become more responsible persons (Blanco, Delgado-Noguera & Escartí-Carbonell, 2013; Gordon, 2010; Gülay & Gürsel, 2017; Hellison, 2011, 13; Martinek & Hellison, 2016; Petitpas et al., 2004).

50 years ago, Don Hellison developed the Teaching Personal and Social Responsibility (TPSR) model to help children to have better lives. TPSR model was created to make a change in the lives of low-income youth through physical activity. Through physical activity and Physical Education, TPSR model aim to develop the ability of young people to take personal and social responsibility and to transfer the skills into their everyday life (Blanco et al., 2013; Hellison 2011, 10-13).

Overall, the experiences of the TPSR-based interventions have been positive. Over the years, the TPSR model has developed from a practical approach to a model that has been applied mostly in the USA but also in Finland (Kuusela, 2005; Rantala & Heikinaro-Johansson, 2007; Toivonen et al., 2019). Finnish national standards of Physical Education highlights that, students should learn how to be physically active as well as learn through physical activity. Learning through physical activity means respectful interaction, responsibility, self-

development, recognizing and controlling one's feelings and developing positive acceptance towards oneself (Opetushallitus, 2014).

The current thesis is part of a larger TPSR-study led by professor Taru Lintunen and PhD student Hanna-Mari Toivonen. The TPSR programs are often led by Physical Education teachers, classroom teachers or coaches. The need for the larger TPSR-study began from a desire to explore the capability of novice physical activity instructors to lead TPSR based programs. In Finland, sport clubs are expected to deliver more and more professional coaching. However, the majority of the coaches and instructors are volunteers (Koski & Mäenpää, 2018). Therefore there is a need for instructor training.

The training program was implemented in Finland in 2016. The study is based on a first randomized control TPSR training program for novice physical activity instructors. The training program was implemented in Finland in 2016. The aim of the training program was to educate novice physical activity instructors to learn to understand and adapt the TPSR model in practice (Toivonen et al., 2019).

Since the model was developed in the field, until today, there is a lack of well-designed and documented randomized controlled intervention studies (Toivonen et al., 2019). Overall, not many studies describing TPSR-trainings for novice sports instructors exist and even fewer follow-up studies that aim to describe the experiences of the instructors about the training (Toivonen et al., 2019). This study presents experiences of five novice physical activity instructors who took part on the TPSR training program in Finland in 2016. The aim of this study was to present and evaluate the experiences of the novice instructors of the TPSR training program, TPSR model and transfer of learning three years after the training. This study provides unique follow-up information and fills in a gap in the research regarding the experiences of the TPSR trained novice instructors.

POSITIVE YOUTH DEVELOPMENT THROUGH PHYSICAL ACTIVITY

The following terminology appears in this study several times. The terms are defined below.

Positive Youth Development (PYD) is a general term to describe any programs, initiatives or research that aims to promote positive behavior and development of young people now or in the future. Specifically, in a sport context, positive youth development means learning to take care of one's physical and emotional well-being such as being physically fit, the ability to set goals, manage stress and sense of optimism (Gould & Carson, 2008).

Life skills are abilities that help individuals to cope with all circumstances and challenges of everyday life. Life skills are skills that can be transferred from physical activity settings in the other areas of life. Life skills can be for example, goal-setting, controlling one's emotions, self-esteem and hard work ethic (Gould & Carson, 2008; Toivonen et al. 2019).

Social and Emotional Learning (SEL) is a positive youth development model (Shek et al., 2019) which aims to influence children's or adult's ability to set positive goals and achieve them, control emotions, be responsible, show empathy and build positive relationships (CASEL, 2019). All social and emotional skills are part of "life skills" which is an umbrella term under positive youth development (Lintunen & Gould, 2014).

Teaching Personal and Social Responsibility (TPSR) is a positive youth development model to educate youth in a physical activity context on how they can take responsibility of their personal and social development and transfer learned skills to their everyday lives (Diedrich, 2014; Hellison, 2011, 14).

Transfer of Learning (TOL) is the ultimate goal of the TPSR model. TOL means that participant is capable to use learned skills such as respect, effort, self-direction and caring, in other areas of life such as home, school, work or community (Hellison, 2011, 21).

1.1 Positive Youth Development (PYD)

Physical activity and sport have been seen as a suitable context to teach positive social and moral behavior for youth (Gould & Carson, 2008; Gordon, Thevenard & Hodis, 2012). Even though, sport has been seen as a powerful tool, positive social and moral behavior is not improved automatically through sports. Coaches, athletes, teachers and sports instructors need to be trained on how to develop their social and emotional competencies (Gülay & Gürsel, 2017; Toivonen et al., 2019; Lintunen & Gould, 2014).

Positive Youth Development (PYD) is an umbrella concept for various models and programs aiming to engage youth in positive experiences, positive relationships and positive environments to develop and recognize their strengths. Generally, PYD programs aim to promote emotional, social, cognitive, behavioral and moral competencies of youth (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Gould & Carson, 2008; Shek, Dou, Zhu & Chai, 2019). PYD programs can be implemented in schools, communities, families or social networks.

School and educators are expected to graduate students who are socially and emotionally competent, responsible and able to work with people of diverse backgrounds (Durlak et al., 2011). According to the national standards of Physical Education in the USA, promotion of personal and social responsibility is one of the goals to be achieved in the Physical Education (SHAPE 2013). In addition, in Finland, the goal of the education is not only to teach school subjects but integrate the skills needed in everyday life. According to the Finnish national standards of Physical Education, students should learn how to be physically active as well as learn through physical activity. Learning through physical activity means respectful interaction, responsibility, self-development, recognizing and controlling one's feelings and developing positive acceptance towards oneself. Physical Education in schools is seen as an opportunity for joy, togetherness, relaxation, socializing, teamwork and helping others (Opetushallitus, 2014).

Programs to promote positive behavior through physical activity shows promising results on the improvement in academic achievement (Durlak et al., 2011; Petitpas, Van Raalte, Cornelius & Presbrey, 2004; Pozo, Grao-Cruces & Perez-Ordás, 2018) communication skills (Durlak et al., 2011; McKown, 2017) social and emotional skills (Taylor, Oberle, Durlak & Weissberg, 2017) leadership (Gordon et al., 2012; Wright, Li, Ding & Pickering, 2010) self-control, effort and an ability to help others (Hellison & Walsh, 2002), self-confidence and an ability to solve conflicts (Pozo, Grao-Cruces & Perez-Ordás, 2018).

Would be naïve to propose that only being involved in sports, youth would gain the skills to be successful in life. However, sport provides many opportunities for youth to understand more about the world around them, about themselves, their decisions and tools to become more responsible persons (Blanco et al., 2013; Gülay & Gürsel, 2017; Gordon, 2010; Hellison, 2011, 13; Martinek & Hellison, 2016; Petitpas et al., 2004). To successfully promote positive behavior of the youth, the programs should include carefully planned goals, content and methods (Gülay & Gürsel, 2017; Toivonen et al., 2019; Lintunen & Gould, 2014). Majority of the of the positive youth development focuses in a non-sport context (Gould & Carson, 2008). There is a lack of reviews, structure and evaluation tools regarding the positive youth development-based programs specifically focusing on the sport context (Gould & Carson, 2008; Shed, 2012). In addition, the field of positive youth development through sports is very practice driven. Thus, a long-lasting research is lacking behind the practical approaches. The ultimate goal for the all the positive youth development programs is that the life skills that participants are learning through the programs would transfer into their everyday lives. The results regarding the transfer of the life skills in the PYD programs is inconsistent. In addition, often transfer of life skills from sport to other areas of life is believed to be an automatic process (Gould & Carson, 2008).

Another barrier to successfully promote life skills through sports is the fact that the coaches and instructors leading the activities are not often properly educated how to include promotion of the life skills in the sport session (Gould & Carlson 2008). The instructors of the programs are the key factor for the successful promotion of the positive youth development (Toivonen et al., 2019). In addition, currently, the majority of the research is focusing if life skills can be developed through sports. However, more research is needed to describe and evaluate *how* the life skills are taught in the positive youth development programs. Since the development of life

skills takes place over time, the importance to investigate the positive development of the youth over time has been noted in the previous literature (Gould & Carson, 2008).

Over the years, several programs to promote positive youth development through sport have been implemented such as Social and Emotional Learning (SEL) (Durlak, 2015), Teaching Personal and Social Responsibility (TPSR) (Hellison, 2011) and Play it Smart (Petitpas et al., 2004). In this review, SEL and TPSR will be introduced in more detail.

1.2 Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is a process to help children and adults to develop skills that are needed in life to be able to live in harmony with yourself and others. SEL influences children's and adult's ability to set positive goals and achieve them, control emotions, be responsible, show empathy and build positive relationships. SEL programs promote effective communication skills such as thinking, behavior and self-regulation (CASEL, 2019; Durlak et al., 2011; McKown, 2017). Physical activity and sport involve several emotions from extreme joy to major disappointment. Even though, sport and physical activity have situations where social and emotional skills are practiced naturally (team dynamics, dealing with disappointment, fair play) development of social and emotional skills need to be taught to coaches, educators and instructors (Durlak et al., 2011; Lintunen & Gould, 2014).

SEL approach develops both intrapersonal and interpersonal skills. Two intrapersonal skills (self-awareness and self-management) help one to develop skills within oneself. Practicing self-awareness is getting to know one's own advantages and disadvantages, and to develop confidence. Self-management skills help in ability to set and maintain goals and control one's emotions. By practicing three interpersonal skills of SEL (social awareness, relationship skills and responsible decision-making) one becomes socially more competent when interacting with others. Social awareness means an ability to show empathy to others and to accept and respect diversity. Relationship skills are important in maintaining friendships by being a good listener and having cooperation skills. Responsible decision-making aspect of SEL, develops one's

ability make decision based on safety, social norms and ethical standards (Lintunen & Gould, 2014).

Social and emotional competence is a product of SEL programs. The end result of SEL is a capability to recognize strengths and weaknesses of others, show empathy, express and manage emotions, be a good team player, handle conflicts and make ethical and responsible decision (Lintunen & Gould, 2014). Over the years, SEL programs have generally provided positive results in the school settings. In 2011, through a meta-analysis, altogether 213 studies, involving 270 000 school-aged children, were evaluated. The study found that SEL interventions enhanced students' attitudes towards themselves, others and school. More specifically, the SEL interventions had an impact on the academic performance, social and emotional skills, coping with problems, positive social interaction and self-reflection. The SEL participants had a lower rate of behavior issues and emotional distress compared to control group. These findings suggest that the programs which focused on developing social and emotional competence, transferred positively in the other areas of children's lives (Durlak et al., 2011).

Social and emotional skills are internationally considered as important skills that can be developed through education (Gordon, Jacobs & Wright, 2016). SEL programs can be delivered in several settings such as schools, homes and communities (CASEL, 2019; McKown, 2017). The majority of the SEL studies were accomplished in school-settings by educators, fitness instructors and coaches (Durlak et al., 2011; Lintunen & Gould, 2014). A meta-analysis found that the SEL programs were also successfully implemented by classroom teachers and other school staff. This finding is encouraging for seeing the development of social and emotional skills as a part of educational routines, instead of seeing it as a separate action (Durlak et al., 2014). However, it is important that coaches, teachers, educators and instructors, practice social and emotional competence themselves so that they are skilled to pass those skills forward to the younger generation. Socially and emotionally competent leaders have skills to promote positive and supportive learning environment. The leaders of the SEL programs can promote social and emotional competence by using different communication skills such as active listening and I-messaging, promote team building, focus on the style of giving feedback (Lintunen & Gould, 2014).

1.3 Teaching Personal and Social Responsibility (TPSR)

This study is based on a positive youth development model called Teaching Personal and Social Responsibility (TPSR). In this chapter, you will be introduced by the model in a nutshell, the purpose, how does the TPSR-model can look like in practice, what have been researched previously, the findings and weaknesses of the previous research.

The TPSR model was founded by Don Hellison more than 50 years ago in Chigago, to help youth to become better people by promoting human decency and positive interaction with others through physical activity. In the neighborhoods of Chigago, youth face challenges with social problems such as guns at school, poverty or racism (Hellison, 2011, 5; Martinek & Hellison, 2016). Physical activity was seen as a suitable context to teach youth to become responsible of their own and others well-being. In Chigago, many of the former students continue as leaders. Consequently, they have internalized the ideology of TPSR already during their student years and have a good starting point to learn to implement the program.

In other contexts, TPSR programs are often implemented by program leaders without no formal training to the TPSR model (Toivonen et al., 2019). Over the years, the TPSR model has developed from a practical approach to a model that has been applied mostly in the USA but also in New Zealand, England, Spain, Canada, South Korea, Turkey and Finland (Gülay & Gürsel, 2017; Hellison & Walsh, 2002; Toivonen et al., 2019). Since the program leaders have the full autonomy to promote the values and the ideology of the model freely, all the TPSR programs look different (Martinek & Hellison, 2016; Pozo, Grao-Cruces & Perez-Ordás, 2018).

