

Psycho-social Capabilities and Classroom Performance of Physical Education Teachers in a College in China

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Abstract: This study purports to determine the relationship between psycho-social capabilities and the classroom performance of tertiary physical education teachers at Zhejiang Shuren College at Zhejiang Province, China. Based from the findings of the study, the researcher came up with the following conclusions: Majority of the PE teachers are male in their middle age, pursuing their Master's degree, while mostly are in the field of outdoor sports and have been teaching PE subjects for quite some time. PE teachers seem to have a better status of their health and well-being while maintaining their good physical, mental, and emotional stability. PE teachers seem to be good at handling work demands in relation to all physical, psychological, social or organizational aspects of a job that require continuous physical or psychological effort. PE teachers have relatively the same perceptions of their psycho-social capabilities regardless of their sex, age, field of specialization, educational attainment, and years of service as PE instructors. Most of the PE teachers exhibited satisfactory to outstanding teaching performance, however, a number of them have also shown unsatisfactory performance based on the recent evaluation. Demands at work and health and well-being of PE teachers do not give significant impact to their classroom performance. Work organization and job contents, interpersonal relations and leadership, and work-classroom interface on the other hand can moderately affect teaching performance of PE teachers, while social capital tend to have high influence in their classroom performance.

Keywords: Psycho-social Capabilities; Classroom Performance.

1. Introduction

With the emergence of distance learning modality in all tertiary colleges in China and the limitations of conducting face-to-face activities with students, particularly on the recent developments of the Covid-19 situation in China, the current pandemic has caused a barrier in the education sector [1]. With the unpredictable situation China is experiencing nowadays, teachers must be equipped with the necessary strategies to meet the demands of this almost post-pandemic situation.

This situation has triggered so many questions for physical education teachers particularly due to the very nature of their discipline which requires skill development and actual practice of the theories and concepts to be delivered to the students [2]. Are physical education teachers capable psychosocially and how has their performance as PE teachers been affected by such an unpredictable situation that China is facing now brought about by this pandemic? Where most countries in the world have already moved on and have recovered, China is seemingly experiencing the third wave of the pandemic.

While tertiary physical education teachers' psychosocial characteristics at Zhejiang Shuren College at Zhejiang Province, China arguably play a big impact in the classroom or even in the field, the need to research their emotions and psychosocial capabilities is clear. Despite the number of studies on psychosocial ability [3-5], it has received little attention in comparison to other areas such as cognitive intelligence, mental health, and mental abilities. Which are highly applicable to physical education teachers at Zhejiang Shuren College at Zhejiang Province, China. Psychosocial risks at work are defined by Cox and Griffiths as well as social, as far as job design is concerned work environments such as organizational and management could It is possible that you

will suffer physical or psychological injury as a result of your actions. The connection is undeniable. There is a link between work psychosocial factors and mental health established for a long time.

2. Research Contents

2.1. Statement of the Problem

This study purports to determine the relationship between psycho-social capabilities and the classroom performance of tertiary physical education teachers at Zhejiang Shuren College at Zhejiang Province, China. Specifically, the following problems will be answered:

The profile of the tertiary physical education teacher respondents in terms of Sex/Age/Field of Specialization/Educational Attainment/ Length of Service as PE Instructor. The self-assessment of the tertiary physical education teacher respondents on their level of psycho-social capabilities based on the ff domains: Demands at Work/Work Organization and Job Contents/Interpersonal Relations and Leadership/Work-Classroom Interface/Social Capital/Health and Well-Being [6-8].

2.2. Hypothesis of the Study

The following hypotheses will be tested in this research using the 0.05 level of significance. There is no significant difference in the self-assessment of the tertiary physical education teacher respondents on their psycho-social capability in the different domains mentioned when their profile is taken as test factors. There is no significant relationship between the self-assessment of the tertiary physical education teacher respondents on their psycho-social capability and their classroom performance.

2.3. Research Instrument and Technique

The researcher will use the adopted research questionnaire Third Version of the Copenhagen Psychosocial Questionnaire as a primary tool in collecting the research data. The final draft will be prepared to administer the pre-test and post-test to select a department where to administer the pilot testing.

3. Analysis

The profile of the tertiary physical education teacher respondents in terms of sex, age, field of specialization, educational attainment, and length of service as PE instructor, their self-assessment on their level of psycho-social capabilities, differences in their self-assessment when profile is taken as test factor, their teaching performance, and the relationship between their psycho-social capability and teaching performance are hereby presented with the end view of the college-based intervention program [9].

