

1 **Exploring pupils' and physical education teachers' views on the contribution of physical**
2 **education to Health and Wellbeing in the affective domain**

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Abstract

Physical education is expected to play a significant role in developing pupils' health. This is the case in Scotland, where physical education is located in a prioritised cross-curricular area of Health and Wellbeing (HWB). However, there is a lack of evidence on the extent to which physical education contributes to pupils' HWB under the new curriculum. Given that there is a growing interest in exploring how teachers enact pedagogies as a response to mental health issues, this study seeks to examine the practices of teachers who identify as being committed to pedagogies of affect within a sample of Scottish secondary schools. The purpose of this study was to report how pupils and teachers talk about the contribution of physical education to pupils' HWB, with a particular focus on the affective domain. The study on which this paper is based used qualitative methods within a grounded theory approach. Six physical education teachers who were from four different secondary schools participated in semi-structured interviews. Pupils were selected by the teachers and participated in focus group interviews. We outlined two main themes: (1) teachers' and pupils' practices in building confidence in pupils, which was exclusive to the female pupils and teachers; (2) teachers' concerns with building relationships with pupils. A notable finding was that teachers who had an explicit and direct intention for affective learning among their pupils sought to build a trusting relationship with pupils as a basic concern to implement teaching for affective learning, rather than the need for an emphasis on lesson contents and specific teaching approaches. This study could be a valuable resource for teacher professional learning as the findings referred to teachers' regular practices and their knowledge of the curriculum, especially for those who recognise a need to enact pedagogies of affect.

Keywords: Curriculum for Excellence; Scotland; young people; mental health; teaching; learning; confidence; relationship

51 **Introduction**

52 Supporting young people's health in and through physical education has been a major
53 educational agenda of the subject in many countries (Cale, 2020). This is the case with the
54 national Curriculum for Excellence (CfE) in Scotland, where physical education is set in the
55 prioritised cross-curricular area of Health and Wellbeing (HWB) that incorporates mental,
56 emotional, social, and physical wellbeing (Gray, MacLean, & Mulholland, 2012; Scottish
57 Government, 2009). However, since CfE was implemented in 2010, there currently exists
58 little evidence on pedagogies that directly aim at pupils' learning in HWB. To begin with, it
59 is important to explore how pupils feel about physical education's contributions to their
60 conceptualisations of health as a means of exploring the extent to which pupils gain
61 experiences and achievements in relation to HWB. In addition, investigating how teachers
62 talk about physical education's contributions to pupils' HWB is crucial because their
63 perceptions and beliefs inevitably influence their teaching (Burrows & McCormack, 2012;
64 Gray, MacLean, & Mulholland, 2012). In the Scottish context, CfE supports teachers to work
65 with a degree of relative independence to develop pedagogies that facilitate HWB-related
66 learning in response to the needs of pupils (Gray et al., 2018). Within this context, there is a
67 growing interest in exploring how teachers enact pedagogies as a response to urgent and
68 emerging health issues, in particular that link to young people's poor mental health and
69 wellbeing.

70 In terms of the development of pedagogies, recent literature has advocated the
71 importance of the affective domain as a primary concern, namely 'pedagogies of affect'
72 (Kirk, 2020). In CfE, the affective domain is one of four Significant Aspects of Learning
73 named Personal Qualities, which includes motivation, confidence and self-esteem,
74 determination and resilience, and respect and tolerance (Education Scotland, 2017). The
75 rationale for pedagogies of affect is responding to the prevalence of poor mental health and

