

How is positive youth development understood and practiced by Korean secondary physical education teachers? A broad picture¹

OKSEON LEE¹, KEEJOON YOON², EUICHANG CHOI¹, HYUKJUN SON¹, HYUNSOO JUNG¹, KIDAE LEE¹

¹Department of Physical Education, Seoul National University, SOUTH KOREA

²Division of Sport Science, Incheon National University, SOUTH KOREA

Published online: December 31, 2018

(Accepted for publication November 20, 2018)

DOI:10.7752/jpes.2018.04337

Abstract

The landscape of physical education (PE) in South Korea has been drastically changed with the introduction of the positive youth development (PYD) concept in response to the increasing rate of school violence and health-risks threatening young people's successful development. The purpose of this study was to examine how PYD is conceptualized and practiced by Korean PE teachers and to explore factors influencing PYD-oriented PE classes. Data were collected from online questionnaires (n = 253) and in-depth interviews (n = 20) with secondary school PE teachers. The quantitative data were analyzed using SPSS 21.0. Qualitative data were analyzed by adopting constructivist grounded theory (Charmaz, 2014). The findings revealed that Korean PE teachers' perception of PYD was characterized by conceptual ambiguity with a broad and vague notion of character development without specified pedagogies. In addition, the implementation of PYD was limited to a deficit-reduction approach using traditional behavior management techniques rather than embracing the ideal of competency building through a strength-based approach. Regarding barriers to PYD-oriented PE lessons, the teachers reported students' and colleagues' resistance to integrating PYD ideas into PE classes, the competitive nature of sport, and the challenges of assessing PYD-related outcomes within a Korean school culture dominated by high-stakes testing. These findings indicate the urgent need to clarify PYD concepts suitable for the Korean context, develop appropriate pedagogies for PYD-oriented PE lessons, and provide support for teachers to develop assessment literacy for the design and implementation of PYD lessons.

Keywords: positive youth development, physical education, character development

Introduction

It has been widely argued that the ultimate goal of physical education (PE) and youth sport should be promoting students' holistic development rather than making students sport technicians (Holt, 2008; Wiggins, 2013). To date, a number of studies have provided supportive evidence that participating in sport can lead to a range of positive developmental outcomes in physical, cognitive, emotional, and social areas (Bailey et al., 2009). There has been a paradigm shift in the understanding of youth development, from deficit reduction to asset building, viewing youth as a resource rather than a problem to be managed (Benson, 1997; Weiss, 2016). This approach, termed 'positive youth development' (PYD), is recognized as a major framework for designing and implementing programs that capitalize on sport and physical activity for the holistic development of youth. PYD-oriented sport programs include Donald Hellison's Teaching Personal and Social Responsibility (Hellison, 2011), GOAL (Danish, 1996), First Tee (Weiss, 2006), and Sport Mentoring for Success (Choi et al., 2015). In addition, a number of empirical studies have examined the impact of PYD-oriented sport programs both in and out of school contexts (Armour & Sandford, 2013; Choi et al., 2015; Harwood et al., 2015; Lee et al., 2017). A meta-analysis undertaken recently by Taylor et al. (2017) also indicated that well developed PYD-oriented programs have the potential to promote students' social and emotional development regardless of their backgrounds.

Reflecting this trend, it has been a "taken-for-granted cultural truth" that participating in PYD-oriented programs will automatically lead to positive developmental outcomes for students (Coakley, 2016, p. 21). However, positive developmental outcomes are achieved through complex interplay among student characteristics such as socio-economic status, gender, and race, and program and instructors' characteristics (Fraser-Thomas et al., 2005). There is therefore a need to explore in detail the diverse factors associated with implementing PYD-oriented programs (Coakley, 2016). Exploring the factors influencing PYD-oriented PE

¹ This work was supported by Global Research Network program through the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea (NRF-2016S1A2A2912046).

lessons is of critical importance in understanding PYD outcomes. There is no doubt that students' changes related to PYD also depend on the quality of PE teaching (Vella et al., 2011; Yoon & Armour, 2017). It is clear, therefore, that investigating how PE teachers conceptualize PYD and what specific pedagogies they use should be prioritized to provide appropriate support for PE teachers.