3.1. Profile of the Respondents

Table 1 presents the frequency distribution of the respondents' profile in terms of sex, age, field of specialization, educational attainment, and length of service as PE instructor.

Table 1. Frequency Distribution of Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	36	69.2%
Female	16	30.8%
Total	52	100%
Age		
Below 29 years old	7	13.5%
30 to 49 years old	39	75.0%
50 years old and above	6	11.5%
Total	52	100%
Field of Specialization		
Indoor Sports	16	30.8%
Outdoor Sports	19	36.5%
Team Sports	11	21.2%
Individual/Dual Sports	6	11.5%
Total	52	100%
Educational Attainment		
Bachelor's degree	6	11.5%
w/ Units in Master's degree	36	69.2%
Master's degree	10	19.2%
Total	52	100%
Length of Service as PE Instructor		
10 years & below	20	38.5%
11 to 20 years (Advanced)	24	46.2%
21 to 30 years (Experienced)	3	5.8%
31 years and above (Seasoned)	5	9.6%
Total	52	100%

This shows that: majority of the PE teacher respondents are male. majority of the PE teachers are within the age group of 30 to 49 years old. most of the PE teachers are in the field of indoor, outdoor, and team sports, while very few of them are in the field of individual/dual sports. majority of the PE teachers have already earned units in their Master's degree program. most of the PE teachers have been in the service as PE teachers for not more than 20 years [10-13].

3.2. On Demands at Work

Table 2 presents the self-assessment of the tertiary physical education teacher respondents on their level of psycho-social capabilities in terms of dem. ands at work.

As shown in Table 2, PE teacher respondents perceived that they rarely get behind with their work which was given the reversed score of 3.15 interpreted to have a high level of psycho-social capability on demands at work. Similarly, they rarely deal with other people's personal problems at work [14-18], rarely put in emotionally disturbing situations, rarely doesn't have enough time to complete all their work tasks,

rarely requires them to make difficult decisions, workload unevenly distributed so it piles up, and rarely they work at a high pace throughout the day, with the reversed scores of 2.90, 2.90, 2.88, 2.75, 2.71, and 2.52 all interpreted to have a high level of psycho-capability on demands at work.

Table 2. Respondents' Assessment on their Level of Psycho-Social Capabilities in Terms of Demands at Work

Demands at Work As a PE teacher	Mean	SD	Qualitative Description	Interpretation	Rank
1. *Workload unevenly distributed so it piles up	2.71	0.87	Rarely	High	6
2. *I get behind with my work	3.15	0.78	Rarely	High	1
3. *Doesn't have enough time to complete all my work tasks	2.88	0.90	Rarely	High	4
4. *I work at a high pace throughout the day	2.52	0.78	Rarely	High	7
5. *Keep eyes on lots of things while working	2.23	0.78	Often	Low	8
6. *Requires me to remember a lot of things	2.19	0.74	Often	Low	10
7. *Demand that I am good at coming up with new ideas	2.21	0.70	Often	Low	9
8. *Requires me to make difficult decisions	2.75	0.79	Rarely	High	5
9. *I am put in emotionally disturbing situations	2.90	0.76	Rarely	High	2.5
10. *Deal with other people's personal problems at work	2.90	0.80	Rarely	High	2.5
Composite Mean	2.62	0.52	Rarely	High	

Legend: 3.51-4.00 Always/Very High; 2.51-3.50 Often/High; 1.51-2.50 Rarely/Low; 1.00-1.50 Never/Very Low
Note: Items with asterisk were scored inverse.

3.3. On Work Organization and Job Contents

As shown in Table 3, PE teacher respondents perceived that they can often use their skills or expertise in work which was given the highest assessment of 3.13 interpreted to have a high level of psychosocial capabilities on work organization and job contents.

Table 3. Respondents' Assessment on their Level of Psycho-Social Capabilities in Terms of Work Organization and Job Contents

Work Organization and Job Contents	Mean	SD	Qualitative Description	Interpretation	Rank
1. I have a large degree of influence on the decisions concerning your work	2.46	0.80	Rarely	Low	9
2. I can influence the amount of work assigned to me	2.23	0.83	Rarely	Low	10
3. Have the possibility of learning new things through my work	2.73	0.79	Often	High	4
4. I can use my skills or expertise in work	3.13	0.74	Often	High	1
5. My work gives me the opportunity to develop my skills	2.96	0.77	Often	High	3
6. My work requires initiative	2.98	0.67	Often	High	2
7. *I can take holidays more or less when I wish	2.65	0.99	Rarely	High	7
8. *I can leave the work to have a chat with a colleague	3.27	0.77	Rarely	High	5
9. *If having some private business, it is possible for me to leave my piece of work without special permission?	3.17	0.96	Rarely	High	6
10. *Have to do overtime	2.87	0.77	Rarely	High	8
Composite Mean	2.85	0.46	Rarely	High	