The purpose of the TPSR model

Since the beginning, the ultimate purpose of the TPSR model was to help children to have better lives. Thus, only teaching life skills during the Physical Education lessons was not enough. The skills had to be taught in a way that participants can use learned skills in other areas of life (Hellison, 2011, 25; Hellison & Walsh, 2002). The purpose of the TPSR model is to educate youth in a physical activity context on how they can take responsibility of their personal and

social development (Diedrich, 2014; Hellison, 2011, 14). And most importantly, to transfer mentioned skills to their everyday lives (Diedrich, 2014; Gordon, Jacobs & Wright, 2016).

TPSR model in practice

To successfully implement the TPSR model, the program is required to be systematically planned, implemented and lead by educated program leaders (Toivonen et al., 2019). However, each program leader has the autonomy to implement the model in a way they feel it fits best to the environment. However, always having the values of the TPSR model as a basis (Martinek & Hellison, 2016; Pozo, Grao-Cruces & Perez-Ordás, 2018). The daily program format and teaching strategies have been developed by Hellison to help program leaders to implement the model. The program leaders should include the following aspects into the TPSR-program: **core values, five levels of responsibility, themes of responsibility for teachers and few assumptions** (Hellison, 2011, 13). **Tool for Assessing Responsibility Based Education (TARE)** is a tool to evaluate the implementation of the TPSR model (Wright, 2009).

In the TPSR model, youth are guided to reflect more deeply about themselves through two personal responsibilities: **effort and self-direction** and two social responsibilities: **respect and caring** (Toivonen et al., 2019). The mentioned responsible behaviors are aimed to achieve through five levels of personal and social responsibility **1) respect 2) participation and effort 3) self-direction 4) caring and leadership 5) transfer of learning** (Gordon et al., 2016; Hellison, 2011, 21). The responsibility levels should be used flexibly, individualized and considered as a tool for teaching (Hellison, 2011, 33). The levels are not intended to be achieved by students similarly. However, the levels can provide steps, goals and framework for program leaders and youth (Hellison, 2011, 21).

The first two levels (respect and effort) are essential skills for building a safe learning environment physically and psychologically. Self-control, ability to solve conflicts and including everyone in a meaningful way are part of the level one. The level two, aims to develop an ability to cooperate with everyone in the class (Gordon & Doyle, 2015). On the level three (self-direction) teaching is shifted to be less teacher-centered by independent working stations.

The level four (helping and cooperation) emphasizes the ability to see situation from the viewpoint of others and the ability to take leadership roles (Hellison, 2011, 35-41).

The level five (transfer of learning) encourages the participants to trial learned skills from the first four levels in the other contexts of life (Gordon & Doyle, 2015; Hellison, 2011, 45). Transfer of life skills is the most challenging level of all, since the environment outside the gym is often not as supportive. Youth can't be forced to use ideology of the TPSR, instead they need to be empowered and encouraged to try actions by themselves and make decision whether they will use the learnt skills or not (Hellison, 2011, 21-25). Transfer of learning should be educated, supported and promoted in all levels of responsibility by the program leader by reminding about the importance of being a team player, encouraging youth to take leadership roles in community and supporting youth to have their own opinions (Gordon & Doyle, 2015; Wright, 2009).

Reflection time during and after the activity is necessary regarding the transfer of the skills (Gordon & Doyle, 2015). Transfer of learning can be short and far reaching. Simple, automatic skills can be achieved through short reaching transfer. Far reaching transfer requires deeper understanding and ability to transfer specific skills from context to another (Salomon & Perkins, 1989). Transfer of skills to other context in life doesn't exist without leader of the program educating participants about the transfer (Gordon & Doyle, 2015).

Overall, the evaluation of the effectiveness of a TPSR program is not a simple task. There are several options for the program leaders to evaluate their own work: reflective journal, TPSR teacher questionnaire, daily journal and an observational tool: Tool for Assessing Responsibility Based Education (TARE) (Hellison, 2011, 175). TARE is a tool for program leaders to evaluate the fidelity and the effectiveness of the TPSR programs.

Settings to implement TPSR programs

The TPSR model have been applied for various target groups and settings mostly in the USA but also in New Zealand, England, Spain, Canada, South Korea, Turkey, Portugal and Finland (Gülay & Gürsel, 2017; Hellison & Walsh, 2002; Pavão, Santos, Wright, & Gonçalves, 2019;

Toivonen et al., 2019). Previous studies suggest that the responsibility-based programs have been successfully applied in a secondary school and community settings (Jacobs, Castañeda & Castañeda, 2016) alternative schools and summer camps (Li, Wright, Rukavina, Pickering, 2008; Hellison, 2011, 11) and after-school programs (Gordon, 2010; Hellison, 2011, 11). TPSR-programs are often integrated to Physical Education subject (Gülay & Gürsel, 2017; Rantala & Heikinaro-Johansson, 2007). TPSR programs can be targeted for various audiences: community-based approach, assisting schools' programs, university-schools approach and professional development program (Martinek & Hellison 2016).

TPSR program leaders

TPSR program leaders are often Physical Education teachers (Gordon, 2010; Toivonen et al., 2019). In addition, model have been successfully led by classroom teachers (Gordon, 2010), coaches, future Physical Education teachers, community program directors or master's degree students (Martinek & Hellison, 2016). In some cases, students who were first involved in the TPSR programs as participants, have finally become co-leaders for other TPSR programs (Toivonen et al., 2019).

In addition, opportunities to train **novice physical activity instructors** to understand and apply the TPSR model in practice have been recently investigated (Toivonen et al. 2019). Novice physical activity instructors were seen as a suitable audience to adopt the values of the TPSR model since they did not have any pedagogical training and are eager to learn different styles of teaching. In addition, in clubs, young adults and volunteers are often leading sport practices in Finland. There is a need for trained, skilled instructors (Koski & Mäenpää, 2018; Toivonen et al., 2019). However, there is a lack of research focusing on the TPSR training programs for novice instructors. Especially, the lack of research on evaluating the experiences and acceptability of the novice instructors. This study focuses specifically in the novice physical activity instructors and their experiences.

To successfully lead and implement the TPSR model, it is a key for the program leaders to believe and live the values and the ideology the model (Hellison 2011, 19-28). To make TPSR

work, it requires passion, commitment, flexibility and autonomy by practitioner as well as participants (Martinek and Hellison 2016).

Professional development for TPSR program leaders

The leaders of the programs are the key factor for the successful promotion of the positive youth development (Toivonen et al., 2019). However, the coaches and instructors leading the activities are not often properly educated how to include promotion of the life skills in the sport session (Gould & Carlson 2008; Toivonen et al., 2019). Referring to a scoping review of 43 TPSR studies, in 30% of the studies, the professional development of the TPSR practitioners' was not mentioned (Pienmäki, 2019).

As stated, leaders of the model are often Physical Education teachers. An example of a TPSR-based professional development program is the four-year Physical Education Teacher Education (PETE) program at the University of Regina. At the University of Regina, the entire program of physical education, health and outdoor for student teachers, faculty teachers and beginner teachers, is based on the beliefs and the philosophy of the TPSR model and the importance of mentoring. In the program, the beginner teachers will learn about the TPSR-model and become mentors for the other students. It is believed, that providing mentorship opportunities during the teacher education studies, the future teachers will receive a first-hand experience on how to be personally and socially responsible (Hellison, 2011, 126; Shannon & Forsberg, 2014). Pavão et al. (2019) recommend universities and teacher education programs to include TPSR-based training in the curriculum. It was suggested to compare the responsibility behaviors of TPSR trained teachers to ones who have received a traditional teacher education program (Pavão et al., 2019).

In addition, TPSR professional development programs have been implemented through conference sessions, workshops, weekend courses which have been seen as a successful model to familiarize a big number of participants about the TPSR. The limitation mentioned in courses and workshops is the lack of depth.

This study explores opportunities for novice instructors, who yet have no experience on teaching, to become leaders of the TPSR program. Hellison (2011, 118-119) believes that when educating novice instructors about the TPSR model, it is important to provide field experiences, experiential learning and assignments to create the best possible opportunity for them to truly understand the ideology of the TPSR. The TPSR model have been taught to novice instructors for example by one-on-one teaching by already experienced TPSR program leaders. The limitation in the one-on-one approach is the ability to train only a small number of program leaders. Novice instructors have been trained through a week-long or semester-long education programs (Hellison (2011, 118-119)

Toivonen et al. (2019) developed the first TPSR related multi-method randomized controlled intervention study to train novice physical activity instructors to implement the TPSR model. According to Toivonen et al. (2019) the development process of efficient and theory-based training was challenging due the lack of existing protocols and manuals to explain how to organize a well-designed TPSR-based training. In the end, the program design was developed based on theory, evidence synthesis and advices from experts. Prior the TPSR instructor training, to understand the model in depth, the organizers took part on workshops and performed a thoughtful one-on-one TPSR training by experts. The TPSR training program for novice instructors lasted 20-hours including seven meetings throughout four weeks of time. The training program included theory, model lessons, practice teaching lessons, observation and reflection. In the teaching try-outs, novice instructors implemented responsibility-based teaching strategies, responsibility levels, daily program format and life skills into the physical activity sessions. First, novice instructors were introduced by the TPSR theory and expectations of their participation. Second, novice instructors were first involved as participants in the TPSR model sessions and followed by planning a TPSR-based session in pairs. Third, novice instructors instructed their first TPSR session in pairs to their peers. Followed by the first instructing, novice instructors developed a further session plan and instructed for young volunteer athletes. At the next meeting, novice instructors were observing a coach on their coaching behavior. Lastly, novice instructors had their third instructing experience by leading a practice for a sport team. Limitations in the TPSR based training for novice physical activity instructors were the small number of instructors trained at once. In addition, the training was time-consuming (Toivonen et al., 2019).

Results of the TPSR model

TPSR model can be called “from practice to theory” model. The TPSR model has been practically implemented and tested more than 50 years. However, today, more and more research regarding the TPSR model exist (Hellison, 2011, 5; Walsh, Ozaeta & Wright, 2010). Several studies suggest that TPSR-based programs have developed positive learning environment, developed teacher-student relationships and engaged youth in responsible roles (Gordon et al., 2012; Wright, Li, Ding & Pickering, 2010), improved participants’ self-control, effort and an ability to help others (Hellison & Walsh, 2002; Pozo, Grao-Cruces & Perez-Ordás, 2018), reduced off-behavior among students, improved self-confidence and an ability to solve conflicts. Responsibility-based Physical Education promoted students’ ability to take more responsibility of their own life and well-being and had a positive impact on academic performance such as grades, truancy and motivation towards the school (Pozo, Grao-Cruces & Perez-Ordás, 2018) and helped participants to transfer self-control in the classroom settings (Gordon et al., 2012; Hellison & Walsh, 2002; Wright et al., 2010).

Even though, the TPSR model has been implemented and researched for several decades, the evidence of the actual impact of the model is still scarce (Gordon et al., 2012; Pozo et al., 2018; Toivonen et al, 2019). Several TPSR-related quantitative and qualitative studies have been published but not many randomized controlled trials exist (Pienmäki, 2019; Wright, 2010). According to Pienmäki’s scoping review investigating 43 TPSR based studies, majority of the studies were qualitative studies (65 %) and implemented in the USA (60 %) and only 5% of the 43 TPSR based studies were randomized controlled studies.

In addition, the ultimate goal of the model – participants’ ability to transfer learned skills to everyday life – is the most difficult aspect to observe and measure and thus, have not been researched enough (Gordon & Doyle, 2015; Walsh, Ozaeta & Wright, 2010; Pozo et al., 2018). Since there is no one way to implement the TPSR model, one limitation and a challenge regarding the research is interpretation and fidelity of the implementation (Hellison, 2011, p. 13). There is not enough research of the implementation fidelity of the TPSR programs (Toivonen et al., 2019).

Escartí, Gutiérrez, Pascual and Marín (2010) used qualitative methods such as interviews and surveys to investigate the impact of a one-year TPSR-based program. Study suggest that the responsible behavior of youngsters (n=30) self-efficacy and self-regulation of adolescent were improved in schools and other contexts (Escartí et al., 2010).

Gordon (2010) evaluated the transfer of skills from Physical Education classes to other areas of life through interviews. Some of the participants experienced that the skills had been transferred to school, work or home. However, majority of the participants showed only slight understanding of transfer of learning to other contexts (Gordon, 2010). However, research keep showing mixed conclusions if the TPSR programs have succeeded delivering the goal of transfer of life skills (Gordon & Doyle, 2015; Gordon, 2010). Martinek and colleagues (2001) found that while students were able to transfer several aspects of the TPSR such as effort from the sport context to the classroom settings, 63% of the participants did not transfer goal setting to the classroom settings. Thus, it has been concluded that transfer is not an automatic process.