Although a number of studies have explored the effectiveness of PYD-oriented programs (e.g. Erickson & Côté, 2016), little attention has been paid to how PYD is conceptualized and practiced by PE teachers. Given that the impact of PYD-oriented programs is influenced by a range of factors, research exploring issues such as how PE teachers conceptualize PYD, what kinds of pedagogies are practiced for PYD, and what facilitates or impedes PYD practice is needed to understand the impact of the programs. Thus, the purpose of this study was to explore the ways in which PE teachers conceptualize and practice PYD and to investigate factors influencing PYD-oriented PE lessons. The specific research questions were (a) How do PE teachers conceptualize PYD in PE? (b) What specific pedagogies are used for PYD-oriented PE lessons? and (c) What factors are influencing PYD-oriented PE lessons?

Methods

Data were collected from questionnaires and in-depth interviews with participants. The online questionnaires were administered to 253 secondary PE teachers who were selected from 17 different educational districts of South Korea. The demographic and background information of the participants is presented in Table 1. Twenty secondary PE teachers were selected for in-depth interviews. Ethical approval was obtained from the University Research Board, and consent forms were obtained from all participants.

Table 1. Background information of participants

Category		N (%)
Gender	Male	196 (77.5%)
	Female	57 (22.5%)
Age	20s	35 (13.8%)
	30s	153 (60.5%)
	40s	62 (24.5%)
	50s	3 (1.2%)
Years of teaching experience	0-5	93 (36.8%)
	5-10	84 (33.2%)
	10-15	34 (13.4%)
	15-20	36 (14.2%)
	Over 20	6 (2.4%)
School level	Middle school	155 (61.3%)
	High school	98 (38.7%)

Questionnaires

The 253 selected PE teachers were asked to complete an online questionnaire. The questionnaire included questions on the importance of fitness, character, sport skills and health as components of PYD, with answers on a 4-point Likert scale. In addition, the participants were asked to list facilitators of and barriers to implementing PYD-oriented PE lessons in response to an open-ended question.

Interviews

Twenty PE teachers (14 male and 6 female) who answered the questionnaire were contacted to take part in semi-structured interviews (Brinkmann & Kvale, 2015). The interview questions were designed to obtain in-depth information that cannot be obtained from questionnaires. The participants were asked to elaborate, provide examples, or explain the reasons for the responses they provided to the open-ended questions. Interviews were conducted at the participants' schools and lasted approximately 60 to 80 minutes. Each teacher interview was assigned an alphanumeric code (T01–T20).

Data Analysis

A constructivist revision of grounded theory was adopted for data analysis (Charmaz, 2014). The participants' responses to open-ended questions and transcriptions of the interviews were inputted into NVivo 11, a qualitative data analysis program.

Three phases of coding were conducted. In the first phase, the author(s) created initial codes from the responses to the open-ended questions to capture central phenomena such as "how PE teachers conceptualize the concept of PYD" and "what kinds of barriers inhibit PE teachers' PYD-oriented lessons in school contexts." In the second phase, codes indicating similar meanings were grouped to create focused codes. In the final phase,

focused codes were merged to create theoretical codes explaining bigger themes or stories. The trustworthiness of the data was ensured through triangulation of data and member check with the participants (Creswell, 2013).

Findings

The findings of this study are reported under the three major themes: (a) PE teachers' concept of PYD, (b) PE teachers' pedagogies of PYD, and (c) barriers to PYD-oriented lessons.