Legend: 3.51-4.00 Always/Very High; 2.51-3.50 Often/High; 1.51-2.50 Rarely/Low; 1.00-1.50 Never/Very Low

As shown in Table 3, PE teacher respondents perceived that they can often use their skills or expertise in work which was given the highest assessment of 3.13 interpreted to have a high level of psychosocial capabilities on work organization and job contents. Similarly, it is often that their work requires initiative, often that their work gives them the opportunity to develop their skills, and often that they have the possibility of learning new things through their work with the mean values of 2.98, 2.96, and 2.73 respectively all interpreted to have a high level of psychosocial capabilities on work organization and job contents. Furthermore, PE teacher respondents perceived that they rarely can leave the work to have a chat with a colleague, rarely to have the possibility for them to leave their piece of work without permission when having

some private business, rarely that they can take holidays more or less when they wish, and rarely to have to do overtime with the reversed scores of 3.27, 3.17, 2.65, and 2.87 respectively all interpreted to have a high level of psychosocial capabilities on work organization and job contents. On the other hand, PE teachers perceived that they rarely have a large degree of influence on the decisions concerning their work [19], and that they can rarely influence the amount of work assigned to them with the lowest assessments of 2.46 and 2.23 respectively interpreted to have a low level of psychosocial capability. A composite mean value of 2.85 indicates that PE teacher respondents exhibited a high level of psychosocial capabilities in terms of work organization and job contents. Based on the study of Levecque et al, 12 mental health symptoms showed that 32% of Ph.D. students are at risk of having or developing a common psychiatric disorder, especially depression. This estimate was significantly higher than those obtained in the comparison groups [20]. Organizational policies were significantly associated with the prevalence of mental health problems. Especially work-family interface, job demands, and job control, the supervisor's leadership style, the team's decision-making culture, and the perception of a career outside academia are linked to mental health problems.

3.4. On Interpersonal Relations and Leadership

Table 4 presents the self-assessment of the tertiary physical education teacher respondents on their level of psychosocial capabilities in terms of interpersonal relations and leadership.

Table 4. Respondents' Assessment on their Level of Psycho-Social Capabilities in Terms of Interpersonal Relations and Leadership

Interpersonal Relations and Leadership	Mean	SD	Qualitative Description	Interpretation	Rank
1. My work is recognized and appreciated by the management	2.92	0.68	Often	High	4
2. The management at your workplace respect me	3.06	0.61	Often	High	1
3. I am treated fairly at my workplace	2.98	0.67	Often	High	2
4. I know exactly what is expected from me at work	2.96	0.68	Often	High	3
5. *Contradictory demands placed on me at work	2.80	0.72	Rarely	High	9
6. Have to do things that ought to have been done in a different way	2.52	0.78	Often	High	8
7. *Have to do things that seem to be unnecessary	2.58	0.78	Rarely	High	10
8. My immediate superior is good at work planning and solving conflicts	2.65	0.81	Often	High	7
9. My colleagues talk, listen and help how well I carry my work	2.83	0.73	Often	High	5
10. My immediate superior is willing to talk, listen and help with my problems at work	2.81	0.79	Often	High	6
Composite Mean	2.81	0.42	Often	High	

Terms of Interpersonal Relations and Leadership

Legend: 3.51-4.00 Always/Very High; 2.51-3.50 Often/High; 1.51-2.50 Rarely/Low; 1.00-1.50 Never/Very Low
Note: Items with asterisk (*) were scored inversely.

