

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.

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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

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