

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 psycho-socially 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 11 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.

Psycho Social Dynamics Of Teaching Physical Education

**David Kirk, Doune Macdonald, Mary
O'Sullivan**



Psycho Social Dynamics Of Teaching Physical Education:

Psycho-social Dynamics of Teaching Physical Education Thomas J. Martinek, 1991 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 p e i s t

Youth Leadership in Sport and Physical Education D. Hellison, T. Martinek, 2009-10-26 This book responds to the needs of urban youth by describing youth development principles in physical activity programs These programs are built on urban kids assets and promise rather than their deficits Included are ways of transferring skills from specific programs to everyday settings

Handbook of Physical Education David Kirk, Doune Macdonald, Mary O'Sullivan, 2006-09-18 This is simply the physical education book of its time The editors must be congratulated on bringing together so many quality authors from so many different parts of the world As a handbook it represents how far the study of physical education has moved forward in recent times What we have is a clear portrayal of physical education at the start of the 21st century Mike Jess University of Edinburgh This Handbook is a must read for all physical educators who are serious about understanding their subject and developing their practices The list of authors involved reads like a who's who of physical education at a global level the editors are to be commended on bringing together such collective expertise this is a key strength of the book The Handbook successfully expresses a view of knowledge about physical education pedagogy which embraces different research traditions and emerging areas of interest across the global scholarly community Jo Harris Loughborough University This comprehensive and eclectic exploration into the field of physical education draws on the vast expertise of its renowned international contributors with astounding results The Handbook of Physical Education serves to firmly reinstate physical education to its position as the core discipline of sport and exercise science The Handbook is destined to become an indispensable academic resource for scholars students and enthusiasts of physical education for years to come Pilvikki Heikinaro Johansson University of Jyväskylä What is the current condition of the field of physical education How has it adapted to the rise of kinesiology sport and exercise science and human movement studies over the last thirty years This Handbook provides an authoritative critical overview of the field and identifies future challenges and directions The Handbook is divided into six parts Perspectives and Paradigms in Physical Education Pedagogy Research Cross disciplinary Contributions to Research on Physical Education Learners and Learning in Physical Education Teachers Teaching and Teacher Education in Physical Education Physical Education Curriculum Difference and Diversity in Physical Education This benchmark work is essential reading for educators and students in the field of physical education

Scientific Development of Sport Pedagogy Paul G. Schempp,

Psychological Dynamics of Sport and Exercise-4th Edition Gill, Diane, Williams, Lavon, Reifsteck, Erin, 2017-05-05 Psychological Dynamics of Sport and Exercise Fourth Edition reflects the latest developments in the field of sport and exercise psychology and presents various applications in a range of physical activity settings

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coaching process It provides the reader with all the skills knowledge and scientific background they will need to prepare athletes and sports people technically tactically physically and mentally With practical coaching tips techniques and tactics highlighted throughout the book covers all the key components of a foundation course in sports coaching including the development of sports coaching as a profession coaching styles and technique planning and management basic principles of anatomy physiology biomechanics and psychology fundamentals of training and fitness performance analysis reflective practice in coaching This second edition features more case studies from real top level sport including football basketball and athletics helping the student to understand how to apply their knowledge in practice and providing useful material for classroom discussion The book also includes a greater range of international examples more references to contemporary research and a stronger evidence base and new questions in each chapter to encourage the student to reflect upon their own coaching practice Foundations of Sports Coaching bridges the gap between theory and applied practice and is essential reading for all introductory coaching courses and for any sports coach looking to develop their professional expertise

Psychological Dynamics of Sport and Exercise Diane L. Gill,Lavon Williams,Erin J. Reifsteck,2017-06-23

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Graduate School Bulletin , **Mentoring in Physical Education and Sports Coaching** Fiona C. Chambers,2014-12-05

Mentoring is a core element of any successful teacher education or coach education programme with evidence suggesting that teachers and coaches who are mentored early in their careers are more likely to become effective practitioners Physical education and sports coaching share important pedagogical practical and cultural terrain and mentoring has become a vital tool with which to develop confidence self reflection and problem solving abilities in trainee and early career PE teachers and sports coaches This is the first book to introduce key theory and best practice in mentoring for mentors and mentees focusing on the particular challenges and opportunities in physical education and sports coaching Written by a team of international

experts with extensive practical experience of mentoring in PE and coaching the book clearly explains what mentoring is how it should work and how an understanding of socio cultural factors can form the foundation of good mentoring practice The book explores practical issues in mentoring in physical education including pre service and newly qualified teachers and in coach education including mentoring in high performance sport and the role of national governing bodies Each chapter includes real mentoring stories practical guidance and definitions of key terms and a pedagogy toolbox brings together the most important themes and techniques for easy reference This is a hugely useful book for all teacher and coach education degree programmes for any practising teacher or coach involved in mentoring and for schools clubs sports organisations or NGBs looking to develop mentoring schemes