76 wellbeing among young people (Cale, 2020). In a review of reports on mental health of 4-25
77 years old over a 19-year period between 1995 and 2014 in the Britain, Pitchforth et al. (2019)
78 found a six-fold increase in the prevalence of mental illness in England, and more than
79 double between 2003-2014 in Scotland. They describe these increases in prevalence as
80 ‘striking’. Some studies report that physical education teachers mentioned the importance of
81 pedagogy that focuses on enjoyment, value, competence, friendship, and an inclusive concept
82 of health (Brolin et al., 2018; Burrows & McCormack, 2012; Hills, 2007). More recently,
83 Beni et al. (2019) identified pedagogical features to promote meaningful physical education
84 experiences (i.e., social interaction, fun, challenge, motor competence, and personally
85 relevant learning) using a self-study of teaching methodology. Røset, Green, and Thurston
86 (2020) showed the significance of lesson contents and classroom climate in order to boost
87 young people’s perceptions of enjoyment, competence, and self-esteem. To the best of our
88 knowledge, there are only a few examples of pedagogical research that relate to the affective
89 domain in the Scottish contexts. For instance, Gray et al. (2018) investigated the features of
90 teaching that impact on pupils’ motivation during the first year of the CfE. Their qualitative
91 data showed that pupils were more motivated when teachers provided tasks at an appropriate
92 level of challenge, and when they managed to make a friendship group. In another study,
93 Lamb, Oliver, and Kirk (2018) reported girls’ positive experiences within an activist
94 approach implemented in Scottish secondary schools. The finding from this study is
95 important because it showed that teachers could work with pupils to create a supportive
96 learning environment that could produce learning in the affective domain. Given that there
97 are still only a few cases of such research, the literature might be more applicable if studies
98 reveal compelling evidence on how teachers can support pupil learning in HWB under the
99 CfE, particularly in the affective domain.

100 Regarding research on young people's perceptions of physical education's
101 contribution to health, this research topic has been examined in different countries in relation
102 to the dominance of the healthism discourse. The dominant notion of health is related to the
103 absence of disease, such as heart disease and obesity, and is a mainly biomedical view, which
104 has been a challenging issue for enacting critical pedagogies (Mong & Standal, 2019;
105 Quennerstedt, 2008). For example, Harris et al. (2018) showed that, for young people in
106 England, a limited corporal view of health dominated, that represented health as exercise and
107 physical fitness. They argued that there might be an unconscious influence of teachers'
108 narrow beliefs about health on the pupils' limited conceptualisations of health (Harris et al.,
109 2018). Furthermore, Lee and Macdonald (2010) demonstrated that the healthism discourse is
110 perpetuated by teachers' own beliefs that are consistent with physical education programmes
111 that focus on weighing and fitness testing pupils.

112 With regard to teachers' perspectives of health, the literature pointed out that many
113 physical education teachers seem to hold a biomedical view, which emphasises the
114 importance of promoting a high level of physical activity to reduce the risk of cardiovascular
115 disease and overweight (Mong & Standal, 2019). Providing opportunities to engage in
116 physical activity for children has been regarded as a significant role for physical education
117 teachers over the past few decades (McKenzie et al., 2001). Indeed, a recent study identified
118 that this norm dominated in pedagogical practices in Sweden (Brolin et al., 2018). Also,
119 Burrows and McCormack (2012) claim that teachers might have an understanding of physical
120 health and a keen awareness of corporeal matters by reporting the results of interviews with
121 three physical education teachers in New Zealand. Harris and Leggett (2015) revealed that
122 physical education teachers in England used the concepts of health and fitness
123 interchangeably.

124 Given that previous studies have accumulated similar findings that pupils and teachers
125 might have a limited view of physical education's contribution to health through a close link
126 with fitness, exercise, and body shape, there is an acknowledgement that physical education
127 teachers may have limited skills and resources to address affective learning outcomes (Kirk,
128 2020; Sulz et al., 2020). As a response to this challenge, further research is needed to explore
129 the practice of pedagogies of affect in secondary school physical education. This study
130 specifically seeks to examine the practices of teachers who identify as being committed to
131 pedagogies of affect within a sample of Scottish secondary schools. The purpose of this study
132 is to report how pupils and teachers talk about the contribution physical education made to
133 pupils' HWB, with a particular focus on the affective domain. In this sense, the findings will
134 provide a better understanding of pedagogies of affect currently being practiced in Scottish
135 secondary schools.

