



The Impact of Social-emotional Competence on Physical Education Teachers in Yunnan Universities

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Abstract

This study aims to explore how social-emotional competence affects the teaching effectiveness and career development of physical education teachers. The study aims to systematically collect and analyze relevant data to reveal the intrinsic relationship between various dimensions of emotional intelligence, teaching effectiveness, and career development of physical education teachers. It was found that physical education teachers showed a high positive impact on various aspects of emotional intelligence promotion. The promotion effect on "understanding emotions" is the most significant, reaching 87.91%, followed by "interpersonal communication processing" at 82.92%. In terms of self-awareness, self-motivation, and emotional control, the promoting effects reached 79.92%, 70.93%, and 74.93%, respectively. Proving that enhancing the social and emotional abilities of physical education teachers is of great significance for enhancing their teaching effectiveness, promoting harmonious relationships between teachers and students, and personal career development of teachers, emphasizes the key role of emotional intelligence cultivation in the professional development of physical education teachers.

Keywords

Social-emotional Competence; Physical Education Teachers; Teaching Effectiveness; Emotional Education; Physical Education Learning

1. Introduction

In the field of education, social-emotional ability, as an important component of an individual's comprehensive quality, has received increasing attention from researchers and practitioners. Especially in the specific environment of Yunnan universities, physical education teachers, as key roles in promoting the physical and mental health development of students, their social and emotional abilities are not only related to personal career development but also directly affect the overall growth of students (Arufe-Giráldez et al., 2023).

In recent years, with the continuous advancement of educational concepts, people have gradually realized that purely technical teaching can no longer meet the needs of education in the new era. Teachers' emotional intelligence, interpersonal skills, and other social and emotional abilities play an irreplaceable role in improving teaching quality and stimulating students' potential (Sun, 2022). However, previous literature has not explored the specific influencing mechanisms, improvement strategies, and application effects of physical education teachers' social and emotional abilities in actual teaching.

In view of this, this study systematically explores the current status, influencing factors, and specific impacts of social-

emotional abilities of physical education teachers in Yunnan universities on teaching effectiveness and professional development. First, through a questionnaire survey, we collect a wide range of data such as basic information, self-evaluation of social and emotional abilities, and teaching feedback from physical education teachers in Yunnan universities, in order to fully understand the level of social and emotional abilities of this group and its application in teaching practice. Subsequently, some representative physical education teachers are selected for in-depth exchanges to further explore the internal mechanisms and challenges faced in the formation and improvement of their social and emotional abilities.

2. Related Works

In recent years, with the continuous in-depth development of the education field, the innovation of sports activities and educational methods has gradually become an important way to improve individual psychological quality, optimize teaching effects, and promote the all-round development of students. González-Valero et al. (2023) used a non-experimental and comparative design to survey 415 Spanish physical education teachers and found that teachers who followed the World Health Organization's physical activity recommendations faced lower stress and burnout symptoms. Zong, Lipowski, Liu, Qiao, and Bo (2022) focused on college physical education students. Through a teaching model based on the Internet of Things and deep learning algorithms, it not only significantly improved the students' psychological quality, but also enhanced their critical thinking and complex problem-solving abilities, effectively improving academic performance and independent learning abilities. The study by Goh, Leong, Fede, and Ciotto (2022) revealed the positive impact of pre-school physical activity programs on the social and emotional learning of primary and secondary school students, highlighting the importance of physical activity in school policies. Abdullaye (2023) proposed suggestions for improving the pedagogy, psychology, and philosophy knowledge of future physical education teachers, aiming to form new physical education teaching methods that will have a positive impact on students' psychology. Akramjonovich and Ismailovna (2022) emphasized the shortcomings of sports culture development in students' physical education practice and pointed out that the setting of teaching objectives should be based on cultural methods of personality formation.

Together, these studies demonstrate the significant advantages of physical activities and innovation in educational methods in improving individual psychological quality, teaching effectiveness, and promoting students' all-round development. However, the sample size of the above-mentioned research is relatively limited and lacks exploration of other educational stages. Therefore, this paper explores the role of sports activities and educational method innovation in improving the development of students. It not only covers a wider range of research objects and educational stages but also focuses on the evaluation of long-term effects.