Teaching Personal and Social Responsibility through Physical Activity Don Hellison, Paul M. Wright, Thomas J. Martinek, David S. Walsh, 2025-04-15 Teaching Personal and Social Responsibility Through Physical Activity now enters its fourth edition continuing the legacy of Don Hellison and his teaching personal and social responsibility TPSR model This text is the only comprehensive resource covering the TPSR model through physical activity With more than 50 years of use in gyms playing fields and classrooms the TPSR model has withstood the test of time and continues to be used to teach transferable life skills to kids from all backgrounds to support positive social change Building on the foundation of research from the first three editions this updated text connects TPSR to the recent emphasis on mental health social and emotional learning SEL and trauma informed practices It also provides direction to teach affective and social goals giving an in depth look into teaching character development and values to help students develop personal and social responsibility Designed to enhance reader comprehension Teaching Personal and Social Responsibility Through Physical Activity Fourth Edition is a practical resource with proven and easy to implement ideas to support student growth in school after school and in alternative settings Special features include these TPSR in Action sidebars written by world wide practitioners that highlight the creativity and innovation of TPSR through programs and projects across cultural and linguistic borders Is It Working examples of the cutting edge research that supports TPSR Kid Quotes quotes from kids in TPSR programs as well as quotes from teachers and coaches Takeaways summary points in every chapter Robust appendixes samples of TPSR lesson plans a TPSR implementation checklist a kinesiology career club workbook a post teaching reflection and a TPSR feedback form Online resources forms unit and lesson plans and learner assessments from the book that can be easily downloaded and used Balancing theory and practice the TPSR model is recognized as a best practice in physical education and sport based youth development This text takes Hellison s model and reflects on new information cultural awareness and current practice to ensure that kids benefit from the TPSR model for years to come Note A code for accessing HKPropel is included with this ebook

Sticks n' Stones... Improving Group Dynamics Through the Use of Cooperative and Leadership Games - an Integrated Approach Sandra Lauer, 2014-04-08 An action research project that includes an instructional model with activities On a small scale this work explored the variables which were contributing to a

complete shutdown of a 5th grade class toward another member creating a marginalization of that child Using a three phase interdisciplinary strategy this class was coached on interpersonal skills in the classroom with journal writing and participated in supportive physical education activities The objective of this study was to develop an interdisciplinary educational program with a global perspective designed to help increase awareness of self and others provide for the development of effective communication and listening skills encourage the use of critical thinking and promote the development of leadership abilities through the use of cooperative and small group activities role playing and journal writing

Understanding Physical Education Ken Green, 2008-01-24 This book will prove an invaluable resource for students wanting to engage with any or all of the issues covered and who need to get an authoritative quick fix on particular fields of research It is thorough contemporary in its choice of issues and comprehensive in its coverage of them The author is to be congratulated on making a very thoughtful and important contribution to the literature in PE Professor John Evans Loughborough University UK This easy to use introduction explores all of the contemporary issues and enduring themes in physical education focusing on the United Kingdom but incorporating a global dimension The wide range of topics covered include o the requirements of National Curriculum Physical Education o the current state of physical education o the relationship between physical education and sport o extra curricular physical education o lifelong participation in sport and physical activity o assessment and examinations in physical education o social class gender ethnicity and inclusion in relation to physical education o teacher training and continuing professional development This book is an essential read for anyone embarking upon an undergraduate or postgraduate course in physical education

Quest, 1995 **Psicología de la Educación Física y el Deporte** Félix Guillén García, 2007-06-21 Una de las grandes dificultades de la Psicología y más concretamente la Psicología del Ejercicio y el Deporte ha sido el gran desconocimiento que de ella tiene el gran público En este libro se ha intentado tratar temas concretos y relevantes para la educación física y el deporte en sus niveles más básicos de manera que los profesionales que se inician tengan una imagen más clara del comportamiento humano

Pacesetters in Innovation United States. Office of Education, 1968 Information on Projects to Advance Creativity in Education in the form of a compilation of planning and operational grants

Handbook of Research on Curriculum Philip Wesley Jackson, American Educational Research Association, 1992 Provides information about a wide range of curricular issues affecting elementary and high school education exploring methodological and conceptual issues looking at the forces that shape the curriculum studying the impact of the curriculum on special groups of students and discussing conventional subjects like reading and math

General Register University of Michigan, 1949 Announcements for the following year included in some vols

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