Teachers' concept of PYD: "PYD equals character education"

Uncovering how PE teachers conceptualize PYD is critical to support PYD-oriented PE classes. The findings of this study suggest that PE teachers have a formula that PYD equals character education, which has been emphasized in the national curriculum for PE for more than 5 years in Korea. PE teachers reported that PYD is a way of developing a whole person who is well rounded in terms of physical (e.g., sport skills, fitness), cognitive (e.g., knowledge of sport), and affective (e.g., demonstrating sportsmanship) aspects. Regarding the definition of PYD, PE teachers expressed their understanding of the goal of the national curriculum for PE as follows:

PYD is a kind of effort to help students develop their functional, intellectual, and emotional dimensions. (Response to questionnaire)

I think the traditional way of teaching PE was a kind of fragmented approach; I mean affective, cognitive and physical aspects were taught separately (...) For me, PYD seems like a kind of education that develops students' physical, cognitive and character domains together, thus making the student a holistic person. (Interview, T02)

Secondly, a number of participants regarded PE as the most suitable subject to achieve PYD, indicating that PE teachers have recognized the potential of PE as a vehicle for holistic development that goes beyond sport skills development.

Unlike other subjects, PE has a unique position; it includes not only doing but also knowing and feeling. That's why it is an ideal subject to teach PYD. It has a prestigious position to educate and prepare qualities that today's society requires from students. (Response to questionnaire).

If we want our students' positive or holistic development, they need to know how to be fit and healthy, how to cope with stress, pursue enjoyment, and show responsible behaviors in sport settings. All these can be taught in PE classes, which make PE a perfect subject for positive youth development. (Interview, T04)

Lastly, regarding the relative importance of PYD components, teachers perceived that developing appropriate social skills is more important than developing sport skills or physical fitness. When asked which components of PYD should be emphasized in PE, the most common "very important" responses were for developing social skills (n=182), exploring a sport-related career (n=100), and physical and sport skills (n=97). Due to an increase in violence in Korean schools (Lee & Choi, 2015), PE teachers put more emphasis on developing peaceful conflict resolution skills, sportsmanship, and communication skills as components of PYD rather than focusing on sport skills and fitness development. Table 2 shows the PE teachers' perceptions of the importance of the components of PYD.

The qualitative interview data also showed that the PE teachers emphasized developing social skills as a critical component of PYD.

Making students more courteous, that is the very thing that came to my mind when I heard PYD first. I think this should be the essence of PYD. All other things such as physical strength or knowledge for playing sport also matter, but teaching appropriate manners and behaviors should be the most important thing. (Interview, T12)

Table 2. Perceived importance on the components of PYD

Category	Number of responses (%)			
	Strongly disagree	Disagree	Agree	Strongly agree
Enhancing students' physical fitness	1 (0.3%)	5 (19.9%)	150 (59.4%)	97 (38.4%)
Enhancing students' sport skills	2 (0.7%)	17 (6.7%)	178 (70.4)	56 (22.2%)
Enhancing students' character and social skills	2 (0.7%)	1 (0.3%)	68 (27.0%)	182 (72.0%)
Exploring students' sport-related career path	2 (0.7%)	20 (7.9%)	131 (51.8%)	100 (39.6%)
Solving problem behaviors	1 (0.3%)	24 (9.5%)	143 (56.5%)	85 (33.7%)
Understanding youth culture	2 (0.7%)	24 (9.5%)	151 (59.7%)	76 (30.1%)
Other	2 (0.7%)	0 (0%)	5 (2.0%)	5 (2.0%)

As can be seen from the interview data, the teachers equated PYD with the existing philosophy of the national curriculum for PE, which places emphasis on students' character development. However, their notion of PYD was mainly limited to teaching "good behaviors" and "social skills" rather than considering how to maximize students' strengths and potential. This implies a need for teachers to expand the notion of PYD to embrace the ideas of asset building and strength development to capitalize on the potential of sport and physical activity.