136

137 **Methods**

138 *Research design*

139 The project consisted of two studies (i.e., Study 1 and Study 2). The data collection of the
140 project ran from October 2018 to May 2019. Ethical approval for this project was granted by
141 the University of Strathclyde, School of Education Ethics Committee and informed consent
142 or assent were obtained from participants. In Study 1, we filmed 20 physical education
143 teachers to analyse how observed teacher behaviour relates to pupils' affective learning. Once
144 Study 1 was completed within one school, we provided the participants with the research
145 proposal for Study 2, in which two audio-recorded interviews with teachers were conducted.
146 Eight teachers agreed to take part in the interviews. For the first interview, the participating
147 teachers were asked to talk through what was happening during the observed lessons while
148 watching selected recorded video clips, which is called a self-confrontation interview

149 (Amade-Escot, 2005). The second interview (i.e., semi-structured interview) aimed to
150 identify their general understanding of health and their contribution to pupils' HWB in
151 physical education. Additionally, we asked follow-up questions from the first interview. For
152 instance, we asked about the relationship with pupils where the teachers commented
153 frequently on its significance for learning in the affective domain. Each interview took 30 to
154 40 minutes. Meanwhile, the teachers selected pupils to participate in focus group interviews
155 in Study 2. The members of the focus groups were selected according to friendship and to
156 include a range of ability and interest levels among pupils. Each focus group interview was
157 completed within approximately 30 minutes. Interview questions were created using a
158 grounded theory method to create open-ended questions (Charmaz, 2014). We created
159 queries about pupils' general understanding of health and the extent to which they were
160 aware of how they conceptualised values and belief about HWB and learning in physical
161 education. The present paper draws on data from Study 2, from the second interviews with
162 teachers and pupil focus group interviews.

163

164 ***Participants and school contexts***

165 Table 1 provides a summary of the participants and school contexts. In this paper,
166 participants were six physical education teachers who were from four different secondary
167 schools in Scotland. Using purposive sampling, we worked with professional contacts to
168 recruit teachers who expressed interest in the affective domain (Personal Qualities in the CfE)
169 and an explicit commitment to teaching for affective learning. The teachers worked in non-
170 denominational, state-funded comprehensive schools, which cater for approximately 96% of
171 school-age children in Scotland. The teachers' teaching experience ranged from two to 14
172 years. Three of the six were Principal Teachers (i.e., Heads of the physical education
173 departments in their schools). A total of 44 pupils were selected for focus group interviews.

174 The participating pupils were aged 11-14 years (i.e., S1-S3). The focus groups consisted of
175 five female groups, three male groups and three co-educational groups. One group consisted
176 of four pupils. All participants' names are pseudonyms.

177 (insert Table 1 about here)

178

179 ***Data generation***

180 We drew on Charmaz's (2014) advice about open-ended interview strategies. For the semi-
181 structured interview with teachers, the interviewer asked about their experience of teaching
182 physical education, their main goals and priorities, their use of CfE in planning physical
183 education lessons, relationship with pupils, and their understanding of health and contribution
184 to pupils' HWB. The interviewer sometimes used the video clips in Study 1 to ask if there
185 were any incidents during the observed lessons that related to what teachers talked about. For
186 focus group interviews with the selected pupils, the interviewer asked about their views of
187 health and their views on how physical education contributes to their health. The interviewer
188 tried to keep the discussion conversational (Charmaz, 2014).

189

190 ***Data analysis***

191 We used a grounded theory approach as a guideline for coding and reporting interview data
192 (Charmaz, 2014). Coding is 'naming segments of data with a label that simultaneously
193 categorizes, summarizes, and accounts for each piece of data' (Charmaz, 2014, p.111). The
194 first step in coding is open coding. Open coding helps to identify patterns and events that
195 occurred in data and conceptualise possible ideas to develop theoretical categories
196 inductively. The next step is axial coding. Axial coding is to explore the relationship of initial
197 codes and make connections between them. The third step is selective coding, which requires
198 a decision about which themes to be highlighted. All interviews were transcribed by the first

199 author and the second author checked transcription accuracy. Interview data were analysed
200 by the first author and the second author independently. As a means of establishing
201 trustworthiness of the analysis, we had regular meetings to discuss possible interpretations
202 and share among the authors.

