

## ARTICLE REVIEWED

### Investigating Middle School Students' Physical Education Emotions, Emotional Antecedents, Self-Esteem, and Intentions for Physical Activity

Simonton, K. L., & Layne, T. E. (2023). Investigating middle school students' physical education emotions, emotional antecedents, self-esteem, and intentions for physical activity. *Journal of Teaching in Physical Education*, 42(4), 757-766.

#### THE PROBLEM

Understanding the student motivation in physical education (PE) is essential because motivation plays an important role in students' learning and their intention for physical activity (PA). Student emotions are multifaceted personal constructs, and they influence cognitive, psychological, physiological and motivational responses during an activity. In PE, teachers mostly focus on developing skills and knowledge of games and activities, but development of the positive attitudes and motivations for lifetime activity is also important. However, limited research investigated the relationships between emotional antecedents (control-value beliefs), emotions, and the PE outcomes.



#### Research Summary

Using the control-value theory of achievement emotions (CVTAEs), this study aimed to investigate the relationships between emotional antecedents, emotions, and outcomes like self-esteem and intentions to be physically active among middle school students. To better understand the factors that influence motivation in PE, gender differences were also explored. The participants included 247 middle school students (grades 6-8) from three schools in a large suburban community in the southeast United States. Findings indicated that males reported higher levels of intrinsic value, enjoyment, and self-esteem, while females experienced higher levels of boredom and shame during PE classes. Control beliefs and intrinsic value positively influenced students' self-esteem and intention to be active. However, emotions of boredom and shame impact negatively on both outcomes.

#### Conclusion

There is a need to gain a deeper understanding of students' motivation and to focus more on understanding and measuring students' emotions. It is also important to better understand the emotional anecdotes since they are connected to teaching and learning in PE settings. Middle school is a critical period when students are developing their identities and relationships. Therefore, it is necessary for teachers to focus strategies to enhance emotional antecedents and positive emotional connections to PE through their teaching and curriculum.

#### Key Takeaway

Addressing students' emotions and their antecedents through effective PE instruction can improve motivation and support more active lifestyle for students. Therefore, PE teachers need to better understand the cognitive, psychological, and emotional mechanisms that influence students so they can address them effectively.

#### ADDITIONAL RESOURCES

Fierro-Suero, S., Gonzalez-Outre, D., Murta, L., Almagro, B. J., & Sáenz-López, P. (2024). Novelty, emotions and intention to be physically active in Physical Education students. *Apunts Educació Física i Esports*, (156), 47-56.