Teachers' pedagogies for PYD: A traditional, business-as-usual approach

Although the PE teachers perceived that PYD is an important aspect of PE, they faced difficulties in implementation due to a lack of appropriate teaching resources and methods. They reported that PYD-oriented PE classes are delivered using implicit teaching methods rather than explicit pedagogies.

I couldn't agree more regarding the importance of PYD. However, most PE teachers, including me, have absolutely no explicit ideas or pedagogies for doing PYD through PE lessons. It's very hard to find appropriate material dealing with PYD-in-action because it is done implicitly rather than explicitly. If somebody shares some good pedagogy and material, I would use them of course. (Response to questionnaire)

In particular, the participants reported difficulties in infusing PYD ideas into sport and physical activities. Combining sport skills and PYD values seamlessly is challenging. In addition, the difficulty of assessing PYD outcomes made the teachers focus on sport skill development rather than promoting PYD.

Although I know a number of studies have explored the relationship between sport and students' holistic development, I couldn't find relevant content or pedagogies that PE teachers can actually use in school contexts. (Response to questionnaire)

Teaching character, confidence, and competence through sport is not an easy task. We can tell our students to be good, be confident, and competent. But teaching these things through sport is difficult. That's why we only teach sport skills in reality. In addition, these outcomes cannot be assessed objectively due to the difficulty of assessing affective outcomes. Both students and parents are very sensitive to whether assessment is objective and reliable. That's why we avoid teaching and assessing PYD-related things. (Interview, T12)

Secondly, the PE teachers taught PYD as a traditional behavior management approach. They emphasized observance of rules, keeping order, and respecting differences throughout school life, and considered these to be PYD concepts. The following interview excerpt shows that PE teachers' approach for teaching PYD is limited to traditional behavior management issues such as rules, routines, and regulations.

Of course, I am a PE teacher who emphasizes the importance of teaching character through PE. But none of my colleagues have appropriate resources and material. (...) So I had to think of my own ways of teaching PYD. I established rules and routines at the beginning of the semester to teach positive behaviors. Students are required to keep order, keep their stuff organized, and not to be late for class. These are routines for teaching character. (Interview, T01)

Preventing and dealing with inappropriate behavior were also regarded as PYD-related. The following interview excerpt shows that guiding students to stay away from trouble and helping them minimize health-risk behaviors were perceived to be typical approaches to teaching PYD in high school.

PYD reminds me of some activities I had this year. Many of the students had trouble with smoking during the first and second year of high school. I figured out how many students smoke at the very beginning this year, and developed my own system to detect who smoked and guide them to quit smoking. (Interview, T07)

This interview excerpt suggests that PE teachers implement PYD by working as school disciplinarians who deal with health-risk behaviors and other problem behaviors. It suggests that teachers' pedagogy of PYD is limited to deficit reduction rather than asset building, due to a lack of information on PYD teaching strategies. Regarding what types of support are needed for PE teachers to implement PYD-oriented lessons (see Table 3) the majority of PE teachers (62.8%) reported that "sharing PYD teaching ideas and cases, and discussion" is needed, followed by "exposure to diverse sport" (27.3%), "lecture on theory" (5.1%), and "establish informal teacher network" (3.2%). This finding indicates a critical need to develop and share specific teaching ideas and pedagogical cases for PYD-oriented PE lessons to overcome the limitations of a traditional, business-as-usual approach to PYD teaching in the Korean context.

Table 3 Types of support required for PYD-oriented PE classes

Type of support	Frequency (n)	Percentage (%)
Lecture on PYD theory	13	5.1%
Sharing PYD teaching ideas and cases, and discussion	159	62.8%
Exposure to diverse sports	69	27.3%
Demonstration of best practice	4	1.6%
Establishing informal teacher network	8	3.2%
Total	253	100

Barriers to PYD-oriented PE lessons: the tough road to PYD

The PE teachers' implementation of PYD-oriented PE lessons is hindered by four barriers: (a) a traditional notion of PE as a physical activity-centered subject, (b) the competitive school atmosphere (c) multiple role expectations of PE teachers, and (d) a lack of evaluation tools. Firstly, the teachers had to fight against the traditional notion of PE as a physical activity-centered subject. Teachers who tried to integrate PYD components into PE classes were faced with students' and colleagues' resistance that PYD watered down the essence of PE by emphasizing character components. The following interview excerpts indicate students' and peer teachers' resistance, respectively.