203

204 **Findings**

205 The findings are reported under two main themes in relation to physical education's
206 contribution to pupils' HWB in the affective domain from both perspectives of pupils and
207 teachers: (1) teachers' and pupils' practices in building confidence in pupils; (2) teachers'
208 concerns with building relationships with pupils. In the first theme, the notion of confidence
209 was evident in a response from pupils and teachers when describing health in and through
210 physical education. The second theme focused teachers' belief of the importance of building
211 relationships with pupils to support pupils' affective learning.

212

213 *Teachers' and pupils' practices in building confidence in pupils*

214 The findings revealed pupils' views on how physical education contributes to their health.
215 While many pupils mentioned that physical education provided opportunities to keep fit, to
216 exercise, and to be physically active, some pupils conceptualised health as a feeling good
217 about yourself and said that physical education can contribute to this feeling. For example,
218 one pupil from Chloe's class commented that "[Physical education] can make you feel better
219 about yourself" (S2 girl, School 4). The pupil continued saying:

220

221 If you do something right, or if you almost do something that you never thought you
222 could do, and then you do it, and then you feel good about yourself. (S2 girl, School

223 4)

224

225 In this context, what the pupil said was associated with confidence in her competence.

226 Similar comments emerged from other pupils in this class. With reference to the teacher in

227 this class, Chloe commented that one of health-related issues was building confidence.

228

229 One of the most challenging things for me is probably allowing some of the girls to

230 realise their full potential and develop their confidence. (...) One of the most

231 rewarding aspects is when they see their full potential and when they realise that they

232 can do something. But getting them to that stage and allowing them to come out of

233 their comfort zone and try something new is always quite challenging for them.

234 (Chloe, School 4)

235

236 Chloe conceptualised confidence by explaining that she wanted her pupils to ‘realise their full

237 potential’ that could lead to ‘come out of their comfort zone’ and meet a challenge.

238 Furthermore, she mentioned the significance of allowing mistakes when she reflected on her

239 teaching in general.

240

241 My job is to motivate them to want to put that into actions, and just try it and get

242 confidence, even if it’s wrong. (...) It’s okay to make mistakes, and it’s okay to go

243 and try it before you have an answer because you’ll get to the answer quicker if you

244 find your own way. (Chloe, School 4)

245

246 In another school, a pupil from Lisa’s class shared her experience in a Basketball lesson as a

247 reason why physical education was helpful to get healthy.

248

249 Since I'm quite short in my height, I can never shoot, so I always got encouragement,
250 and I made a hoop. And I was very proud of myself. (S1 girl, School 1)

251

252 The pupil felt confidence and was proud of herself as she achieved a challenging task that she
253 was not able to do before. A group of pupils including the girl above perceived that their
254 teacher Lisa helped to meet a challenging task and feel good about themselves.

255

256 Pupil 1: She [Lisa] motivates you and just encourages you and she makes you
257 be determined.

258 Pupil 2: And if you say you can't do it, she'll help you so that you get better at
259 it or you will be able to do it eventually.

260 Pupil 3: She doesn't force you.

261 (S1 girls. School 1)

262

263 From their teacher's view, Lisa talked about her teaching approaches to building pupils'
264 confidence.

265

266 Setting realistic targets for them in your planning of lessons, small outcomes and
267 targets for each of the pupils at that time. Lots of praise and a positive atmosphere and
268 a growth mindset in an atmosphere and classroom (...) I believe it gives them the
269 confidence to take on challenging tasks, and not have this negative mindset that they
270 cannot do things. (...) It must be positive. It must be immediate. It must be small
271 chunks of information to help boost the other pupils' confidence to work on. (Lisa,
272 School 1)

273

274 According to Lisa, setting appropriate goals, offering positive, immediate, and small pieces of
275 feedback, and creating a positive class climate, were essential to boost pupils' confidence to
276 engage in challenging tasks. Moreover, she mentioned that knowing the pupils made them
277 trust the teacher, which could bring confidence to complete challenging tasks.