Long-lasting TPSR programs, small class size (Hellison & Walsh, 2002), goal setting and mentoring process included in the program (Martinek, Schilling & Johnson, 2001) seem to be beneficial regarding the transference of the learned skills. The most common measurement of transfer is self-reporting by the participants (Escartí et al., 2010). For the future research, it has been suggested to investigate more the conditions of the transfer of life skills to academic performance and other aspects of life (Gould & Carson, 2008; Gordon et al., 2012; Pozo et al., 2018). In addition, not enough research exists when a classroom teacher takes the responsibility of implementing TPSR in Physical Education settings (Gordon et al. 2012).

Toivonen and colleagues (2019) implemented a TPSR-based training program for novice physical activity instructors. Sjöblom & Ward (2018) evaluated the performance and competence of novice instructors who participated in the TPSR training program designed by Toivonen et al. (2019) right after the training. Sjöblom and Ward (2018) used observation and semi-structured interviews (n=3) to gain understanding of the ability of novice instructors to implement TPSR model. The results concluded that novice instructors were partially able to implement the TPSR model during the physical activity sessions. The structure of the sessions

based on the TPSR model was successfully implemented. However, promotion of the life skills was lacking during the physical activity part but was forthcoming especially during the reflection and conversational time of the sessions. In general, novice instructors felt competent to implement TPSR model in their physical activity instruction. As challenges, instructors mentioned the promotion of the life skills. However, the sample of this study was relatively small, so the results are not transferrable (Sjöblom & Ward, 2018). Later, the feasibility of the TPSR training program was evaluated through qualitative and quantitative methods. Feasibility was investigated by focusing on demand, practicality, acceptability, and implementation fidelity. Findings shows that TPSR training program was highly accepted by participants, experienced practical and implemented with fidelity. Overall, showing feasibility of the TPSR training for novice instructors (Toivonen et al. 2021).

According to Hemphill, Templin & Wright (2015) TPSR based professional development trainings were positively accepted by participants. In addition, TPSR instructor training implemented in 2016, was experienced as practical and highly accepted by the novice instructors (Toivonen et al. 2021). However, the amount of studies investigating and examining the acceptance and experiences of the TPSR trained instructors is limited. Therefore, there is need for future research to first, gather experiences of the trained instructors. Second, to develop and test protocols for TPSR instructor training based on the experiences of the participants (Toivonen et al., 2019).

1.4 TPSR training program for novice instructors - the basis for this study

In the basis of the study chapter, you will be introduced by the larger TPSR study and TPSR training program for novice physical activity instructors which took place in 2016 in Central Finland. Participants who took part in the TPSR training program were interviewed in this study.

The TPSR training program was implemented by professor Taru Lintunen and PhD student Hanna-Mari Toivonen. To this date, this intervention was a first study to provide guidelines on how TPSR-based instructor training for novice instructors can be effectively developed, implemented and evaluated. The intervention study was the first TPSR related multi-method randomized controlled intervention study for novice physical activity instructors and a published TPSR-based training intervention for novice instructors (Toivonen et al., 2019). The aim of the training was to educate novice physical activity instructors to learn to understand and adapt the TPSR model in practice. Novice physical activity instructors were seen as a suitable audience to adopt the values of the TPSR model since they did not have any pedagogical training and are eager to learn different styles of teaching. In addition, in clubs, young adults and volunteers are often leading sport practices in Finland. There is a need for trained, skilled instructors (Koski & Mäenpää, 2018; Toivonen et al., 2019).

Eight novice instructors took part in the TPSR training program which included theory, model lessons, teaching try-outs, observation and reflection. The intervention was implemented to test a formal and well-designed TPSR based training program for novice physical activity instructors. The goal was to develop an effective evidence based TPSR instructor training program that can be replicated in the future. The aims are supported by the previous publications – there is a need to describe carefully new interventions, analyzing the effectiveness and feasibility (Martinek & Hellison, 2016). More information about the TPSR-based training program is described by Toivonen and colleagues (2019).

This study is a follow-up study to provide unique information about the experiences of the five novice physical activity instructors about the TPSR-training, TPSR model and the transfer of learning three years after the training program was organized.

PURPOSE OF THIS STUDY

The purpose of this study was to describe the experiences of the five novice physical activity instructors about the TPSR training program, TPSR model and transfer of learning three years after the training took place.

The research questions in detail:

- How was the TPSR training program experienced by the novice physical activity instructors?
- How was the TPSR model perceived by the novice physical activity instructors?
- Have the novice physical activity instructors used the TPSR training program, TPSR model and have they been useful for the novice physical activity instructors later in life? (Transfer).

METHODOLOGY

Research methods

This study is a qualitative research and the data was collected through semi-structured interviews. This is a qualitative case study and the case is experiences of the group of trained instructors.

One of the purposes of the qualitative approach is to research a topic that is not yet well researched. The purpose of the qualitative research is to understand a phenomenon or the way that people experience a specific phenomenon. Qualitative research aims to develop concepts, insights and deeper understanding. Often, there has to be a qualitative research first to understand the phenomenon to be able to successfully implement a quantitative study (Taylor & Bogdan, 2016).

Qualitative research aims to understand how a similar situation is seen from different point of views. In the qualitative research, people, the context and the group are seen as a whole (Taylor & Bogdan, 2016). In the current study, all participants took part in the TPSR training program which was the shared context. However, every participant has a perception of his or her own and was interviewed individually.

The aim of this research was to hear five individual experiences of the novice instructors. When focusing on the describing a phenomenon, the research focuses on the individual, subjective experiences of the participants (Flick, 2014).

The data of this study was collected through semi-structured interviews. Interviewing in qualitative research means face-to-face interaction between the researcher and participants. The aim of the researcher is to hear and understand individual perspectives about certain situations or events. The goal of the interview method in qualitative research, is to hear what a participant has to say and to deeply understand the perspective and a message of the interviewee. Interviews

as a research method is often suitable if the center of the research is the past situation (Taylor & Bogdan, 2016). The goal of the interviewer was to ask questions that made the interviewees to remember past experiences, in this case participation in the TPSR training programme.

There are different ways to interview. The style of an interview depends on the purpose of the study (Flick, 2014). In this study, we used a semi-structured approach. Semi-structured interviews mean conversational, one participant at the time, style of an interview. Questions can be open and closed and often include follow-up questions such as why or how (Adams, 2015). In the interview situation, the participants may have not reflected how they experienced the situation that interview is focusing on. The interviewer can decide what type of questions and how the questions are asked. Often, the interviewer aims to develop questions that are open-ended and descriptive questions about general topics. The interviewer needs to listen carefully and ask the interviewee to provide more detailed answers and press for clarifying answers (Taylor & Bogdan, 2016).

The limitation of the interview method is what the interviewee is mentioning in an interview, can't be seen as a fact what a person would say or do in the situation. Interviewees may have a challenge to articulate a certain moment or an interviewer may misunderstand what an interviewee try to say. Thus, we can't take interviews as a fact value, but through interviews we can learn how a participant has experienced a specific situation. When analyzing the interviews, it is important to focus also on the tone and gestures of the interviewee, not only the content (Taylor & Bogdan, 2016). Face-to-face interviews allows interviewer to read the body language and facial expressions (Hirsijärvi & Hurme, 2000, 35).

Prior the interviews, the researcher familiarized herself with the procedures and research design of the TPSR training program implemented in 2016. The researcher had conversations with the program leaders, professor Taru Lintunen and PhD student Hanna-Mari Toivonen, and read the materials of the TPSR training program. The interview questions were finalized in the collaboration with the program leaders of the TPSR training.

Participants

To be able to participate in this study, participants had to be involved in 20 hours “Nuoret rulettaa” TPSR training program in autumn 2016. In 2016 at the baseline, participants of the TPSR training program (n=8) were young adults (>18 years old) who did not have no or little experience in physical activity instruction (less than 6 months of full-time or one year part-time). Participants were on their last year of high school or vocational school or recent graduates.

All novice physical activity instructors who took part on the TPSR-based training (n=8) were invited to participate in this study. Instructors were recruited by the organizer of the TPSR training program, PhD student Hanna-Mari Toivonen. **Finally, five novice instructors were interviewed.** Three instructors withdrew from the study because of personal reasons. At the time of the recruitment for this study in 2019, instructors were 20-22 years old males (n=3) and females (n=2). All instructors were either studying in the university level, working or applying to studies. All participants lived in the Central Finland and spoke Finnish as their native language.

Data collection

Interviews took place in the classrooms of the University of Jyväskylä on 26th, 27th and 28th of July 2019. The place was chosen to be suitable for interviews. All interviews were recorded and video recorded to be able to go back to the gestures of the interviewee. All participants were interviewed individually, and the duration of the interviews varied in between 27 minutes to 41 minutes. The average duration of an interview was 35 minutes.

Interview questions were developed by the researcher and reviewed by the supervisors, professor Taru Lintunen and PhD student Hanna-Mari Toivonen. In addition, the interview questions were brainstormed together with other experts of the TPSR model: Achillios Koutelidas, Nikolaos Digelidis and Elvira Papageorgiou during researcher’s exchange period

at the University of Thessaly. After the feedback from the supervisors, the interview questions were finalized. The interview questions were divided into six categories:

1. Background information
2. Instructor's experience of the TPSR training program
3. Instructor's experience of the TPSR model
4. The perceived impact of the model to instructor's personal and social responsibility
5. The possible perceived transfer of the TPSR based skills on instructor's life
6. The possible experienced transfer of TPSR to instructor's physical activity instruction/leadership

Throughout the interviews, instructors were asked to clarify or expand their answers if the researcher felt it necessary. In the end, instructors were given an opportunity to share any additional comments.

1.5 Data analysis

Method of a data analysis

Qualitative data analysis means a process to interpret the material to make the statements more structured, understandable and having a meaning. The data analysis part of the research begins after the sample of the research has been decided, data has been collected and prepared. Analysis aims to summarize the entire data without losing any relevant information and to re-structure the data in a clear and meaningful form (Flick, 2014).

The qualitative data analysis can have several aims: **describe a phenomenon** based on the individual or group, **compare** the findings of different studies, **explain** the differences and in the end **develop a theory** and to present a generalizable statement based on the current research findings combined with the previous texts and cases (Flick, 2014).

There are different ways to analyze the data. In this study, we used abductive method to analyze the results. Abduction is searching for an explanation for a question that started the desire for the research. Abduction always starts with familiarization of the previous data and in the end, aims to explain the phenomenon better than in the beginning of the process (Flick, 2014). In abductive analysis, the results are based on both the existing theoretical framework and the findings from the data. Often, the research questions are developed based on the existing theory or the lack of existing theory. Abductive analysis means a creative process, where a new hypothesis and themes can be discovered based on new research findings during the data analysis (Flick, 2014; Tavory & Timmermans, 2014; Timmermans & Tavory, 2012).

In the abductive analysis, the researcher is moving forward from the existing theories towards inventing new ones. The result of abduction can be a new hypothesis which then needs to be further researched and observed. Abductive analysis requires first, deep understanding of the existing theories and second, an analysis of the data that follows the step of the methodology. Abductive analysis focuses on investigating the relationships between theory, methodology, and observation (Tavory & Timmermans, 2014; Timmermans & Tavory, 2012).

The analysis of this study proceeded in the following phases: transcript of the interviews, the first observations of the data, analyzing the content based on the research questions, finding similarities and differences and comparing the data, developing the categories and sub-categories occurring from the data, going deeper into the data by counting the quantities of the similarities and differences, starting to verbally re-structure the findings of the data.

Transcription

All of the interviews were transcribed. Transcription means a written version of material which is originally presented in another form (Flick, 2014). Transcription of the data, led to a total of 44 pages of written form of data, including 16,501 words. The transcription process helps the researcher to get an overview of the data.

Categorizing and coding

When analysing an interview data, the process follows three stages: data reduction, data re-organization and data re-presentations (Flick, 2014). Followed by the transcription, all of the interviews were read through several times. The re-organization phase of the analysis began through categorizing and coding. Categories are larger ideas that are developed through codes. Codes are named pieces of the data to summarize the larger categories. In the analysis process, the researcher aims to find similarities, differences and individual statements (Flick, 2014).

This research aims to find an answer to three research questions: experience of the novice physical activity instructors on 1) TPSR training program 2) TPSR model 3) transfer of their learning. Data analysis began by searching for an answer to the three questions above. Data analysis moved forward to main categories and sub-categories that were developed based on the existing theories and finding from the data.

The analysis began by going through each interview individually and moving quotes and statements regarding the main category to the excel sheet. The individual statements of the participants were located under a category based on the three research questions. Each statement was inserted to the excel sheet as a direct quote followed by a summary made by the researcher. The goal of the summary was to highlight the key message of the quote. Followed by a summary of the quotation, the researcher started to divide the main categories and sub-categories. In addition to the quotations, the analysis framework included a number of the interview, personal notes of the researcher and a specific research question that each quotation is answering to.