As shown in Table 4, PE teacher respondents perceived that the management at their workplace often respect them with the highest assessment of 3.06 interpreted to have a high level of psychosocial capability on interpersonal relations and leadership. Similarly, they perceived that they are often treated fairly at their workplace, that they often know exactly what is expected from them at work, that their work is often recognized and appreciated by the management, often that their colleagues talk, listen and help how well they carry their work, often that their immediate superiors are willing to talk, listen and help with their problems at work, often that their superiors are good at work planning and solving conflicts [21], and that they often have to do things that ought to have been

done in different way with the mean values of 2.98, 2.96, 2.92, 2.83, 2.81, 2.65, and 2.52 respectively all interpreted as to a high level of psychosocial capability on interpersonal relations and leadership. Similarly, contradictory demands rarely placed on them at work, and they rarely must do things that seem to be unnecessary with the reversed scores of 2.80 and 2.58 respectively interpreted to be of high level. A composite mean value of 2.81 shows that PE teacher respondents exhibited a high level of psychosocial capabilities in terms of interpersonal relations and leadership. Agnew & Etcheverry close with suggested avenues for future work on self-in-representation. It depicts a person's interpersonal dispositions as having profiles or signatures dependent on both the expected features of situations and the expected dispositions of partners [22]. A taxonomic theory for classifying both situations and the functionally relevant goals of interaction partners is outlined. Research on attachment theory and trust is used to illustrate the model.

3.5. On Work-Classroom Interface

Table 5 presents the self-assessment of the tertiary physical education teacher respondents on their level of psychosocial capabilities in terms of work-classroom interface.

Table 5. Respondents' Assessment on their Level of Psycho-Social Capabilities in Terms of Work-Classroom Interface

Work-Classroom Interface	Mean	SD	Qualitative Description	Interpretation	Rank
1. I feel motivated and involved in my work	3.12	0.67	Often	High	5
2. Enjoy telling others about my work place	3.08	0.76	Often	High	6
3. Feel that the problems at my work place are mine also	2.67	0.79	Often	High	8
4. Proud of being part of this organization	3.19	0.72	Often	High	3.5
5. There is a good atmosphere between me and my colleagues	3.23	0.70	Often	High	1
6. There is good cooperation between colleagues at work	3.21	0.67	Often	High	2
7. Do feel part of a community at my place of work?	3.19	0.74	Often	High	3.5
8. *Worried about being transferred to another task against my will	2.69	0.76	Rarely	High	11
9. *Worried about the timetable being changed (shift, weekdays, time to enter and leave, ...) against my will	2.54	0.80	Rarely	High	13
10. Satisfied with the quality of the work performed at my workplace	3.06	0.73	Often	High	7
11. *There are times when I need to be at work and at home at the same time	2.63	0.82	Rarely	High	12
12. *My work takes so much time that it has a negative effect on my private life	2.79	0.80	Rarely	High	10
13. Due to work-related duties, I have to make changes to my plans for private and family activities	2.51	0.87	Often	High	9
Composite Mean	2.91	0.36	Often	High	

Legend: 3.51-4.00 Always/Very High; 2.51-3.50 Often/High; 1.51-2.50 Rarely/Low; 1.00-1.50 Never/Very Low
Note: Items with asterisk (*) were scored inversely.

As shown in Table 5, PE teacher respondents perceived that often there is a good atmosphere between them and their colleagues with the highest assessment of 3.23 interpreted to have a high level of psychosocial capability on work-classroom interface. Likewise, often that there is a good cooperation between colleagues and their work, that they often feel part of a community at their place at work, proud of being part of their organization, that they often feel motivated and involved in their work, often enjoy telling others about their work place, that they are often satisfied with the quality of the work performed at my workplace, often feel that the problems at their work place are theirs also, and due to work-related duties, they often have to make changes to their plans for private and family activities with mean values of 3.21, 3.19, 3.19, 3.12, 3.08, 3.06, 2.67, and 2.51 respectively all interpreted to have a high level of psychosocial capability on

work-classroom interface. On the other hand, PE teachers perceived that their work rarely takes so much time that it has negative effect on their private life, that they rarely worried about being transferred to another task against their will, rarely there are times when they need to be at work and at home at the same time, and rarely that they are worried about the timetable being changed like shift, weekdays, time to enter and leave, etc. against their will with the reversed scores of 2.79, 2.69, 2.63, and 2.54 respectively interpreted to be of high level. A composite mean value of 2.91 shows that PE teachers exhibited a high level of psychosocial capability in terms of work-classroom interface. According to Dyanisa, emotional intelligence is the ability and potential in a classroom to be able to recognize, understand, manage, and lead one's own feelings, so that the classroom can empathize with others and respect others, and apply or apply it in dealing with emotional impulses in everyday life [23].

3.6. On Social Capital

Table 6 presents the self-assessment of the tertiary physical education teacher respondents on their level of psycho-social capabilities in terms of social capital.