278

279 They trust me, and they know that I'm interested in them. And they trust that I'm
280 invested in them, and they are not just turning up, and saying "this is your learning
281 intentions", and teaching a class, and teaching them as pupils. (...) I believe it gives
282 them the confidence to take on challenging tasks, and not have this negative mindset
283 that they cannot do things. One thing you'll see is, "I can't do that" and say, "Give it a
284 try. Trust me, give it a try." I think they take on challenging tasks. (Lisa, School 1)

285

286 In this theme, the term confidence was emphasised by both pupils and teachers, which
287 can be representative of affective learning. The findings provide evidence of teaching and
288 learning for pupils' confidence. Some pupils valued physical education because they believed
289 it builds their confidence in themselves. In the meantime, the pupils perceived that their
290 teacher could help them to develop confidence to perform the intended learning content. The
291 teachers prioritised building their pupils' confidence and were conscious of effective ways to
292 teach it, especially when they interacted with their pupils. Also, there were teachers' beliefs
293 that building trusting relationships with their pupils could lead to enhanced pupil confidence,
294 which we will elaborate further in the next section.

295

296 ***Teachers' concerns with building relationships with pupils***

297 From the teachers' perspectives, the comments below appeared to suggest the importance of
298 building a trusting and positive relationship with pupils to support pupils' HWB. For

299 example, Simon commented that pupils were likely to increase motivation and engagement if
300 the teacher has a good relationship with them.

301

302 I think relationships are everything. I mean I think they are absolutely key to all
303 teaching (...) I think if you can get the relationships right with your pupils they'll
304 work really hard for you, they'll do really well. If you don't have that relationship you
305 can teach the best lesson and they just do not engage with it at all. (Simon, School 4)

306

307 Moreover, Simon mentioned relationships with pupils in relation to the curriculum,
308 exemplified by him saying:

309

310 If we look at health and wellbeing across the curriculum, I think it's everyone's
311 responsibility. (...) It's so hard to put a tangible measure or judgment on. I think it
312 absolutely is vital for all of us to do. That's as simple as having good relationships
313 and good ethos in the classroom. That's health and wellbeing as well. I suppose
314 essentially the predominant view, of course, is health and wellbeing, that's the PE
315 Department's job so physical health (...) I think that is only one part of it. (Simon,
316 School 4)

317

318 Relationships with pupils seemed to be a fundamental factor in developing all aspects of
319 health, not limited to the physical aspect alone. When the interviewer asked him how he built
320 a good relationship with the pupils, his response was that he tries to have informal
321 conversations with individuals and also look at formal documents of pupils' background.

322

323 The first thing is about trying to get to know them, welcoming them at the door,
324 saying hello to them, finding out what they're like, listening to conversations, listen to
325 what they've got to say, try to find common ground. (...) So trying to pull that all
326 together so that you have an empathetic view of what learning looks like for that
327 young person and what their experience is there. (Simon, School 4)

328

329 Similarly, Chloe (School 5) commented that having conversations help her teaching to
330 change pupils from disengaging to engaging well. She noted that having an informal
331 conversation outside of school was also significant to 'get to know them on more personal
332 level' (Chloe, School 5). Also, there was evident that she seemed to be successful in terms of
333 building positive relationships. A group of the girls from her class commented that they
334 trusted her and engaged in a lesson as she builds a good relationship and treats them fairly.

335

336 Pupil 1: She creates a good connection and you guys feel closer.

337 Pupil 2: You can trust your teacher, 'cos if you don't have a very good
338 relationship, then you're not going to trust them.

339 Pupil 3: You wouldn't listen.

340 Pupil 4: You wouldn't believe it's going to impact on you.

341 Interviewer: Why you can trust your teacher?

342 Pupil 3: They're kind.

343 Pupil 2: Yeah, if they're nice to you and if they treat you fairly and equally.

344 (S2 girls, School 4)

345

346 In another case, Luke clearly stated the importance of building relationships with pupils. He
347 pointed out that some teachers struggle with this, but teachers need to build a good
348 relationship to achieve desired pupils' learning.

349

350 I believe that the PE teachers that I have seen struggle with teaching in various
351 schools are the ones that struggle to connect with pupils. (...) I think developing
352 relationships in a PE context is absolutely vital. I think it's equally as important as
353 anything else that we do. (Luke, School 3)

354

355 Furthermore, Luke commented that having informal conversations in the corridor or the
356 changing room would be the biggest strength of physical education teachers to interact on a
357 social level with young people, which is more difficult in the classroom. In a focus group
358 interview, the girls from his class said that:

359

360 Pupil 1: He always talks to you when you're feeling down, whenever you're
361 struggling with something and scared to ask about it. He can see that
362 you're struggling. He'll just come over and help you with it.