For example, for the research question regarding the instructor's experience of the TPSR training program, all of the direct statements regarding the experience from all interviews were inserted under the theme/category. The interview questions that were focusing on getting information of the TPSR training were inserted into the sheet. For example, a question: "What was difficult about the TPSR training" was taken under an investigation. Once all the statements regarding the difficulties were inserted, the researcher started to identify themes that were appearing from the data. Statements talking about lack of participants, challenge to be a good

instructor, challenge to combine theory and practice were formed into sub-categories. Then, the researcher investigated, how many of the instructor’s mentioned a challenge such as “challenge to combine theory and practice”. This process allowed the researcher to identify different factors, include individual statements, hierarchical differences as well as find out the similarities and differences. Then, categories were examined and compared within and between categories. Researcher looked for an answer on how the categories are alike and how they are different (Flick, 2014).

Re-presentation of the data

Once the main categories were identified, the description of the differences, similarities and identified phenomenon began. Typically, the findings of the research are then compared to existing theories and beliefs. Ultimately, as a result of an analysis, the researcher aims to present a generalizable statement by comparing researcher’s own findings with the existing theories (Flick, 2014).

Table 1. The themes, categories and sub-categories of the data

Theme	Category	Sub-category
Instructor’s experience of the TPSR training program and the TPSR model	Memories from the TPSR training program	Practical instructing experience
		The lack of participants in the clubs
		Theory sessions based on the TPSR model
		Practical games part of the theory sessions

First-ever job
experience

Theme	Category	Sub-category
Instructor's experience of the TPSR training program and the TPSR model	Memories from the TPSR model	Physical activity as a tool to teach life skills
		Respect and responsibility
		Communication/interaction
		Good behavior
		Reflection
		Emotions and psychology

Theme	Category	Sub-category
Instructor's experience of the TPSR training program and the TPSR model	Memories of the specific aspects of the TPSR model	Daily program format
		Teaching strategies
		Responsibility levels
		Evaluation
		Values

Theme	Category	Sub-category
Instructor's experience of the TPSR training program and the TPSR model	Memories of the life skills	Respect
		Interaction skills
		Responsibility
		Perseverance
		Acceptance
		Caring for others
		Honesty

Theme	Category	Sub-category
Instructor's experience of the TPSR training program and the TPSR model	Challenges of the TPSR model and TPSR training	Instructing <ul style="list-style-type: none"> <li data-bbox="1088 497 1442 564">1.1 Lack of the feeling of competence <li data-bbox="1088 631 1442 698">1.2 Children as a target group <li data-bbox="1088 766 1442 833">1.3 Include TPSR theory into practice <li data-bbox="1088 900 1442 967">1.4 Complexity of the TPSR model <li data-bbox="1088 1034 1442 1146">1.5 Theory part was too dominant in the TPSR training <li data-bbox="1088 1214 1442 1281">1.6 Follow the session plan in practical session <li data-bbox="1088 1348 1442 1415">1.7 Promote the transfer of life skills <li data-bbox="1088 1482 1442 1518">1.8 Teach life skills <li data-bbox="1088 1585 1442 1653">1.8 Engage in a deep conversation <li data-bbox="1088 1720 1442 1787">1.9 Psychological focus of the TPSR model

Theme	Category	Sub-category
Instructor's experience of the learnings and the transfer of learning	Experienced learnings from the TPSR training and TPSR model	<ul style="list-style-type: none"> 1. Physical activity instruction <ul style="list-style-type: none"> 1.1 responsibility 1.2. bravery to instruct 1.3 feeling of competence 1.4. ability to give feedback 1.5 ability to consider every participant 2. Life experience 3. Awareness of teaching life skills through sports 4. Ability to reflect one's own behaviour 5. Interaction skills in social situations 6. Leadership 7. Confidence when applying a job

Theme	Category	Sub-category
Instructor's experience of the learnings and the transfer of learning	Perceived transfer of learning	Physical activity instruction Leadership Employment or studying Social responsibility Ability to observe the coaching styles of others No transfer

Theme	Category	Sub-category
Instructor's experience of the learnings and the transfer of learning	Me as an instructor	Structure of the session (daily program format) Life skills, values, and responsibility Feedback Involvement of all A theme for every session

Clear roles

Theme	Category	Sub-category
Instructor's experience of the learnings and the transfer of learning	Me as a leader	Relaxed
		Communicative
		Flexible
		Considerate of all participants
		Open
		Controlling
		Responsible
		Determinant
		On a same level as participants

Evaluation of trustworthiness and ethical issues

Regarding the qualitative data analysis, it has been stated that there is a lack of studies that explain *what qualitative researchers do* when they analyze the data and *why they do this*. The data analysis is often done in a hands-on way, rather than based on existing explained processes. The challenge with the possibility of the personal interpretation of the researcher and the danger of decontextualizing when separating the data in categories need to be considered. Referring to Flick (2014), one strategy to ensure that the findings are in relation with the context is to highlight the unique context of this specific audience and call the study “a case study”. Some of the challenges when using interviews as a method are how to handle the amount of the data, forcing data into “misleading” categories, challenges with methodology and hesitation if the methods are used in a correct way (Flick, 2014).

This study followed the ethical guidelines of the University of Jyväskylä. The study was approved by the Ethics Committee of the University of Jyväskylä (No. 29062015). Interviewees were informed and reminded that the participants identity remains anonymous and their answers will be only used in this master’s thesis study. The draft results were sent to the participants of the study prior the publishing. Participants of the study were encouraged to read through the results and give feedback if the presented results are in line with their view of the event. All the interviews were conducted with the participants native language (Finnish) and the statements were translated in English by the researcher. The translation process might cause interpretation. Trustworthiness and objectivity were considered when it was decided that the interviewer will be a person who was not part of the TPSR training program in 2016. The goal of the interviewer was to create an environment where the participant felt comfortable on speaking about their experiences (see Taylor & Bogdan, 2016). The decision to have an interviewer who was not involved in the training program, allowed participants to speak comfortably about their positive as well as negative experiences. The fact that the researcher of this study, was not part of the TPSR training program in 2016, increases the trustworthiness of the study.

Writing a memo is a one method to increase the trustworthiness. A memo includes questions and ideas of the researcher throughout the whole data collection and analysis phase. Writing a memo helps the researcher to observe the data and get distance from it (Flick, 2014). The researcher wrote down her first thoughts after each interview and reflected the process. The researcher was reflecting her own behavior as interviewer. Interviewers journal is a good tool to have moments from the interview saved for the later analysis (Taylor & Bogdan, 2016).

The selection of the participants was decided together with the organizers of the TPSR training program, professor Taru Lintunen and PhD student Hanna-Mari Toivonen. However, since three instructors were left out from the original group of participants in 2016, it is noted that the group of instructors in this study (n=5) might present an opinion of more engaged group.

RESULTS

1.6 Instructors' experiences of the TPSR training program and the TPSR model

The first part of the results is based on the research questions one and two: How were the TPSR training program and the TPSR model experienced by the novice physical activity instructors. First, the experiences of the TPSR model and TPSR training program were separated from each other's by the researcher, to ensure the feedback from the training implemented in 2016. However, the first finding from the interviews was that the TPSR model and the training were often seen as a same concept by the instructors. Thus, the results are presented in the same chapter.

Clarity of the memories of TPSR training program

All instructors had different memories from the TPSR training program. However, all the instructors (n=5) memorized the practical instructing experience, the lack of participants in the clubs and TPSR theory sessions which were part of the training. In addition, four out of five instructors mentioned the interactivity and the games that demonstrated the TPSR theory.

Table 2. Memories from the TPSR training program

Category	Sub-category	n
Memories from the TPSR training	Practical instructing experience	5
	The lack of participants in the clubs	5
	Theory sessions based on the TPSR model	5

Practical games part of the theory 4
sessions

First-ever job experience 1

Instructors were asked to describe “What do you remember from the TPSR training program?” Since the TPSR training was implemented in 2016 and these particular follow-up interviews were recorded in 2019, all the instructors (n=5) mentioned in some part of the interview that it was difficult to remember aspects about the TPSR training since it took place three years ago: “*I have quite a good feeling about the training but it is difficult to remember since I haven’t returned to the issues for a long time*” #Instructor1.

Even though, instructors had forgotten some of the aspects of the TPSR training, the training and physical activity instructing were found as a positive and fun experience:

“Aah it has been such a long time. I mean, I was left with a good feeling. It was quite fun to coach younger pupils and to lead this kind of a club. I also remember that there was not much participants but it was fun even with the small number of participants.” Insturctor#1

”Äää siitä on niin pitkä aika. Ei, no hyvä fiilis jäi ainaki siitä. Se oli ihan hauskaa valmentaa niitä nuorempia ja pitää vähän tämmöstä kerhoa. Ja tota sen muistan että siellä ei ihan hirveesti osallistujia ollu mutta oli kyllä kivaa olla niitten vähänki kanssa ketä siellä sitten oli.” Insturctor#1

One instructor remembered interactive games that helped the group to get to know each other’s and the theory aspect of the training:

“Hmm..well first we had getting to know each other games and we discussed the core of the model, what it is, the background and the history of the model. And the man, what was his

surname again, it has been two years already... [Don Hellison, the developer of the TPSR model]” Instructor#2

Sen mä muistan. Mm.. no öö tota meillä oli ekana tutustumisharjoituksii ja sit puitiin et mistä siinä mallissa se ydinasia mikä se on ja sen taustatiedot missä se historia on. Ja se itse se mies, mikäs sen sukunimi on kun on kaksi vuotta. [Don Hellison]” Instructor#2

Another instructor described his memories about the practical instructing experience and the framework of the TPSR training program:

“I guess it was a course of one and half weeks. Before the training started, we had one week of different exercises there and theory from 8 am until 4 pm, from Monday to Friday. Then if I remember correctly, we had some time in between and we had a practical instructing session. We went to lead a practice for, I don’t remember which team, but it was a female football team. We led one practice based on the learnings from the previous weeks.” #Instructor3

“Ööö se tais olla oliko se sellanen noin 1,5 viikon kurssi, meillä oli, se oli just enneku noi koulutus alko niin yks viikko siinä missä käytiin oliko kaheksassa neljään maanantaista perjantaihin, meillä oli sit kaikkia harjoitteita siellä ja teoriaa ja tän tapasta ja sitten, ja sitten tän viikon jälkeen meillä oli muistaakseni oisko siinä ollu vähän aikaa väliä ja sit meillä oli sellanen käytännön ohjauskerta. Me käytiin ohjaamassa tossa en muista joukkuetta mutta semmoselle tyttöjalkapalloilijoille yhdet harjoitteet ja niitten sen viikon oppien perusteella niin ohjattiin sitä harjoitusta sitten niille.” #Instructor3

Instructor#4 memorized the practical sessions based on the responsibility model, group discussions and lectures by a guest speaker:

“I remember that we had several times group conversations and also I liked a lot when we had a guest speaker [Professor Paul Wright, expert of the TPSR training and research]. He brought a different aspects and a different perspective to the training. He spoke a lot about the responsibility model and opened it up from a different perspective. I also remember the

practical sessions where we practiced how to instruct and what are the important aspects related to the responsibility model.” Instructor#4

“Öö, mä muistan et siinä oli tosi paljon sellasii koitettiin ainaki keskustella ryhmässä ja sit mistä mä tykkäsin tosi paljon et siellä oli öö, se yks vieraileva puhuja. Joka sit kerto tavallaan, miten tavallaan erillaisia pointteja toi ja erilaisia näkökulmia siihen koulutukseen. ja just siitä, puhu tosi paljon siitä tota vastuuntuntoisuuden mallista. Ja tavallaan avas sitä vielä eri näkökulmasta. Niin sen muistan. Ja sitten oli ihan käytännön harjoitteita et päästiin harjottelemaan sitä tota, miten ohjataan. Mitkä on sellasii tärkeitä just siihen malliin liittyen. Joo.” Instructor#4

Instructor#5 remembered Hellison’s model, practical games and instructing experience from the TPSR training:

“I remember eating and listening stuff about the Hellison’s model. We tried to understand and remember how the model works. That is basically what I remember about it these days. Then we played the games that we were about to instruct in the clubs. We also had a lot of games to get to know each other’s” Instructor#5

“ÖÖö syötiin. Ja kuunneltiin sitä Hellisonin mallista niitä juttuja. Yritettiin painaa mieleen että miten se toimii. Siinä onkin aikalailla kaikki muistikuvat mitä siitä enää on. Sitten leikittiin niitä leikkejä mitä kerhoissakin vedettäis. Ja sitten paljon tutustumisleikkejä oli.” Instructor#5

Clarity of the memories of TPSR model

When instructors were asked to describe what do they remember from the TPSR model, all instructors remembered more general aspects of the model (physical activity is a tool to teach life skills) rather than more specific aspects of the model (teaching strategies, values responsibility levels).