3. Methods

3.1 Functional Dislocation of Emotional Education

There is a functional dislocation of emotional education in physical education teaching practice. This dislocation is mainly reflected in two aspects: one is the misunderstanding of the nature of emotional education, and the other is the alienation of the relationship between emotional education and physical education teaching. Misunderstandings about the nature of emotional education are specifically manifested in the "generalization of moral emotions" and the "narrowing of emotional education". The former refers to some researchers and teaching practitioners mistakenly equating emotional education with moral education, overemphasizing the parts of emotions that are conducive to moral cultivation (Liu, 2024), and ignoring the broader connotation of emotional education. The latter only regards it as a means to promote physical education teaching by utilizing external emotional factors, ignoring the joint cultivation and development of teacher-student emotions in the process of physical education teaching.

In terms of the alienation of the relationship between emotional education and physical education, it is mainly manifested in "embedded relationship" and "opposition relationship". The former means that emotional education is regarded as an element independent of physical education and is forcibly embedded in the physical education system, lacking organic integration with physical education, thus triggering a strong rejection reaction. The latter refers to the fact that within physical education, there is fierce competition between emotional education and traditional teaching focuses such as motor skills.

3.2 Embodied Learning in Emotional Education

In the integration of physical education and moral education, embodied learning plays a crucial role. This learning process follows the mechanism of "embodied context embodied experience embodied interaction embodied emotion embodied consciousness embodied behavior embodied habit", and undergoes a profound transformation from "guidance integration awakening feeling construction internalization" (Sun, 2024). Under the active leadership, assistance, guidance,

intervention, and encouragement of teachers, students are able to form a new knowledge structure of physical education and moral education, which includes new ideas, new norms, and new laws, thus achieving a leap from "passive education" to "autonomous education" and "collaborative education", and completing a leap from "intuitive understanding" to "rational understanding". Embodied learning is mainly achieved through students' independent participation in sports activities. Students experience and interact with learning in embodied situations, thereby acquiring sports moral qualities closely related to sports, life, and social interaction.

3.3 The Impact of Social-Emotional Competence on Teachers

Social-emotional competence, as the ability of an individual to understand and manage his or her own and others' emotions in social interactions, and to establish and maintain positive interpersonal relationships, also has a profound impact on the teacher group.

3.3.1 Social and emotional competence encourages teachers to deepen their educational philosophy

Teachers with high social and emotional competence can more keenly perceive students' emotional needs and psychological states, and thus adjust their teaching strategies to make them more humane and personalized. This student-centered teaching philosophy emphasizes emotional resonance and emotional support, helps build a harmonious teacher-student relationship, and creates a positive atmosphere for students' learning and growth. At the same time, through a deep understanding of their own and their students' emotions (Borland et al., 2022), teachers can manage emotions more effectively, avoid the interference of negative emotions in the teaching process, and maintain the optimization of teaching status.

3.3.2 Social-emotional abilities significantly improve the quality of teaching

In physical education teaching, teachers' social and emotional abilities are reflected in their ability to design challenging teaching activities that are consistent with students' physical and mental characteristics and stimulate students' enthusiasm for participation and interest in learning. Through emotional interaction and emotional encouragement, teachers can guide students to actively participate in physical exercise and enjoy the fun brought by sports, while cultivating students' team spirit, competitive consciousness, and perseverance.

3.3.3 Social and emotional skills help teachers cope with professional stress and challenges

Education is a challenging career. Teachers often have to face heavy teaching tasks, complex student problems, and uncertainty in their career development. Teachers with high social-emotional abilities can manage their emotions more effectively and maintain a positive and optimistic attitude so that they can remain calm and rational when faced with difficulties and challenges and find the best way to solve problems.

4. Results and Discussion

4.1 Information Survey

Table 1. Basic investigation information

Category	Subcategory	Percentage (%)
Student gender	Male	48.20%
	Female	51.80%
Student grade	Freshman	41.40%
	Sophomore	34.40%
	Junior	21.80%
	Senior	2.40%
Teacher's educational background	Undergraduate	65.31%
	Graduate students and above	34.69%
Teacher's teaching experience	3 years or less	24.41%
	4-6 years	41.23%
	7-9 years	34.36%

In order to deeply explore the impact of emotional education on teachers and students, this study reveals the actual effectiveness of emotional education in practice through systematic data collection and analysis. The sample of this questionnaire survey was selected from a representative university in Yunnan Province, ensuring the extensiveness and representativeness of the research results. The basic information of the survey is shown in Table 1.