When I posted a poster on integrity, responsibility, and respect, the students were like, "Are these for PE? We'd rather play sport more than talking about these things for 5 minutes." (Interview, T4)

When I tried to teach PYD in my PE class, other PE teachers told me that "It's good, but why do you bother to do that in PE? It's not a moral education class. Let moral education teachers do their job and you only need to focus on teaching sport skills." Although we all seem to agree that PE is more than making students skillful movers, many seldom try to go beyond teaching physical skills. (Interview, T5)

The successful implementation of PYD requires both teachers' and students' consensus on the importance of capitalizing on sport for positive development rather than on the development of sport skills. When the philosophy of PYD is not shared with students and teachers, the deeply embedded idea of PE as physical development works as a barrier to implementing PYD-oriented PE lessons.

A competitive school atmosphere is also a barrier to teaching PYD. Due to the highly competitive Korean school culture, students internalize the value of "winning at all costs," both in academic and sport settings, which makes them resist the values of PYD. The PE teachers reported that to tackle the prevalent culture of competitiveness in Korean schools, PYD should be a school-wide philosophy. They suggested that conceptualizing PYD as a school-wide agenda rather than as a component of PE could mobilize resources in schools and obtain support from school administrators and other teachers.

I am not sure whether they learned it from professional sport, but they really want to win at all costs. They only focus on outcomes rather than the process of the game. If they are on a winning streak, they just walk round the game without doing their best. On the contrary, if they lose a game, they blame each other and sometimes higher skilled students get really angry. It explains why we need PYD, but in reality, it is a real challenge to me. (Interview, T16)

When students are put into groups to learn how to work with other people, some students don't like it because there will be free riders. They don't want their group performance lowered due to some weak students. That's why they prefer individual-based assessment and competition. Definitely, the competitive school culture makes it hard to do PYD lessons. This mentality is so strong that it can't be done by PE teacher alone. We need support from administrators and other subject teachers to join in implementing PYD. (Interview, T14)

Multiple role expectations and the heavy workload of PE teachers as school disciplinarians, sport event managers, and classroom teachers also hindered the teachers' implementation of PYD-oriented teaching. Given that PYD is a relatively new and innovative concept, it requires teacher professionalism that goes beyond traditional drill-centered PE lessons. However, PE teachers' heavy workload impedes their professional development, as described in the following interview excerpt.

Typically, a PE teacher is assigned as the head of student affairs. It is a kind of stereotype that we can be the school disciplinarian who deals with school violence issues. It is great burden and takes my time away from preparing class and thinking about new approaches like PYD. (Interview, T08)

I do a lot of work as a homeroom teacher, a coach of the student athletic team, sport event manager and administrative work such as handling the budget for the PE department. My colleagues call me "little principal" because I am always busy with a diverse range of work. So I do not have time to sit quietly and think about a PYD-oriented lesson plan. It will be only possible in my dreams. (Interview, T13)

Lastly, a lack of evaluation tools to assess students' learning processes and outcomes in PYD is another challenge to implementing PYD-oriented PE lessons. Given the difficulty of tracking the affective dimension of learning outcomes, the participants focused on teaching something easier to evaluate, such as sport skills rather than the PYD-related components of their lessons.