Table 3. Memories from the TPSR model

Category	Sub-category	n
Memories from the TPSR model	Physical activity as a tool to teach life skills	4
	Respect and responsibility	2
	Communication/interaction	2
	Good behaviour	1
	Reflection	1
	Emotions and psychology	1

Instructors were asked to describe the ideology of the TPSR model in their own words. Four instructors (n=4) memorized that the purpose of the TPSR model is to teach life skills through physical activity and sports:

“I remember that through sports you try to get the target group, I mean the children, to think about what physical activity and sports requires and how you can use that in your life. Respect of others, taking responsibility and what were some others...well, these were the things I remember now. Those were probably the main ones. The main idea (of the TPSR model) I do remember well.” Instructor#2

“Mä muistan siitä sen, et niinku tavallaan liikunnan kautta niinku pyritään saamaan ne koehenkilöt kun lapset ne on varmaan lapset, lapset tavallaan pohtimaan että mitä se urheilu tai liikunta tavallaan vaatii ja miten sitä voi käyttää elämiseen sitten. Toisten kunnioittaminen,

vastuunkanto ja mikäs siellä oli no nää on nää mitä mä nyt muistan. Ne oli varmaan sellasia keskeisimpiä. Ja sen mä muistan, kyl mä sen ydinidean muistan se painu hyvin mieleen.”

Instructor#2

“Well. I do remember that it was the purpose to learn good behavior and communication skills though games and play. That I remember, I don’t remember much about it in detail.”

Instructor#4

“No. Sen mä muistan sen et oli tarkoitus et opitaan niitten leikkien ja pelien kautta niin tavallaan niitä hyviä käytöstapoja ja semmosta hyviä vuorovaikutustaitoja. Semmosta. Emmä oikein hirveesti tarkemmin sitä muista. Joo.” Instructor#4

More specifically, instructors remembered that the TPSR model aims to promote respect and responsibility of the participants (n=2), communication and interaction skills (n=2) good behavior (n=1) and reflection (n=1). During the interviews, all instructors were asked to describe what do they remember more specifically about the values, teaching strategies, daily program format, responsibility levels and life skills of the TPSR model. The table below presents how many of the instructors were able to describe more specifically following aspects of the model.

Table 4. Memories of the specific aspects of the TPSR model.

Category	Sub-category	n
Memories of the specific aspects of the TPSR model	Daily program format	5
	Teaching strategies	3
	Responsibility levels	2

Evaluation	1
Values	0

Interestingly, all the instructors (n=5) were able to describe daily program format more in detail:

“Well the daily program format was the order that you were supposed to do everything. There was the awareness talk in the beginning, where you go through the goals and such. There was always one theme in one session. The theme was one of the values that you practiced during the session. Yes. Then there was the play time and games and, in the end, you went through how the value what we tried to teach and learn, appeared in the session and how the participants had learned it. Then in the end how this value could be used in real life.” Instructor#4

“No tuntiformaatti oli ainaki niinku joo se oli se järjestys missä kaikki piti tehdä. Siinä oli ne alkupuheet, mis käytiin niitä tavoitteita ja muita läpi ja sit siinä oli aina yhdelle tunnille oli tavallaan sillee vähän niinku teemana yks niistä arvoista, mitä tavallaan harjotettiin. Joo. Ja sitten oli tietysti niinku ne leikit ja pelit ja loppuun tuli just se mis käytiin tavallaan läpi, miten nyt se arvo tai se mitä koitettiin tavallaan pohjimiiltaan koitettiin opettaa, tuli siinä ilmi ja miten ne opetettavat on oppinu sen ja sit siinä käytiin se miten sitä vois hyödyntää esim. tota arkielämässä ihan. Joo.” Instructor#4

”Mmm...there was a some sort of brief in the beginning or something like that...then the beginning of the sports part, the actual play and in the end there was always some sort of a reflection. In the reflection, you tried to transfer the thing in real life. I guess...” Instructor#5

“Ööö joku alkuhommelli siinä oli, joku alkubriiffi tai joku vastaava ja sit oli liikuntaa tommosta alkuhommellia ja sitten se varsinaista toimintaa ja lopussa oli ainaki joku purkuhommelli. Missä sitten yritettiin siirtää sitä juttua sinne tota normielämään. Muistaakseni.” Instructor#5

How instructors described the daily program format was aligned with the format introduced by Hellison: “daily program format should always include five parts: relational time, awareness talk, physical activity plan, group meeting and self-reflection time” (Hellison, 2010, p. 49). The daily program format was the only specific aspect of the model that every instructor (n=5) were able to describe more in detail. When the researcher asked about the responsibility levels, two instructors (n=2) mentioned respect to be one of the levels. Regarding the teaching strategies, instructors memorized the importance to provide various options when instructing and give feedback and to be mindful of your body language. When instructors were asked about the key values of the TPSR model, instructors did not remember. However, when instructors were asked about their personal values, being trustworthy, responsible, respectful and considerate to others appeared the most among the instructors. Instructors described life skills in a following way:

*“Mmm...that kind of things that have an impact to your life and that can be learned”
Instructor#1*

“Ööö semmoset asiat mitkä vaikuttaa elämiseen ja mitkä on opeteltavissa?” Instructor#1

”Yes, I rememeber that. Now even better when you mentioned it. But what I have in mind is that those (life skills) can be adapted in the every day life. It was highlighted to us (in the training) that we could say to the participants that take these (life skills) into consideration for example in schools and with other people” Instructor#4

“Joo kyllä, joo kyllä muistan ton. Muistin sen toki nyt paremmin kun sanoit sen. Mutta on tosiaan mielessä ihan että näitä pystyy siis soveltamaan ihan jokaisessa arkielämässä ihan koulussakin et meille sitä painotettiin että vois niille nuorille sanoo että ottakaa huomioon nää vaikka sitten koulussa ja tälleen kaikkien kanssa.” Instructor#4

From their personal perspective, instructors described life skills to be such as respect (n=3), interaction skills (n=2), responsibility (n=2), perseverance (n=1), acceptance (n=1), caring for others (n=1), honesty (n=1), listening (n=1), expressing your feelings (n=1) and openness (n=1).

Perceived challenges of the TPSR training program and the TPSR model

During the interview, instructors were asked to describe “what was most challenging about the TPSR model” and “was there something in the model you didn’t understand”? Instructors answered to the questions not only about the TPSR model but also regarding the content of the TPSR training and instructing experience. Thus, the findings are presented including the challenges regarding the TPSR model and the TPSR training.

After the TPSR training, participants instructed physical activity in the clubs to gain practical sport instructing experience. After the training, instructors were eager to implement and adopt the learnt skills. From practical reasons, the recruitment of participants to the clubs was limited. During the interviews, all instructors (n=5) mentioned the small number of participants involved in clubs as a challenge (all together 14 mentions in the interviews).

“Well, considering that we didn’t have a chance to implement it (TPSR model) I was left a bit with a feeling that how this (TPSR model) would look like in the practice. Yes, so it was a bit unfortunate” Instructor#3

“No kyllähän se jonkin verran tossa autto mutta siihen nähen et mitä me ei päästy kunnolla toteuttamaan siitä jäi vähän semmonen et miten tää käytännössä toimis. Niin se oli vähän sit ikävää.” Instructor#3

The challenges that appeared in the data regarding the TPSR model and TPSR training, were related to the instructing. Various different reasons why instructing felt challenging, appeared in the data:

Table 5. Challenges of the TPSR model and TPSR training

Category	Sub-category	n
Challenges of the TPSR model and TPSR training	Instructing	
	1.1 Lack of the feeling of competence	5
	1.2 Children as a target group	4
	1.3 Include TPSR theory into practice	4
	1.4 Complexity of the TPSR model	3
	1.5 Theory part was too dominant in the TPSR training	3
	1.6 Follow the session plan in practical session	2
	1.7 Promote the transfer of life skills	2
	1.8 Teach life skills	1
	1.8 Engage in a deep conversation	1
1.9 Psychological focus of the TPSR model	1	

Four out of five participants mentioned that they felt instructing children to be challenging.

*“Yes. Well one thing that I still remember is that it is not very easy to instruct children”
Instructor#2*

“Joo. No varmaan se jäi mieleen ettei oo hirveen helppoo ohjata lapsia.” Instructor#2

Some of the participants were hesitant if the TPSR training included enough practical instructing experience and if they were competent to instruct children after the training. However, they felt that the TPSR training provided tools for the future.

“Mmm...from my perspective, it was (TPSR training program) a bit too theory centered. Some of the aspects were not informed to us during the training, and I guess we didn't have enough physical activity instruction. If the clubs would have actually began in some point, I am wondering if we would have had more problems in the practical sport instructing sessions. So, from my point of view, there was a bit too much the psychological side” Instructor#3

“Ööö no siis mun mielestä se oli tavallaan liian teoriapainotteinen ja jotain siitä jutusta ei meille kerrottu sen tutkimuksen aikana mikä varmaan kuuluukin siihen niin niin se ehkä ei saatu tarpeeks tota sitä liikuntajuttuja jos se oiskin lähteny toimimaan käytännössä se juttu niin oisko meillä sitten tullu lisää ongelmia että miten tää asia nytkin menis semmosia käytännön juttuja niissä liikunnan ohjauksissa, niin mun mielestä siinä ehkä liikaa painotettiin sitä psykologista puolta.” Instructor#3

“It was my first time that I was leading an entire practice. I mean, it was actually quite challenging. All of these kind of things, how do you start the practice etc. felt surprisnly difficult. It cannot be described in the training or I couldn't understand how difficult the instructing can be. But well, it gave a lot and I got also tools for the future.” Instructor#3

“Sekin oli ensimmäinen kerta kun pääs itse kokonaan vetämään jonku harjotteen niin kyllähän se oikeesti oli aika vaikeeta. Kaikki tämmöset jutut että miten sä nyt alotat tän harjotteen ja

tämmöset niin tuntu yllättävän vaikeelta. Ei sitä osannu siinä koulutuksessa kuvailla tai suhtautua siihen että miten vaikeeta se sitten oikeesti voi olla niin kyl siellä oli yllättävän haastavaa. Mutta kyllä se tosi paljon myöskin anto et siitä sit sai myös jatkoeväitä siihen sitten jatsoon.” Instructor#3

Instructors stated that it was challenging to combine the TPSR theory knowledge to the practical session. Some of the instructors (n=3) experienced the TPSR training to have too dominant focus on the TPSR theory. The TPSR model was mentioned to be complex to understand and it was challenging to implement in practice.

Instructors were describing the challenges in the following way:

“The training was really theory focused and I was even thinking after the training that there was too much theory and that I didn’t get enough tools how instruct in real life. That was something I was thinking. Mmm...also we got some advises on physical activity instructions, I do remember those, and it was useful for the instructing. It was good.” Instructor#2

...” se oli tosi teoriapainotteinen se koulutus ja se mulla jäi siitä sen koulutuksen jälkeenkin että se oli liikaa sitä teoriaa mun mielestä, että nyt ei ollukkaa eväitä siihen miten sitä käytännössä vedettäis. Niin semmonen mulla tuli siitä esille. Mmm no toki me saatiin myös liikuntavinkkejä että nekin jäi siitä ihan hyvin mieleen, että sä pystyt jotain harjotteita vetämään. Sekin oli ihan hyvää siinä.” Instructor#2

”Well, in the beginning it (TPSR model) felt a bit... well I don’t know if I would say this...but a bit complex. There was so many things to take into account when planning a session and all that...” Instructor#4

“No alkuun se tuntu vähän haastavalta tai silleen kun se oli silleen jotenki niin no en nyt sanois monimutkanen mut et siinä oli monta kohtaa et mitä piti kaikki ottaa huomioon siinä niinku sitä suunnitellessa ja näin...” Instructor#4

For Instructor#5 the challenge was to have a deeper conversation with children and to support the transfer of skills:

“Mmm...well, for me it was always difficult to try to transfer those things into a real life, or in general it was difficult to have a deeper conversations with the children. We had a deal with another instructor that he handles the conversations and I handle the sport” #Instructor5

“Öö no mulle oli haastavaa aina tommonen kun piti justinsa tota yrittää siirtää niitä juttuja sinne tosielämään tai ylipäättänsä kun piti tollee syvällisesti keskustella niitten lasten kanssa. Sovittiin (erään osallistujan) kanssa et se saa hoitaa keskustelun ja mä hoidan sitten ton liikunnan puolen.” #Instructor5

Instructor#1 mentioned that it was difficult for her to instruct since she is relatively shy but having an opportunity to practice instructing for the first time with a familiar group, made the situation easier.