Table 6. Respondents' Assessment on their Level of Psycho-Social Capabilities in Terms of Social Capital

Social Capital	Mean	SD	Qualitative Description	Interpretation	Rank
1. The management trusts the employees to do their work well	3.04	0.59	Often	High	1.5
2. I trust the information that comes from the management	3.04	0.59	Often	High	1.5
3. I am able to express my views and feelings	2.92	0.74	Often	High	5
4. *The management withholds important information from the employees	2.73	0.95	Rarely	High	8
5. The management resolved conflicts in a fair way	2.96	0.66	Often	High	4
6. The management distributed workload and tasks fairly	2.90	0.66	Often	High	6.5
7. All suggestions from employees are treated seriously by the management	2.90	0.66	Often	High	6.5
8. I am appreciated when I have done a good job	2.98	0.64	Often	High	3
Composite Mean	2.94	0.50	Often	High	

Legend: 3.51-4.00 Always/Very High; 2.51-3.50 Often/High; 1.51-2.50 Rarely/Low; 1.00-1.50 Never/Very Low
Note: Items with asterisk (*) were scored inversely.

As shown in Table 6, PE teacher respondents perceived that the management often trusts the employees to do their work well, and that they often trust the information that comes from the management with the highest assessments of 3.04 respectively interpreted to have a high level of psychosocial capability on social capital. Similarly, PE teachers perceived that they are often appreciated when they have done a good job, that the management often resolved conflicts in a fair way [24], often that they are able to express their views and feelings, that the management often distributed workload and tasks fairly, and that often all suggestions from employees are treated seriously by the management with the mean values of 2.98, 2.96, 2.92, 2.90, and 2.90 respectively all interpreted to have a high level of psychosocial capability on social capital. On the other hand, PE teachers perceived that the management rarely withholds important information from the employees with the reversed score of 2.73 interpreted to be of high level of psychosocial capability. A composite mean value of 2.94 indicates that PE teacher respondents exhibited a high level of psychosocial capability on social capital. According to Adler (2018), a growing number of sociologists, political scientists, economists, and organizational theorists have invoked the concept of social capital in the search for answers to a broadening range of questions being confronted in their

own fields [25]. Seeking to clarify the concept and help assess its utility for organizational theory, we synthesize the theoretical research undertaken in these various disciplines and develop a common conceptual framework that identifies the sources, benefits, risks, and contingencies of social capital.

3.7. On Health and Well-Being

Table 7 presents the self-assessment of the tertiary physical education teacher respondents on their level of psycho-social capabilities in terms of health and well-being.

Table 7. Respondents' Assessment on their Level of Psycho-Social Capabilities in Terms of Health and Well-being

Health and Well-being	Mean	SD	Qualitative Description	Interpretation	Rank
1. I am always able to solve difficult problems, if I try hard enough.	3.10	0.63	Often	High	1
2. It is easy for me to stick to my plans and reach my objectives.	2.85	0.75	Often	High	2
3. *Have found it hard to go to sleep	2.90	0.80	Rarely	High	9
4. *I have woken up several times and found it difficult to get back to sleep	2.94	0.92	Rarely	High	7.5
5. *Have been physically exhausted	2.88	0.81	Rarely	High	10
6. *Have been emotionally exhausted	2.94	0.73	Rarely	High	7.5
7. *I have been irritable	3.12	0.73	Rarely	High	3
8. *I have been tensed	3.06	0.67	Rarely	High	5
9. *I suddenly felt sad	3.06	0.75	Rarely	High	5
10. *Have lacked interest in everyday things	3.06	0.67	Rarely	High	5
Composite Mean	2.99	0.54	Often	High	

Table 7 presents the self-assessment of the tertiary physical education teacher respondents on their level of psycho-social capabilities in terms of health and well-being. As shown in Table 7, PE teacher respondents perceived that they are often able to solve difficult problems if they try hard enough with the highest assessment of 3.10 interpreted to have a high level of psychosocial capability on health and well-being. Similarly, it is often easy for them to stick to their plans and reach their objectives with the mean value of 2.85 interpreted to be of high level. On the other hand, they perceived that they have been rarely irritable, rarely have been tensed, or suddenly felt sad, rarely have lacked interest in everyday things, rarely that they have woken up several times and found it difficult to get back to sleep, rarely have been emotionally exhausted, rarely have found it hard to go to sleep, and that rarely that they have been physically exhausted with the reversed scores of 3.12, 3.06, 3.06, 3.06, 2.94, 2.94, 2.90, and 2.88 respectively all interpreted to be of high level of psychosocial capability on health and well-being [26]. A composite mean value of 2.99 shows that PE teacher respondents exhibited a high level of psychosocial capability on health and well-being. In the study of Kim et al[27], generally, teachers' MHWB seemed to have declined throughout the pandemic, especially for primary college leaders. Six job demands contributed negatively to teachers' MHWB (i.e., uncertainty, workload, negative perception of the profession, concern for others' well-being, health struggles, and multiple roles) and three job resources contributed positively to their MHWB (i.e., social support, work autonomy, and coping strategies).