According to Table 1, the gender distribution of students is balanced, with slightly more females; the students are mainly freshmen and sophomores, with seniors being the least. Most teachers have a bachelor's degree, but there is also a certain proportion of postgraduates and above; in terms of teaching experience, the majority of teachers have 4-6 years of teaching experience.

4.2 Analysis of the Influence of Students' Sports Learning Emotions

Through regression analysis, the classroom teaching behavior of physical education teachers was taken as the independent variable, and the students' physical education learning emotions were taken as the dependent variable to explore the influence of the independent variable on junior high school teachers' classroom teaching behavior on the dependent variable students' physical education learning emotions. The results are shown in Table 2, and the effect sizes are shown in Figure 1.

Table 2. Analysis of the impact of physical education teachers' behaviors on students' emotions

	Unstandardized coefficient		Standardized coefficient	T value	P value
	B	Standard error	Beta		
Constant	4.121	0.201	-	127.981	0.000**
Classroom behavior	0.209	0.118	0.913	21.231	0.000**
R ²			0.873		
Adapt R ²			0.852		

Note: 0.000** means the p-value is less than 0.001.

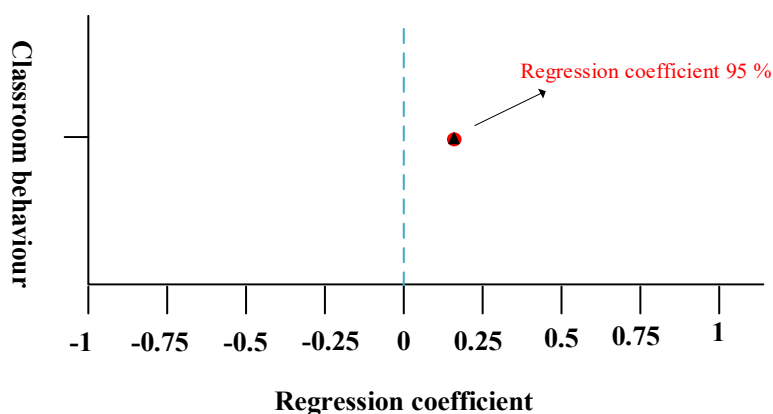


Figure 1. Effect size plot.

According to the regression analysis data in Table 2 and Figure 1, physical education teachers' classroom teaching behavior has a significant positive impact on students' physical education learning emotions. The standardized regression coefficient Beta is 0.913, indicating that teachers' behavior has a greater impact on students' emotions. The T value is 21.231 and the P value is less than 0.001, indicating that the impact relationship is highly significant.

Afterwards, in order to more deeply explore the specific role of physical education teachers in promoting the emotional intelligence development of students, the study further expanded and refined the relevant survey. The survey covered several key areas of emotional intelligence, including self-awareness, self-motivation, emotional control, understanding emotions, and interpersonal communication. The final results are shown in Table 3.

Table 3. Results of the investigation on promotion effect

Sports event	Self-consciousness	Self-motivation	Emotional control	Understand emotions	Interpersonal processing
Quorum	569	505	533	626	590
Percentage (%)	79.92%	70.93%	74.93%	87.91%	82.92%

According to the data in Table 3, physical education teachers show a high positive impact on many aspects of promoting emotional intelligence. Among them, "understanding emotions" has the most significant promotion effect, reaching 87.91%; followed by "interpersonal communication processing", accounting for 82.92%. In terms of "self-awareness", "self-motivation" and "emotional control", the promoting effect reaches 79.92%, 70.93%, and 74.93% respectively.

5. Conclusion

Through a comprehensive study of the social and emotional abilities of physical education teachers in Yunnan universities, this study found that this group showed a certain level of social and emotional abilities, but there is still room for improvement. The paper reveals the significant impact of social-emotional abilities on physical education teachers' teaching effectiveness, student satisfaction, and career development. It was found that physical education teachers with high social-emotional abilities perform well in stimulating students' interests, promoting students' physical and mental health, and improving teaching quality.

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