“I mean, I was nervous. I am a bit shy person, so the first time made me pretty nervous. But then on the other hand, it was really good when we practiced in a familiar group. The group had become familiar in those couple of days when we were learning together so intensively. That made it (instructing) easier. After, it was pretty fun. I liked it.” #Instructor1

“No kyl se jännitti. Kyl se jännitti. Mä oln vielä vähän sillee vähän ujo ihminen, niin se oli aika jännittävä kokemus ekan kerran. Mut sitten se oli toisaalta just hyvä kun siinä harjoteltiin siin tutussa porukassa. Tai joka oli tullu tutuksi siinä muutaman päivän aikana kun oltiin tiiviisti oltu siellä oppimassa yhdessä. Niin sitten se se tavallaan helpotti siinä. "tauko" Oli se sitten ihan kivaa. Mä tykkäsin siitä.” #Instructor1

However, even though the majority of the participants found instructing challenging, they stated that by the time and practice, it became easier:

“...but by the time you got a certain rhythm to it (instructing) and the things started to come pretty automatically, like hey in this situation I was supposed to do and say this, so by the time it started to be more automatic and it became easier. And then while instructing, not only when planning the sessions, I tried to think if I went through all the aspects of the daily program format. By doing that, I remembered it better.” Instructor#4

“...Mut siihen sai sellasen tietynlaisen rytmin et sit alko tulemaan sieltä aika automaatiolla et okei hei tähän tuli tämmönen tähän tuli tämmönen et siihen tuli sellanen automaatio sitten ja sit se kyllä siitä helpottu. Joo ja helpottu myös itelle se siinä itse ohjatessa et ei pelkästään suunnittellessa vaan myös siinä ohjatessa se että muistaa käydä ne kaikki kohdat siitä läpi ja se tuntiformaatti niin se iskostu paremmin mieleen ja. Joo.” Instructor#4

1.7 Instructors' experiences of the learnings

The second part of the results focuses on the third research question: Have the TPSR training program and the TPSR model been useful for the novice physical activity instructors later in life? (Transfer). This chapter describes the instructors' experienced learnings. Since the TPSR training and TPSR model were often seen as the same concept by the instructors, perceived learning from the training and model will be presented in this chapter. The learnings are followed by the experienced transfer of the learning.

All instructors (n=5) experienced learning throughout the training and from the TPSR model. However, the level of learning differed between the instructors. For instance, one instructor described seven (n=7) different sub-categories on what he learned during the training and from the TPSR model (physical activity instruction experience, responsibility, bravery to instruct, increased competence to instruct, life experience, interaction in social situations, courageous and calmness when applying to a job) and one instructor mentioned one sub-category (overall life experience).

Table 6. Experienced learnings from the TPSR training and TPSR model

Category	Sub-category	n
Experienced learnings from the TPSR training and TPSR model	1. Physical activity instruction	4
	1.1 responsibility	3
	1.2. bravery to instruct	1
	1.3 feeling of competence	1
	1.4. ability to give feedback	1
	1.5 ability to consider every participant	1
	2. Life experience	3
	3. Awareness of teaching life skills through sports	2
	4. Ability to reflect one's own behaviour	2
	5. Interaction skills in social situations	2
6. Leadership	2	
7. Confidence when applying a job	1	

When instructors were asked to evaluate if they learned something from the TPSR training and TPSR model, instructors (n=4) mentioned that they learned about physical activity instructing and leading a group.

Instructor#3 explained how TPSR training was one's first instructing experience. The training helped him to have confidence to instruct and to feel competent as an instructor:

"It had an impact, because I haven't had any experience on instructing and if I should have started to instruct something without this training, I can say that I would have been pretty shy. So, maybe this training gave me courage to do that. In there (training) you had to be spontaneous and as a person I am not the first one to throw myself out there and who is involved with everything, so I mean, of course this experience gave me confidence to do things like that"
Instructor#3

"Kyllä se vaikutti kun mulla ei itsessään ollu sillon käytännössä minkäänlaista kokemusta, jos mun olis ilman tätä koulutusta pitäny jotain ohjaamaan niin voisin sanoa että olisin varmaan aika ujo siinä hommassa ollu sillon ja ehkä se toi sitä rohkeutta siihen hommaan. Sielläkin piti paljon heittäytyä siihen mukaan niin mä en välttämättä oo ihmisenä sellanen joka ensimmäisenä heittäytyy kaikkeen mukaan niin tottakai se toi siihen semmosta et uskalti tehdä myös asioita." Instructor#3

"It gave me my first job experience and sure, it was also sort of an official training so I guess it gave somehow competence to lead sport-things, even I haven't done that afterwards. Yes, I experienced that it gave tools when going to a sport session myself, to put myself in the shoes of the instructor and to know that it is not as easy I had previously thought." Instructor#3

"Kyllähän sen sen et se oli ainaki työsuhteena ensimmäinen semmonen ja toki se oli myös ns. virallinen koulutus niin sai ehkä semmosen pienen pätevyyden ohjata jotain liikuntajuttuja vaikka en oo sen jälkeen hyödyntänykkään. Kyllä se, koin että anto tommost eväät ainaki että osaan myös eritavalla itekki suhtautua siihen et jos menee tommosteen liikuntaohjaustunnille

että se ei ookkaan niin helppoa siitä ohjaajan näkökulmasta. Kun ennen on kuviteltu.”
Instructor#3

Some of the instructors (n=3) reflected increased level of taking responsibility. Instructor#2 described her experience in a following way:

“Well since the responsibility was highlighted in the training, I think it also developed my skills of responsibility. And I mean, sometimes a young person does not necessarily want to take responsibility when one has done something wrong, so for me it has at least developed, maybe also it has happened by the age so that I can take responsibility of things. So, I experience that it has developed in me, if it wasn't something totally new.” Instructor#2

“No kyllä toi se kun painotettiin sitä vastuuntuntoisuutta niin kyllä se on ainaki kehittäny mulla sitä omasta mielestäni ja okei nuori ihminen ei välttämättä jos se tekee jotain väärin niin ei halua välttämättä ottaa vastuuta siitä niin se on mulla kehittyny toki kyllä kun on ikäkin tullu lisää niin osaa ottaa niistä asioista vastuuta. Niin koen että tämmönen on ainaki kehittyny mulla jos ei nyt ihan uutena asiana tullu.” Instructor#2

Two instructors mentioned that even though they had sports background personally, the TPSR training helped them to widen their perspective on how powerful tool sport can be to teach also other skills for life:

“I guess, I understood that you can learn the essential skills in life through sports. I have never thought about that before. Even though, I have practiced sports my entire life.” Instructor#2

“Varmaan saanu sen uuden näkökulman että voi liikunnan kautta opetella niitä niinku elämän keskeisimpiä taitoja ja niin pois päin. Että ei se ollu käyny kyllä mielessäkään. Vaikka liikuntaa kuitenkin koko ikäni harrastanu.” Instructor#2

Other aspects that the TPSR training and the overall TPSR model had an impact to instructors were experience for life (n=3), helped to reflect their own behavior and level of responsibility (n=3), skills of interaction (n=2), leadership (n=1) and ability to give feedback (n=1).

1.8 Instructors' experiences of the transfer of the learning

The third section of the results answers to the third research question “Have the TPSR training program and the TPSR model been useful for the novice physical activity instructors later in life? (Transfer).” In this chapter, perceived transfer of the learning of the instructors is presented.

Instructors were asked to describe what transfer of life skills mean to them. One instructor described the transfer in the following way:

“I think, you sort of not only talk about those (life skills) but instead when you actually understand what you mean, you can sort of also use in normal life. That you sort of realize that oh, this what we were talking about and now I can use it like this” Instructor#1

Instructors described various situations where they have experienced that the learnings from the TPSR training have transferred. However, in some situations it was challenging for the instructors to identify if the development of skills has actually caused by the TPSR training and TPSR model or for example by the age and other experiences. One instructor reflected that transfer can be challenging to evaluate, since how he has become a responsible person, is a combination of previous education, life experiences, educating himself through books and media as well a TPSR training program. One instructor didn't experience any transfer from joining the TPSR training. Three of the instructors reflected that the TPSR model might have had an impact while the training was going on but didn't identify any major effect on the way they think or behave today.

“I guess, it had an impact but now afterwards, when I don't remember pretty much anything so at least I don't consciously think about it. But I mean, it is possible that it had an impact then.” Instructor#1

“Mmm voi olla että vaikutti mutta nyt jälkepäin kun ei muista siitä oikein mitään niin ei ainakaan tietoisesti ainakaan aattele. Mutta voi olla että sillai vaikutti sillon. Naurahtaa.”

Instructor#1

Table 7. Perceived transfer of learning

Category	Sub-category	n
Perceived transfer of the learning	Physical activity instruction	4
	Leadership	4
	Employment or studying	2
	Social responsibility	1
	Ability to observe the coaching styles of others	1
	No transfer	1

Experienced transfer to physical activity instruction

Four instructors (n=4) experienced that the TPSR model had an impact on their physical activity instruction after the TPSR training. Four of the five instructors had zero experience on physical activity instructing before the TPSR training in 2016. After the TPSR training, two instructors instructed sports in a military service couple of times. One instructor was a physical activity tutor in high school. One instructor continued instructing freestyle skiing as an assistant coach and few times as a main instructor. Two of the instructors haven't instructed any physical activity since the TPSR training.

During the interview, novice instructors described their instructing style and aspects that they would focus on when instructing physical activity.

Table 8. Me as an instructor

Category	Sub-category	n
Me as an instructor	Structure of the session (daily program format)	3
	Life skills, values, and responsibility	3
	Feedback	3
	Involvement of all	3
	A theme for every session	2
	Clear roles	2

Instructors mentioned following aspects that they would focus on when instructing physical activity:

”Well at least a clear structure of the session and then what was good about the TPSR clubs, were the different themes for each session. And why not try to teach life skills. At least those things would be good to include in the session”. Instructor#1

“No ainakin semmonen niinku selkee tuntirakenne, sitten mikä oli hyvä noissa liikuntakerhoissa oli ne teemat eri kerroille niin ne oli hyviä ja miks ei nyt vois kokeilla niitä elämäntaitojakin opettaa. Et ainaki noi asiat oli hyviä siellä.” Instructor#1

”What comes to my mind is the reflection circle in the end of the daily program format. During the reflection, you could discuss in a circle on how these skills can be used later or if any participant has an idea where these skills are needed. This kind of questions you could present and then discuss with the group”. Instructor#3

”Siinä mulla ainaki ihan konkreettisesti tuli mieleen kun se loppupalaveri siinä tuntiformaatin lopussa niin niin siinäkin voitais vaikka yhdessä jossain piirissä keskustella että missä näitä taitoja vois myös hyödyntää tai tuleeko kenelläkään mieleen että missä mihin näitä taitoja tarvii ja tällaisia kysymyksiä heittää ilmaan ja keskustella sitten sen joukon kanssa siitä asiasta.” Instructor#3

”Well, it is important to take everyone into consideration during the session. Also that you as a leader are responsible and not just play around with others” Instructor#5

”Noo se tota että ottaa kaikki huomioon siellä tunnilla sitten. Se että riittää et vähän on ite sellanen vastuullinen eikä häslää sillä niitten muitten mukana.” Instructor#5

Experienced transfer to leadership

Four (n=4) instructors have had leadership experience after the TPSR training and experienced that the TPSR training had an impact on their leadership. Instructors had gained leadership experience by being a team leader and a project coordinator as part of the studies (n=2), and by being a leader in a military service (n=3). Instructors were asked to answer to a question: “how would you describe yourself as a leader?”

Table 9. Me as a leader

Category	Sub-category	n
Me as a leader	Relaxed	2
	Communicative	1
	Flexible	1
	Considerate of all participants	1
	Open	1
	Controlling	1
	Responsible	1
	Determinant	1
	On a same level as participants	1

One instructor who had gained leadership experience after the TPSR training, described oneself as a good communicator and making sure that the team is proceeding. However, she found delegation of duties to be challenging.

“I am that type of persons that I do quite a lot by myself. Delegation of duties is sometimes a bit challenging for me, but I have improved in it. I like to ask from others if things are proceeding so that I have a bigger picture in mind. It is important. Also, all communication is important.” Instructor#1

“Mmm no mä oon semmone et mä teen aika paljon ite että niinku delegointi on joskus vähän hankalaa, mutta siinäkin on kyllä kehittyny ja sitten tavallaan ehkä semmone että kyselee että meneekö joku asia eteenpäin ja tavallaan että tietää vähän missä kaikki palaset menee niin se on semmonen tärkeä. Ja kaikki viestintä ja semmoset asiat.” Instructor#1

Other instructor takes everyone into a consideration, and is a fair and open leader:

“Mmm...I take everyone into a consideration, I am fair and open but personally, I don't like that if a deadline is given and only someone from the group don't meet the deadline and everyone else does, I think it is really unfortunate and I don't like that at all.” Instructor#3

“Öö no otan kaikki huomioon, olen reilu mutta ja myös avoin mutta mä en itse tykkää siitä että jos annetaan joku deadline ja joku pelkästään ryhmästä ei pääse siihen tavoitteeseen ja kaikki muut pääsee niin se on tosi ikävää ja en itse pidä kyllä semmosesta ollenkaan.” Instructor#3

One instructor described himself as a determinant but relaxed leader who is close with his team and don't put himself above others:

“Mmm...I am determinant and well, relaxed or very easy to approach. I don't put myself above others” Instructor#5

“Mmm määrätietoinen ja tota rento tai semmonen tosi läheinen että ei aseta itteensä muita korkeemmalle.” Instructor#5

Transfer of learning to other areas of life

In addition to the instructing and leadership, instructors reflected various situations where TPSR training and TPSR might have had an impact on. However, one instructor didn't experience any transfer from joining the TPSR training.