363 Pupil 2: They know you're struggling or the other way round, they know that
364 you're capable. They can tell, they don't just let you stand there.

365 Interviewer: Do you think that your teacher knows you well?

366 Pupil 2: They get to know you individually rather than as a class. If something
367 happens in the class, they don't associate it with the full class. They'll
368 get to know what's happened.

369 Pupil 1: They knows what you're capable of doing because you spend so much
370 time with them in the department. (S3 girls, School 3)

371

372 The girls commented that they felt the teacher knows them well and is supportive during
373 lessons. Luke was successful in terms of knowing his pupils and building a positive
374 relationship with them.

375

376 Kenny (School 2) commented on the importance of getting know the social dynamics of the
377 class when the interviewer asked what kind of information he tries to get about the pupils.

378

379 Who their friendship groups are. You kind of pick that up as you teach the lesson.
380 You can see who's friendly with who. So those two are quite important and that helps
381 the dynamics of the class. Who works well with who. Who needs to improve on
382 working with other people. So you're building a picture. (Kenny, School 2)

383

384 Steven (School 1) also emphasized that teachers needed to know how pupils work in
385 activities to adjust his teaching. He stated:

386

387 If you don't know your pupils and you don't know their learning styles, then how do
388 you know if what you're teaching maybe doesn't work. We all learn different. If
389 you're kind of aesthetic learners, which most of us in PE are by doing it, but you put
390 notes on the board, some pupils would prefer to talk to you about it, some would
391 rather just see it, some want to experience it actually with a demonstration and take
392 part. Knowing how pupils work. (...) They're all doing the same task but I might need
393 to use a different way to motivate you, to motivate somebody else. Others need a wee
394 bit more support and a wee bit of encouragement. That's why you need to get to know
395 your pupils. (Steven, School 1)

396

397 There was evidence that Steven tries to observe his pupils closely to know how they behaved
398 and worked in lessons and figure out their 'learning style' individually. He used a different
399 teaching strategy depends on individuals for learning even though he provided the same task.

400 The second theme drew on the significance of relationship between teachers and
401 pupils for pedagogies of affect for HWB. Teachers sought to know their pupils to create an
402 engaging learning environment and build trusting relationships. Having conversations and
403 observing them closely could be a significant way for them to get to know their pupils about
404 their interests in daily life and their social dynamics in a class. Overall, how much teachers
405 can build a positive relationship with their pupils would enhance the effectiveness of teaching
406 and learning in HWB.

407

408 **Discussion and conclusion**

409 The findings build on previous research on young people's and teachers' conceptualisations
410 of health by exploring how pupils and physical education teachers addressed the contribution
411 physical education made to young people's HWB, focusing on the affective domain in the
412 Scottish contexts. The first theme showed that the notion of building confidence emerged
413 from both pupils and teachers as an example of contributions to health made by physical
414 education. In addition, it is interesting to note that these data emerged from only girls and
415 female teachers. It was worth reporting teachers' acknowledgement of teaching strategies that
416 directly linked to girls' confidence. Furthermore, teachers' beliefs could be generated from
417 the curriculum description and reflected in their teaching and pupils' learning. The second
418 theme suggested that physical education teachers who were particularly interested in the
419 affective domain sought to get to know pupils well to build a trusting relationship, which
420 seemed to be crucial to enhance the effectiveness of teaching and their intended learning for

421 HWB. Throughout the findings, we can offer a considerable insight on teachers' antecedents
422 of enacting pedagogies of affect.