We are supposed to evaluate what we teach. If you teach PYD you have to evaluate it, but it is very difficult to assess because youth development takes time and sometimes it is not observable. You can observe one good deed but that does not explain positive development. So people rather choose to teach sport skills because there are many objective skill tests they can use. (Interview, T07)

The teachers were concerned about objective assessment because students and parents are sensitive to evaluation results. The obsession with objectivity in evaluation made the teachers avoid teaching affective and holistic content due to the challenging nature of assessment.

Discussion

The purpose of this study was to examine how Korean PE teachers conceptualize PYD and to identify factors influencing their implementation of PYD-oriented PE lessons. Although many of the findings are consistent with previous PYD studies, some can be explained by the influence of unique Korean culture and contextual factors.

Firstly, the teachers' notion of PYD was that it was equivalent to character education aimed at the students' holistic development. Given that character education is one of the deeply embedded educational philosophies in traditional Confucian culture, the combination of vague concepts including "positive" and "development" could explain why the participants regarded PYD as close to holistic education. The teachers' vague notion of PYD as character education made them consider PE as an educational panacea in school settings. However, as Coakley (2011, p. 314) suggests, "sports provide sometimes a necessary but never a sufficient experiential basis for producing desired developmental outcomes," requiring teachers' intentional and specific teaching pedagogies. The conceptual ambiguity regarding PYD hindered the teachers' implementation of PYD in PE class settings. In addition, this perception is quite different from the Western notion of PYD, which encompasses competence, health, coping, resilience and well-being (King et al., 2005), emphasizing specific components rather than holistic education. This implies a need to clarify the concept of PYD in Korean cultural contexts because the PYD movement has "conceptual and empirical origins" (Holt, 2008) in a US context.

Secondly, the teachers' practice of PYD was limited to traditional behavior management aimed at reducing and preventing problematic behaviors (Coakley, 2011) rather than promoting growth assets such as competence, confidence, and personal and social development. To broaden the scope of PYD practice, Petitpas and colleagues' (Petitpas et al., 2005) framework of progression from intervention, prevention, and sport skills development to life skills development can be helpful. PE teachers can start by dealing with youth problems through an intervention program, and move on to prevention and active asset building, such as sport skills and life skills development. In addition, given that PYD is not a natural outcome of physical activities (Danish, 2002), there should be explicit pedagogical methods for teaching PYD, something that is definitely missing in the Korean context. To date, a number of studies have offered various concepts or strategies for PYD-oriented PE lessons, including the "social climate" (Biddle, 2006), use of indirect teaching behaviors (Jung & Choi, 2016), and provision of appropriate rewards (Harvey et al., 2014). PE teachers should be encouraged to adopt and apply these strategies in combination with establishing an appropriate atmosphere for PYD-oriented PE lessons.

Thirdly, the implementation of PYD-oriented lessons was influenced by many different factors at different levels. Despite the Korean government's curricular reform and innovation to strengthen students' socio-emotional development, both teachers' and students' notions of PE were limited to developing sport skills, which impeded PYD-oriented lessons. The students' and teachers' perceptions of the role of PE as providing a context for releasing stress and having fun reflects the notion of "busy, happy, good" (Placek, 1983), which marginalizes the status of PE as a school subject. It shows the importance of communicating and sharing a philosophy of PYD with both teachers and students, as suggested by effective PYD programs (Gould & Carson, 2008).

In line with this suggestion, providing PE teachers with appropriate PYD-oriented programs could be helpful because this study identified PE teachers' heavy workload as the most significant barrier to designing PYD-oriented PE lessons. Although a range of efforts to offer effective PYD-oriented PE have been made in the Korean context, such as developing a PYD-oriented teaching model that fits the South Korean context (Choi, 2010), investigating the impact of programs (Lee et al., 2017), and developing policies supporting PYD, sharing effective PYD programs has not been successful. The findings of this study provide a clear implication that some type of "public effort" (e.g., development and sharing of programs by the ministry of education) is needed, given that PE teachers' heavy workload combined with traditional role expectations currently hinder their efforts to implement PYD in school settings.