One instructor saw the benefit of the model on the job interview process and in social situations by how open and approachable person he is:

“I guess I could say that regarding job interviews, it (TPSR training) might have been helpful in a way that I can act in social situations much more relaxing way. I do experience that it (TPSR training) was helpful for example in the job interviews” Instructor#3

“No kyllä sillä voisin sanoa, että työhaastatteluihin nähen niin voi olla jonkinmoinen apu ollu siitä et osaa toimia myös sosiaalisissa tilanteissa paljon rennomin ja tälläläilla. Kyllä mä koen että siitä on ollu apua esim työhaastattelussa.” Instructor#3

”Yes, I think there was a some sort of an impact on how open and easier approachable person I am because it (TPSR training) involved a lot of spontaneous activities where you had to throw yourself out there. It made it easier. At first, I was very nervous but towards the end I learned to become a lot better. I believe it has been very useful for situations like this” Instructor#3

“Kyllä kyllä sillä on jonkinmoinen vaikutus on ollu ja pystyy ehkä olemaan avoin ja tämmönen helpommin lähestyttävä ihminen, koska siinä tuli tosi paljon tämmöstä heittäytymis juttua niiin se ehkä avas sitä. Alussa mä jännitin sitä tosi paljon mutta sitten loppua kohden osasin jo paljon paremmin itekkin heittäytyä niihin mukaan. Uskon, että siitä on ollu apua varsinkin tämmösiin tilanteisiin.” Instructor#3

One instructor noted that after the TPSR training, she became more observant of the coaching style of other instructors:

“Yeah, actually I used it afterwards because at that time I still practiced freestyle skiing so then I was observing and thinking a bit deeper how am I coaching here. That was something that I was using afterwards.” Instructor#1

“Nojoo itseasiassa se on kyllä jääny et sillon mä harrastin vielä kumparelaskua niin sit vähän niinku katto ja ajattelee vähän syvemmin että miten tässä nyt valmentaa ja näin. Et se on vähän niinku jääny. varsinkin sen jälkeen jäi vähän sillai päälle.” Instructor#1

One instructor didn't experience any transfer from the model to one's life:

“I don't think it (TPSR model) have appeared anyhow in my life. But yes, it sounded sort of useful so that I think it would make sense for children. But no, I don't think I got anything out of it if I think about my own life.” Instructor#5

“No ei se kyllä ainakaan oo tainnu mun omassa noin niinku elämässä näkyä oikeen mitenkään. Mut kyl se ainaki kuulosti sillee hyödyllisestä että se vois olla ihan järkevää ainaki tollai niinku lapsille. Et ei en mä kyllä siitä oikein mitään saanu ehkä tollai niinku elämää ajatellen.” Instructor#5

DISCUSSION

The aim of this study was to describe the experiences of the novice physical activity instructors regarding the TPSR training program, TPSR model and the transfer of their learning. The data was collected through semi-structured interviews (n=5), which were organised three years after the TPSR training.

The results of this study suggest that TPSR training program and the TPSR model were overall positively experienced by the novice physical activity instructors. However, the perceived impact of the TPSR model and the TPSR training, varied between the instructors. The results are in line with the previous studies suggesting that TPSR based professional development trainings were positively accepted by participants (Hemphill, Templin & Wright, 2015).

TPSR training program and the TPSR model were often seen as the same concept by the instructors. When the memories from the TPSR training were inquired, novice instructors remembered practical instructing experience, TPSR theory and especially when the theory was demonstrated through games. These findings suggest, that the delivery of the TPSR model is successful through a “learning by doing” approach. However, some of the participants mentioned the lack of practical instructing experience comparing to the time used in the theory aspect of the TPSR model. Thus, based on the findings, when planning a TPSR training program for novice instructors, it is recommended to have several practical teaching sessions. This finding is in line with Hellison’s recommendation: when educating novice instructors about TPSR, a way for truly understand the ideology of the TPSR are experimental learning, field experiences and assignments (2011, 118-119).

Regarding the TPSR model, instructors mentioned more general aspects of the model than specific aspects of the TPSR model. Four out of five novice instructors remembered the purpose of the TPSR model: the goal is to teach life skills through physical activity and sports. The daily program format was the only more specific aspect of the model that every instructor were able to describe in detail. The skills and topics covered at the TPSR training were partly forgotten by the novice instructors since the ongoing implementation and adaptation of the TPSR model

after the training did not exist. Also, instructors haven't returned to the materials of the training since. During the interviews, all instructors mentioned the challenge to remember aspects of the TPSR model after three years of the training and, consequently, a booster session after the training program is recommended. Some instructors gathered instructing experience after the TPSR training. However, instructing was described to be more occasional event rather than consistent opportunity to practice TPSR model.

The perceived challenges regarding the TPSR model and the TPSR training, were related to the instructing. A lack of competence, children as a target group, a lack of skills to include the TPSR theory into the practical instructing and the complexity of the TPSR model were challenges mentioned by the novice instructors. According to Hellison, an instructor who has not yet teaching experience, perhaps the most difficult task is to integrate the values and principles of the TPSR in physical activity context (Hellison 2011, 19-28). The statement of Hellison is in line with the experiences of the novice instructors. Four out of five instructors experienced integration of the theory to physical activity context to be challenging. Some of the participants experienced that they lacked confidence and competence to instruct children after the training. Even though novice instructors experienced sport instructing challenging, an opportunity to practice instructing for the first time with a familiar group, made the situation easier and by the time and practice, instructing became easier.

The findings of this study suggest that the TPSR training program and the TPSR model were useful for novice instructors. All instructors experienced learning throughout the TPSR training and from the TPSR model. However, the level of learning differed between the instructors. Four instructors clearly experienced that the TPSR model and the TPSR training had an impact on their physical activity instruction and leadership and provided tools for the future. Instructors experienced that their own ability to take responsibility, to reflect, to interact with others and an ability to give feedback improved. Three instructors saw the training as a positive life experience.

The ultimate goal of the TPSR model is that the participants would use the learnt skills in other aspects of their lives, not only during the TPSR program (Hellison, 2011, 21). The findings

regarding the transfer of the learning varied between the instructors. Three of the instructors reflected that the TPSR model might have had an impact while the training was going on but didn't identify any major effect on the way they think or behave today. Instructors saw the benefit of the model on the aspects such as: job interview process, social situations, social responsibility by how open and approachable person he is. One instructor didn't experience any transfer from the model to one's life. Overall, the evaluation of the transfer of the learning seemed to be challenging for the instructors. However, even though it was challenging for the instructors to reflect the transfer of their learning, one instructor stated that the learnings of the TPSR model would most likely return easily. Another instructor reflected that transfer can be challenging to evaluate, since how he has become a responsible person, is a combination of previous education, life experiences, educating himself through books and media as well a TPSR training program. In general, transfer of the learning has been seen as a challenging aspect to observe, measure and research (Gordon & Doyle, 2015; Walsh, Ozaeta & Wright, 2010; Pozo et al., 2018). However, if transfer is ignored by the program leaders or by the researchers the original purpose of the TPSR or a PYD program are not fulfilled (Hellison, 2011, 29; youth.gov, 2020).

Variety of the experiences between the instructors occurred regarding several aspects. The variety can be caused by instructor's ability to remember about the topic, ability to relax in the interview situation or the instructor's engagement towards the topic. For instance, the length of the interviews varied from 28 minutes to 42 minutes. Referring to Gordon (2010), beliefs and values of a participant can influence on how they experience the model. Instructor#1 reflected similarly the reasons why the TPSR model can be easier or more challenging for some to practice and lead: *"I guess it depends a lot about the personality and if the person is actually reflecting the aspects what are discussed (in the TPSR model)"*. The findings regarding the variety of the experiences and challenges to memorize the TPSR program were in line with the experiences of professor Taru Lintunen and PhD student Hanna-Mari Toivonen (oral communication), the developers and implementors of a larger TPSR-study and the supervisors of this thesis.

When developing a TPSR training program for novice instructors in the future, youth are encouraged to be engaged since the beginning. PYD programs are encouraged to design in the

cooperation with youth. When youth are actively engaged since the beginning, they are more likely to be motivated and transfer the learned skills to their everyday lives (youth.gov, 2020). When developing TPSR training programs in the future, it is important to consider the feedback from the previous TPSR trainings and results of the future randomized controlled intervention study (Toivonen et al. 2019; Toivonen et al. 2021), the study investigating the experiences of the novice instructors right after the training by Sjöblom and Ward (2018) and this particular study, can be used in the further development of the TPSR training program for the novice physical activity instructors. Based on the results of this study, the memories and learning from TPSR training will reduce by the time. It is recommended to plan booster sessions and facilitate events, where instructors can adopt the TPSR skills in practice. This result can be transferred to the future trainings.

1.9 Strengths and limitations

Limitations regarding the participants of the study, findings of the study and lack of previous studies regarding the novice instructors as a target group, existed throughout the study. The fact that not all eight novice instructors who took part in the TPSR training participated in the interview, can be seen as a limitation. The five instructors who took part in the interview may have been a selected group of more engaged participants. Even though, the study presents the experiences of relatively small group of participants, the sample covers the majority of the participants involved in the TPSR instructor training.

The result of this study represents a thorough description of the experiences of one training group. In addition, these results can be used to guide the future development of the TPSR training programs for the novice instructors. Since this is a first study to evaluate the experiences of the novice instructors regarding the TPSR training, TPSR model and transfer of their learning, there was no previous research to compare or base on interview questions or data analysis methods. However, other qualitative TPSR related research and previous studies using interviews as a method were taken into account when developing the research questions (Escarti et al. 2010; Rantala & Heikinaro-Johansson, 2007; Sjöblom & Ward 2018; Toivonen, 2019).

The strengths of this study were the topics of the study, objectivity of an interviewer and a heterogeneous target group. Topic of this research answered to a gap in the research. The need to evaluate the experiences of the novice instructors after the TPSR training came from the developers of a larger TPSR-study. Thus, throughout the research process the topic was an inspiration to fill in the gap in the field of TPSR model.

The interviewer and the researcher of this study was not involved in the TPSR training program in 2016. The fact that the interviewer was not involved in the program, is a strength of this study. It can be believed, that the novice instructors were able to be transparent and honest during the interviews since the objectivity of an interviewer. However, the developers and implementers of the TPSR training program, were actively involved in this study, which can be seen as a strength. The data was versatile regarding their experiences, memories, leadership and physical activity instruction experience before and after, the ability to reflect about the learnings and transfer of it.

The results of this study were sent to all instructors prior publishing. Instructors were asked to answer a question: “from your perspective, are the results presented, in line with your experiences?” In addition, instructors were encouraged to give any additional feedback regarding the results. Three instructors replied by stating that from their perspective, the results described well how they view the event. Thus, despite the small number of participants, based on the feedback of the novice instructors, this study presents a trustworthy sampling of this topic and statements from a heterogeneous target group.

1.10 Conclusions

The amount of studies investigating and examining the acceptance and experiences of the TPSR trained instructors is limited. Therefore, there is need for future research to first, gather experiences of the trained instructors. Second, to develop and test protocols for TPSR instructor training based on the experiences of the participants.

Up to date, there have not been previous studies investigating the experiences of the novice physical activity instructors regarding the TPSR training program, TPSR model and the transfer of learning. However, right after the training, novice instructors experienced themselves as competent leaders for TPSR programs and were partially able to implement the TPSR model during the physical activity sessions (Sjöblom & Ward, 2018). Three years later, based on the thorough experiences of the novice instructors of this study, novice instructors can be seen as a potential target group to be trained to lead TPSR programs.

This research provides a steppingstone for future insights to larger TPSR trainings for novice instructors. Future research could investigate TPSR trained novice instructors' ability to instruct and to compare the TPSR-focused trained novice instructor's responsibility behaviours in comparison to novice instructors who haven't received a training.

Currently in Finland, sport clubs are expected to deliver more and more professional coaching. However, the majority of the coaches and instructors are volunteers (Koski & Mäenpää, 2018). In addition, Finnish National Agency for Education states that Physical Education is seen as a subject to enhance the skills of respectful interaction, responsibility, self-development, recognizing and controlling one's feelings and developing positive acceptance towards oneself (Opetushallitus, 2014). The need for instructor trainings in a club sector and Physical Education as subject to promote positive youth development, are encouraging for the future TPSR research in Finland.

REFERENCES

Adams, W. (2015). Conducting Semi-Structured Interviews. *Handbook of Practical Program Evaluation*. Edit 4.