423 The first theme highlighted that some of the pupils valued physical education because
424 they believed it builds their confidence in relation to their conceptualisations of health. In
425 particular, the girls were conscious about the importance of feeling confident in meeting the
426 challenge of a task. Feeling confidence to achieve a task is often related to one's perceived
427 competence, which is a crucial affective outcome of physical education (Beni et al., 2019;
428 Røset, Green, & Thurston, 2020). Girls' accounts also demonstrated that teachers' supportive
429 interactions and engagements could significantly impact their confidence, especially when
430 they faced some difficulties and challenging tasks, which could be related to the features of
431 need-supportive teaching behaviour (Haerens et al., 2015). While the pupils' data confirm
432 findings already reported in the literature, the findings provide notable evidence that their
433 teachers simultaneously were aware that building confidence was one of the intended
434 affective learning outcomes of physical education. It is also worth noting that only female
435 teachers mentioned building confidence as a significant goal of physical education. Indeed,
436 this notion appeared in previous studies. For example, Kirk et al. (2018) provided evidence
437 that female teachers understood that lack of girls' confidence was a barrier to engage in
438 physical education lessons. Furthermore, it is important to consider the background of class
439 settings as to this finding. In this study, female teachers taught girls in girls-only classes.
440 Lamb et al. (2018) showed that girls articulated feelings of confidence within the co-created
441 environment with their female teachers in single-sex class settings. Teaching in a same-sex
442 class, especially for girls, might significantly strengthen the link between teachers' notions
443 and girls' understanding in terms of the importance of confidence. Also, the teachers were
444 arguably conscious of building confidence as a primary concern in accordance with the
445 intended purposes of the curriculum. In the Scottish context, to enable all young people to

446 become ‘confident individuals’ is one of the four purposes of CfE along with ‘successful
447 learners’, ‘responsible citizens’, and ‘effective contributors’ (Scottish Government, 2009).
448 Also, in CfE, the term confidence was outlined in the benchmarks of physical education as a
449 component of Personal Qualities (Education Scotland, 2017). In addition to the teachers’
450 notion of the significance of pupil confidence, the findings offer some features of pedagogical
451 practice to enhance pupils’ confidence. Specifically, the teachers identified that setting
452 appropriate goals in planning a lesson, offering a positive, immediate, and small piece of
453 feedback in a lesson, creating a learning environment that allows pupils to make mistakes,
454 and developing the relationships with pupils was essential to boost pupils’ confidence. While
455 these teaching strategies can be found in the literature (Beni et al., 2019), it is noteworthy that
456 the teachers who had an expressed commitment to teaching for affective learning were fully
457 aware that these teaching approaches bring a positive effect on pupils’ confidence as they
458 seemed to have experiences with success.

459 Nevertheless, we should not neglect the fact that some pupils were just keen to be
460 physically active, keep fit, and exercise as benefits of physical education. This notion of
461 physical education arguably could be seen as physical activity recreation rather than
462 education (Røset, Green, & Thurston, 2019). This notion also was consistent with the
463 findings by Harris et al. (2018) that young people have been likely to consider increased
464 physical activity and fitness contribute to their health, which is a limited conceptualisation of
465 health. It might be one of the teachers’ responsibilities to teach why and how the experiences
466 and outcomes in physical education are important to their HWB. In this sense, the literature
467 suggested that a salutogenic perspective can be an alternative way of discussing health
468 promotion within and through physical education (Kirk, 2018; Quennerstedt, 2008, 2019;
469 McCuaig & Quennerstedt, 2018). A salutogenic perspective is not just how much or how
470 often pupils are physically active (Quennerstedt, 2008). It is a matter of what pupils do to

471 develop personal qualities such as motivation, empowerment, enjoyment, and resilience, each
472 of which is characteristics of the affective domain (Cale, 2020; Kirk, 2020).