Finally, another issue that should be taken into account when developing PYD-oriented PE lessons is the need for an appropriate assessment tool. In this study, the difficulty of assessing PYD learning outcomes was revealed as another critical barrier to the practice of PYD-oriented PE lessons in school contexts. Similar findings were reported in previous studies in the South Korean context. For example, the PE teachers had severe difficulties in assessing the level of enhancement regarding pupils' character development or affective changes. To date, there have been many ongoing debates about the measurement and assessment of PYD (Gould & Carson, 2008; Turnnidge et al., 2014; Yoon & Armour, 2017). There is a methodological issue related to re-testing effects and a tendency for pupils to over-estimate their changes (Coalter, 2016). Despite parental pressure to provide objective and scientific data on student changes, developing authentic assessment tools that reflect the genuine learning process and outcomes of PYD lessons appears to be critical to support teachers. In this sense, enhancing the assessment literacy of both students and teachers is critical to the selection, design, and implementation of appropriate assessment tools for generating PYD-related learning processes and outcomes (Popham, 2006).

Conclusion

The concept of PYD in PE has emerged as a promising paradigm to pursue students' holistic development. Consequently, this study explored how PE teachers conceptualize and practice PYD in schools and the contextual factors influencing PYD-oriented PE classes. The findings indicate that PE teachers in South Korea are not well prepared to deliver PYD-oriented lessons because of conceptual ambiguity around PYD and a lack of specific and appropriate PE pedagogies that can be used in school contexts. These results indicate the necessity of identifying a clear concept of PYD that fits the South Korean context, as well as the need to develop PYD-oriented PE programs and enhance assessment literacy to facilitate the selection, design, and implementation of appropriate assessments that reflect the nature and content of PYD-oriented PE classes.

References

- Armour, K., & Sandford, R. (2013). Positive youth development through an outdoor physical activity programme: Evidence from a four-year evaluation. *Educational Review*, 65(1), 85-108.
- Bailey, R., Armour, K. M., Kirk, D., Jess, M., Pickup, I., & Sandford, R. A. (2009). The educational benefits claimed for physical education and school sport: An academic review. *Research Papers in Education*, 24(1), 1-27.
- Benson, P. L. (1997). *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. San Francisco, CA: Jossey-Bass.
- Biddle, S. (2006). Defining and measuring indicators of psycho-social well-being in youth sport and physical activity. In Y. Vanden Auweele, C. Malcolm, & B. Meulders (Eds.), *Sport and Development* (pp. 163-184). Leuven: Lannoo Campus.
- Brinkmann, S., & Kvale, S. (2015). *InterViews: Learning the Craft of Qualitative Research Interviewing*. Thousand Oaks, CA: Sage Publications.
- Charmaz, K. (2014). *Constructing Grounded Theory*. London: Sage Publications.
- Choi, E. (2010). *Humanities-Oriented Physical Education (HOPE) and Hanaro Teaching*. Seoul: Rainbow Books.
- Choi, E., Park, J.-J., Jo, K., & Lee, O. (2015). The influence of a sports mentoring program on children's life skills development. *Journal of Physical Education and Sport*, 15(2), 264.
- Coakley, J. (2011). Youth sports: What counts as "positive development?". *Journal of Sport and Social Issues*, 35(3), 306-324.
- Coakley, J. (2016). Positive youth development through sport: Myths, beliefs, and realities. In N. L. Holt (Ed.), *Positive Youth Development through Sport* (pp. 21-33). Abingdon, Oxon: Routledge.
- Coalter, F. (2016). Defining and measuring the 'development' in sport-for-development programs. In N. Holt (Ed.), *Positive Youth Development through Sport* (pp. 97-110). Abingdon, Oxon: Routledge.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Thousand Oaks, CA: Sage Publications.
- Danish, S. J. (1996). Interventions for enhancing adolescents' life skills. *The Humanistic Psychologist*, 24(3), 365-381.
- Danish, S. J. (2002). Teaching life skills through sport. In M. Gatz, M. A. Messner, & S. J. Ball-Rokeach (Eds.), *Paradoxes of Youth and Sport* (pp. 49-60). New York: State University of New York Press.
- Erickson, K., & Côté, J. (2016). A season-long examination of the intervention tone of coach-athlete interactions and athlete development in youth sport. *Psychology of Sport and Exercise*, 22(2016), 264-272.
- Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy*, 10(1), 19-40.
- 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.
- Harvey, S., Kirk, D., & O'Donovan, T. M. (2014). Sport education as a pedagogical application for ethical development in physical education and youth sport. *Sport, Education and Society*, 19(1), 41-62.
- Harwood, C. G., Keegan, R. J., Smith, J. M., & Raine, A. S. (2015). A systematic review of the intrapersonal correlates of motivational climate perceptions in sport and physical activity. *Psychology of Sport and Exercise*, 18, 9-25.
- Hellison, D. R. (2011). *Teaching personal and social responsibility through physical activity*, Champaign, IL: Human Kinetics.
- Holt, N. L. (2008). Introduction: Positive youth development through sport. In H. Nicholas (Ed.), *Positive Youth Development Through Sport* (pp. 1-5). Abingdon: Routledge.
- Jung, H., & Choi, E. (2016). The importance of indirect teaching behaviour and its educational effects in physical education. *Physical Education and Sport Pedagogy*, 21(2), 121-136. doi:10.1080/17408989.2014.923990
- King, P. E., Schultz, W., Mueller, R. A., Dowling, E. M., Osborn, P., Dickerson, E., & Lerner, R. M. (2005). Positive youth development: Is there a nomological network of concepts used in the adolescent developmental literature? *Applied Developmental Science*, 9(4), 216-228.
- Lee, O., & Choi, E. (2015). The influence of professional development on teachers' implementation of the