Blanco, P. C., Delgado-Noguera, M. & Escartí-Carbonell, A. (2013). Analysis of teaching personal and social responsibility model-based programmes applied in USA and Spain. *Journal of human sport and exercise*, 8(2), pp. 427-441. doi:10.4100/jhse.2012.82.10

CASEL. (2019). What is SEL? Access: <https://casel.org/what-is-sel/>.

Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S. & Hawkins, J. D. (2002). Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs. *Prevention & Treatment*, 591(1), Article 15. doi:10.1037/1522-3736.5.1.515a

Diedrich, K. C. (2014). Using TPSR as a Teaching Strategy in Health Classes. *The Physical Educator*. Vol 71, pp. 491-504.

Durlak, J. A. (2015). *Handbook of social and emotional learning: Research and practice*. New York: The Guilford Press.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *The Child Development*, Vol. 82, Number 1, Pages 405-432. DOI: 10.1111/j.1467-8624.2010.01564.x

Escartí, A., Gutiérrez, M., Pascual, C., & Marín, D. (2010). Application of Hellison's Teaching Personal and Social Responsibility in Physical Education to Improve Self-Efficacy for

Adolescents at Risk of Droppin-Out of School. *The Spanish Journal of Psychology*. Vol. 13, Iss. 2, (2010), 667-76.

Escartí, A., Wright, P.M., Pascual, C., & Gutiérrez, M. (2015). Tool for Assessing Responsibility-based Education (TARE) 2.0: Instrument Revisions, Inter-rater Reliability, and Correlations between Observed Teaching Strategies and Student Behaviors. *Universal Journal of Psychology*, 3(2): 55-63.

Flick, U. (2014). *The SAGE Handbook of Qualitative Data Analysis*. Los Angeles: SAGE.

Gordon, B. (2010). An Examination of the Responsibility Model in a New Zealand Secondary School Physical Education Program. *Journal of Teaching in Physical Education*, 2010, 29, 21-37. Human Kinetics.

Gordon, B., & Doyle, S. (2015). Teaching Personal and Social Responsibility and Transfer of Learning: Opportunities and Challenges for Teachers and Coaches. *Journal of Teaching in Physical Education*, 2015, 34, 152-161. Human Kinetics.

Gordon, B., Jacobs, J.M., & Wright, P.M. (2016). Social and Emotional Learning Through a Teaching Personal and Social Responsibility Based After-School Program for Disengaged Middle-School Boys. *Journal of Teaching in Physical Education*, 35, 358-369. Human Kinetics.

Gordon, B., Thevenard, L., & Hodis, F. (2012). A national survey of New Zealand secondary school physical education programs implementation of the teaching personal and social (TPSR) model. *AGORA FOR PE AND SPORT*, No14 (2) mayo–Agosto 2012, 197-212.

Gould, D. & Carson, S. (2008). Life skills development through sport: current status and future directions, *International Review of Sport and Exercise Psychology*, 1:1, 58-78, DOI: 10.1080/17509840701834573.

Gülay, K. A., & Gürsel, F. (2017). The implementation of personal and social responsibility model in physical education classes: An action research. *Egitim Ve Bilim*, 42(191) Retrieved from <https://search-proquest-com.ezproxy.jyu.fi/docview/1940828572?accountid=11774>

Hellison, D. (2011). *Teaching Personal and Social Responsibility Through Physical Activity* (3rd. edit). Champaign, IL: Human Kinetics.

Hellison, D., & Walsh, D. (2002). Responsibility-based youth program evaluation: Investigating the investigations. *Quest*, 54, 292-307.

Hellison, D., Cutforth, N., Kallusky, J., Martinek, T., Parker, M. & Stiehl, J. (2000). *Youth Development and Physical Activity: Linking Universities and Communities*. Human Kinetics.

Hemphill, M. A., Templin, T. J. & Wright, P. M. (2015). Implementation and outcomes of a responsibility-based continuing professional development protocol in physical education. *Sport, education and society*, 20(3), pp. 398-419. doi:10.1080/13573322.2012.761966.

Jacobs, J. M., Castañeda, A. & Castañeda, R. (2016). Sport-based Youth and Community Development: Beyond the Ball in Chicago, *Journal of Physical Education, Recreation & Dance*, 87:5, 18-22, DOI: 10.1080/07303084.2016.1157386.

Koski, P. & Mäenpää, P. (2018). Suomalaiset liikunta- ja urheiluseurat muutoksessa 1986-2016. Opetus- ja kulttuuriministeriön julkaisuja 2018: 25. Helsinki: Opetus- ja kulttuuriministeriö.

Kuusela, M. (2005). Sosioemotionaalisten taitojen harjaannuttaminen, oppiminen ja käyttäminen perusopetuksen kahdeksannen luokan tyttöjen liikuntatunneilla. Jyväskylä, LIKES-tutkimuskeskus. Liikunnan ja kansanterveyden julkaisuja 165. Väitöskirja.

Lintunen, T., & Gould, D. (2014). Developing Social and Emotional Skills. A. Papaioannou, & D. Hackfort (eds.) *Routledge Companion to Sport and Exercise Psychology*. Global

Perspectives and Fundamental Concepts in Sports and Exercise Psychology. pp. 621-635. London: Routledge.

Li, W., Wright, P., Rukavina, P. B., & Pickering, M. (2008). Measuring Students' Perceptions of Personal and Social Responsibility and the Relationship to Intrinsic Motivation in Urban Physical Education. *Journal of Teaching Physical Education*, 2008, 27, 167-178. Human Kinetics.

Martinek, T., & Hellison, D. (2016). Teaching Personal and Social Responsibility: Past, Present and Future. *Journal of Physical Education, Recreation and Dance*. Vol.87(5), p. 9-13.

Martinek, T., Schilling, T., & Johnson, D. (2001). Transferring Personal and Social Responsibility of Underserved Youth to the Classroom. *The Urban Review*, Vol. 33, No. 1, 2001.

McKown, C. (2017). Social and Emotional Learning: A Policy Vision for the Future. Policy Brief Spring. *The Future of Children*.

Opetushallitus. (2014). Perusopetuksen opetussuunnitelman perusteet 2014.

Pavão, I., Santos, F., Wright, P. M. & Gonçalves, F. (2019). Implementing the teaching personal and social responsibility model within preschool education: Strengths, challenges and strategies. *Curriculum studies in health and physical education*, 10(1), pp. 51-70. doi:10.1080/25742981.2018.1552499.

Petitpas, A. J., Van Raalte, J. L., Cornelius, A. E. & Presbrey, J. (2004). A Life Skills Development Program for High School Student-Athletes. *The Journal of Primary Prevention*, Vol 24, No.3, Spring 2004.

Pienimäki, I. (2019). Scoping review: Teaching Personal and Social Responsibility Through Physical Activity (TPSR-Model). University of Jyväskylä. Faculty of Sport and Health Sciences. Master's Thesis in Sport and Exercise Psychology.

Pozo, P., Grao-Cruces, A., & Pérez-Ordás, R. (2018). Teaching personal and social responsibility model-based programmes in physical education: A systematic review. *European Physical Education Review*, 24(1), 56-75.

Rantala, T. & Heikinaro-Johansson, P. (2007). Hellisonin vastuuntoisuuden malli osana seitsemännen luokan poikien liikunnantunteja. *Liikunta & Tiede* 44 (1) 36-44.

Salomon, G., & Perkins, D. N. (1989). Rocky Roads To Transfer: Rethinking Mechanisms of a Neglected Phenomenon. *Educational Psychologist*, 24(2), 113-142.

Shannon, K. & Forsberg, N. (2014). The role of mentoring in Physical Education Teacher Education: A theoretical and practical perspective. *Physical & Health Education Journal*; Gloucester Vol. 80, Iss. 2, (2014): 6-11.

SHAPE. Society of Health and Physical Educators. (2013). National PE Standards: SHAPE America Sets the Standard. Access: <https://www.shapeamerica.org/standards/pe/>

Shek, D. T. L. (2012). Positive Youth Development Constructs: Conceptual Review and Application. *The Scientific World Journal*, 2012.

Shek, D. T., Dou, D., Zhu, X., & Chai, W. (2019). Positive youth development: current perspectives. *Adolescent health, medicine and therapeutics*, 10, 131–141. <https://doi.org/10.2147/AHMT.S179946>.

Sjöblom, M. & Ward, E. (2018). Elämäntaitojen opettaminen Hellisonin vastuuntuntoisuuden malliin pohjautuvissa liikuntakerhoissa. Jyväskylän yliopisto. Liikuntatieteellinen tiedekunta. Pro gradu -tutkielma.

Taylor, R.D., Oberle, E., Durlak, J.A. & Weissber, R.P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88(4) pp. 1156-1171.

Taylor, S.J. & Bogdan, R. (2016). Introduction to qualitative research methods: A guidebook and resource (Fourth edition.). *Hoboken*, New Jersey: Wiley.

Timmermans, S. & Tavory, I. (2012). Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis. *Sociological Theory*, 30(3), pp. 167-186. doi:10.1177/0735275112457914.

Toivonen, H.-M., Wright, P.M., Hassandra, M., Hagger, M. S., Hankonen, N., Hirvensalo, M., Talvio, M., Gould, D., Kalaja, S., Tammelin, T., Laine, K. & Lintunen, T. (2019). Training programme for novice physical activity instructors using Teaching Personal and Social Responsibility (TPSR) model: A programme development and protocol, *International Journal of Sport and Exercise Psychology*, DOI: 10.1080/1612197X.2019.1661268.

Toivonen, H.-M., Hassandra, M., Wright, P.M., Hagger, M. S., Hankonen, N., Laine, K. & Lintunen, T. (2021). Feasibility of a Responsibility-based Leadership Training Program for Novice Physical Activity Instructors. Submitted for publication.

Wright, P. M. (2009). Tool for Assessing Responsibility-Based Education (TARE) Observation Instrument. TPSR Alliance. Access: <http://www.tpsr-alliance.org/wp-content/uploads/2014/01/TARE.pdf>.

Wright, P.M., Li, W., Ding, S., & Pickering, M. (2010). Integrating a personal and social responsibility program into a Wellness course for urban high school students: assessing implementation and educational outcomes. *Sport, Education and Society*, Vol 15, No. 3, August 2010, pp. 277-298.

Youth. gov. (7.8.2020). Positive Youth Development. Access: <https://youth.gov/youth-topics/positive-youth-development>.

APPENDICES

1.11 Interview questions

Background questions

Are you currently working or studying?

What type of studying or working experience have you had after the TPSR Training Program?

Instructor's experience of TPSR Training Program

What do you remember from the TPSR training program?

Did you gain something from the TPSR training?

Instructor's experience of the TPSR-model

What do you remember about the TPSR-model?

How would you describe the ideology of the TPSR-model?

Can you mention some keywords that you remember about the TPSR-model?

Please, describe what do you remember about

a) values

b) teaching strategies

c) daily program format

d) responsibility levels

e) life skills of the TPSR model?

In your opinion, what are life skills? What does life skills mean?

In your own words, how would you describe transfer of life skills?

How would you implement the transfer of life skills in your own physical activity instruction?

Instructor's opinion about TPSR model

Have skills that you learned from the TPSR model been useful for you? How?

In which settings the TPSR model could be used?

What was most challenging about the TPSR model?

What was the most beneficial for yourself?

Was there something you didn't understand?

Is there something you would change in the model?

The experienced impact of the model to instructor's personal and social responsibility

Personal responsibility

In your own words, what is responsibility?

How would you describe your ability to take responsibility at the moment?

Did the TPSR training had an impact on how you are as physical activity instructor?

Did TPSR training effect on your way to perceive, think or behave?

Which values are important for you personally?

Social responsibility

Did you build friendships during the training?

Did model have an impact on your social relationships?

How do you take responsibility for example at home, with friends, at school or at work?

Did the learnings of the TPSR model had an impact on your ability to get a job or study?

The experienced transfer of the TPSR based skills on instructor's life

Have you received any similar training as the TPSR Training in your later studies or work?

Have you observed any similar ideology than the TPSR model in your own sport hobbies or other situations in life?

Have you been in situations where you have used learnt skills from TPSR training?

The experienced transfer of TPSR to instructor's physical activity instruction/leadership

Have you instructed sport or been a leader after the TPSR training? Where? How much?

How would you describe yourself as instructor/leader?

Have you used TPSR model later in your sport instruction?

Have you done self-reflection after instructing?

Have you used the material from the TPSR training later? How?

What are aspects you would emphasize when instructing physical activity?

1.12 Research questions

Research topic: Positive youth development through physical activity.

Research problem: The lack of research on how instructors perceive training in the positive youth development programs.

Purpose statement: The purpose of the study is to describe the experiences of the novice physical activity instructors of the training that promotes positive youth development through physical activity, to conclude the findings and give suggestions for the future.

Research questions:

- How was the TPSR training program experienced by the novice physical activity instructors?
- How was the TPSR model perceived by the novice physical activity instructors?
- Have the novice physical activity instructors used the TPSR training program, TPSR model and have they been useful for the novice physical activity instructors later in life? (Transfer).