3.8. Teaching Performance of PE Teacher Respondents based on the Latest Classroom Performance Evaluation

Table 8 presents the performance of tertiary PE teacher respondents as indicated in their latest classroom performance evaluation.

Table 8. Teaching Performance of PE Teachers Based on their Latest Classroom Performance Evaluation

Teaching Performance	Frequency	Percentage
Excellent	4	7.7%
Outstanding	13	25.0%
Very Satisfactory	10	19.2%
Satisfactory	13	25.0%
Unsatisfactory	12	23.1%
Total	52	100%

As shown in Table 8 four (4) or 7.7% of the PE teacher respondents have shown excellent teaching performance based on their latest classroom performance evaluation, thirteen (13) or 25% with outstanding performance and satisfactory performance respectively, ten (10) or 19.2% are very satisfactory, and twelve (12) or 23.1% with unsatisfactory performance. This goes to show that most of the PE teachers exhibited satisfactory to outstanding teaching performance [28].

3.9. Relationship Between the PE Teachers' Level of Psycho-Social Capability and their Classroom Performance

Table 9 presents the relationship between the level of psycho-social capability of PE teacher respondents and their classroom performance.

Table 9. Relationship Between the PE Teachers' Level of Psycho-Social Capability and their Classroom Performance

PE Teachers' Classroom Performance in relation to their Psycho-Social Capability in terms of:	Computed r	Sig	Decision on Ho	Interpretation
1. Demands at Work	0.02	0.89	Accepted	Not Significant
2. Work Organization and Job Contents	0.34	0.01	Rejected	Significant
3. Interpersonal Relations and Leadership	0.41	0.00	Rejected	Significant
4. Work-Classroom Interface	0.49	0.00	Rejected	Significant
5. Social Capital	0.56	0.00	Rejected	Significant
6. Health and Well-being	0.03	0.86	Accepted	Not Significant
Over-all	0.40	0.00	Rejected	Significant

Generally, PE teacher respondents have obtained an overall computed r value of 0.40 with significance value of 0.00. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the PE teachers' teaching performance and their psychosocial capability [29-30]. This goes to show that teaching performance of PE teachers is positively correlated to high degree with their psychosocial capabilities. This further shows that teachers' teaching performance can be influenced by their psychosocial classroom performance.

4. Conclusion

Based from the findings of the study, we came up with the following conclusions:

Majority of the PE teachers are male in their middle age, pursuing their Master's degree, while mostly are in the field of outdoor sports and have been teaching PE subjects for quite some time. PE teachers seem to have a better status of their health and well-being while maintaining their good physical, mental, and emotional stability. PE teachers seem to be good

at handling work demands in relation to all physical, psychological, social or organizational aspects of a job that require continuous physical or psychological effort. PE teachers have relatively the same perceptions of their psychosocial capabilities regardless of their sex, age, field of specialization, educational attainment, and years of service as PE instructors. Most of the PE teachers exhibited satisfactory to outstanding teaching performance, however, a number of them have also shown unsatisfactory performance based on the recent evaluation. Demands at work and health and well-being of PE teachers do not give significant impact to their classroom performance. Work organization and job contents, interpersonal relations and leadership, and work-classroom interface on the other hand can moderately affect teaching performance of PE teachers, while social capital tend to have high influence in their classroom performance.

Based on the conclusions derived in this study, the following are the recommendations:

Teachers must build up their emotional resilience by thinking of proactive ways to manage the stress in their life, and to build new connections and relationships by taking time to know their students, parents and other members in school community for a continuous improvement of their health and well-being. Teachers should receive feedback and do the self-reflection on the development of their performance for the enhancement of strategies in teaching. To support teachers in managing work-demands, dedicated training sessions on empowerment of self-efficacy, resilience and coping strategies may be provided to teachers which could be beneficial to them in managing job demands and effectively overcome difficulties. Teachers must be given the opportunity to share their experience in workshops and training sessions to further improve their quality of teaching. Educational leaders must support the physical and psychosocial needs of teachers by knowing when they are stressed, the causes of it and how to address it.

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