473 The second theme was concerned with teachers' basic beliefs of how they support
474 pupils' HWB. The teachers placed a strong emphasis on the need for developing a trusting
475 relationship with pupils as a key to their teaching for HWB including confidence, rather than
476 the need for an emphasis on lesson contents and specific teaching approaches. This finding
477 was clearly exemplified by a teacher's statement that 'relationships are everything'. While
478 the need for teachers to have a good relationship with pupils has been addressed in previous
479 research (Lamb, Oliver, & Kirk, 2018; Sparks et al., 2015), the findings would suggest that a
480 primary consideration of building relationships with pupils could be a necessary antecedent
481 of teachers who can implement pedagogies of affect. This is placed in a novel context
482 because again, the data was gathered from teachers who explicitly expressed in their interest
483 and commitment to teaching for affective learning. In terms of how teachers built a positive
484 relationship with pupils, the teachers tried to have informal conversations with individuals
485 outside of lessons such as conversations in the corridor and the changing room, which would
486 be a strength of physical education teachers to interact on a social level with young people,
487 compared to other school subjects. O'Donovan and Kirk (2007) highlighted that the changing
488 room is a pivotal site to have conversations with their pupils to deal with their attendance and
489 orderliness. The teachers in this study had conversations intentionally to know their pupils'
490 personal level, including their interests, situational feelings, family, and friends. From the
491 perspective of the pupils, they perceived that their teacher knows well what they are capable
492 of. Given the findings, it appears necessary for teachers to have conversations with their
493 pupils about their daily lives at home and at school generally, not only in a gym, to receive
494 information that optimizes pedagogical practice. Notably, the intention of adopting different
495 teaching approaches according to individuals' background would reinforce the implications

496 of pedagogies of affect, rather than the use of a one-size-fits-all approach. This is due to the
497 benefit of teachers' full use of professional autonomy to develop pedagogies of affect in
498 response to pupils' needs (Gray et al., 2018).

499 The findings reported in this study may have some implications for physical education
500 teacher education (PETE) programmes. In previous studies, there was evidence that a number
501 of pre-service physical education teachers highlighted knowledge around obesity-related
502 risks, body shape, and food consumption when they were asked about their understanding of
503 health (Varea, 2018). The findings of this study may offer alternative approaches for student
504 teacher professional learning to implement pedagogies for affective learning. For instance,
505 since the findings referred to in-service teachers' knowledge of the curriculum and regular
506 practices of teachers who are committed to pedagogies of affect, teacher educators can use
507 the findings to promote communication with student teachers to enhance their knowledge and
508 awareness of mental health and pedagogies of affect. Student teachers might find it useful to
509 enhance their understanding of the affective domain in order to respond to pupils' affective
510 learning (Klemola, Heikinaro-Johansson, & O'Sullivan, 2013). During the PETE
511 programmes, student teachers may wish to be placed in schools where pedagogies of affect
512 are being practised. To do so, teacher educators would need to make efforts to recognise
513 these schools and teachers and maintain contact with them over time. Furthermore, whilst this
514 study involves cross-sectional research, longitudinal data will capture pedagogical practices
515 dynamically. The use of repeated measures and observations at the same schools would help
516 teachers' professional development including PETE programmes. In the meantime, further
517 efforts will be needed to examine how physical education supports pupils' positive changes
518 in affective learning over time.

519 To conclude, we found that teachers who had an explicit and direct intention for
520 affective learning sought to build a trusting relationship with pupils as a basic concern to

521 implement teaching for affective learning such as confidence and motivation.
522 Simultaneously, the findings showed that pupils could foster a sense of trust with their
523 teachers because they perceived their teachers knowing them as individuals, as opposed to
524 merely a class. Consequently, in the case that this trusting relationship has been built
525 successfully, it could increase teaching and learning effectiveness. Finally, this study could
526 be a valuable resource for teacher professional learning as the findings referred to teachers'
527 regular practices and their knowledge of the curriculum, especially for those who recognise a
528 need to enact pedagogies of affect.

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Table 1 The demographic background of the participants

Pseudonyms	Sex	Teaching experiences	Role	Pupils' grade	School	SIMD	Enrolment	Focus group interview
Lisa	Female	11	PT	S1	1	Least deprived 20%	1,228	Two female groups
Steven	Male	13	-	S3	1	Least deprived 20%	1,228	Two male groups
Kenny	Male	5	-	S1	2	Least deprived 30%	360	One co-educational group
Luke	Male	11	PT	S3	3	Least deprived 30%	605	One male group and one female group
Simon	Male	13	PT	S3	4	Least deprived 30%	610	One male group and one co-educational group
Chloe	Female	2	-	S2	4	Least deprived 30%	610	Two female group

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SIMD: The 2016 Scottish Index of Multiple Deprivation

PT: Principal Teacher