- teaching personal and social responsibility model. *Journal of Teaching in Physical Education*, 34(4), 603-625.
- Lee, O., Park, M., Jang, K., & Park, Y. (2017). Life lessons after classes: Investigating the influence of an afterschool sport program on adolescents' life skills development. *International Journal of Qualitative Studies on Health and Well-being*, 12(1), 1307060.
- Petitpas, A. J., Cornelius, A. E., Van Raalte, J. L., & Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *The Sport Psychologist*, 19(1), 63-80.
- Placek, J. (1983). Conceptions of success in teaching: Busy, happy and good. *Teaching in Physical Education*, 46-56.
- Popham, J. W. (2006). Needed: A dose of assessment literacy. *Educational Leadership*, 63(6), 84-85.
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, 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), 1156-1171.
- Turnnidge, J., Côté, J., & Hancock, D. J. (2014). Positive youth development from sport to life: Explicit or implicit transfer? *Quest*, 66(2), 203-217.
- Vella, S., Oades, L. G., & Crowe, T. P. (2011). The role of the coach in facilitating positive youth development: Moving from theory to practice. *Journal of Applied Sport Psychology*, 23(1), 33-48.
- Weiss, M. R. (2006). *The First Tee 2005 Research Summary: Longitudinal Effects of the First Tee Life Skills Educational Program on Positive Youth Development*. St. Augustine, FL: The First Tee.
- Weiss, M. R. (2016). Old wine in a new bottle. In N. Holt (Ed.), *Positive Youth Development through Sport* (pp. 7-20). Abingdon, Oxon: Routledge.
- Wiggins, D. K. (2013). A worthwhile effort? History of organized youth sport in the United States. *Kinesiology Review*, 2(1), 65-75.
- Yoon, K., & Armour, K. (2017). Mapping physical education teachers' professional learning and impacts on pupil learning in a community of practice in South Korea. *Physical Education and Sport Pedagogy*, 22(4), 427-444.