

Physical education teacher's self-efficacy as correlates of their internal and external stressors in a selected university in China.

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Abstract

This article aims to study the relationship between college physical education teachers' self-efficacy and internal and external factors, as well as their impact on stressors. Using questionnaires and interviews to collect data, the analysis shows that college physical education teachers' self-efficacy is influenced by many internal and external factors, including their professional ability and self-confidence, and external factors include social support and external evaluation; Sources of stress include students, teaching tasks, social environment, and personal factors. This article aims to explore the relationship between college physical education teachers' self-efficacy and internal and external factors, optimize strategies for college physical education teachers' self-efficacy, and provide theoretical and practical guidance for improving college physical education teachers' self-efficacy and reducing work pressure.

Keywords

Physical education teachers in universities; Self efficacy; Internal and external factors; Pressure source.

1. Introduction

With the continuous development of higher education in China, physical education has gradually become an indispensable part of university education. As the main undertaker of physical education courses, physical education teachers' self-efficacy has an important impact on the quality, effectiveness, and sustainability of their teaching work. Self efficacy refers to an individual's belief in their ability to complete specific tasks in a specific field. It is one of the key factors for the occurrence, persistence, and success of behavior.

However, physical education teachers in a Chinese university often face various internal and external sources of pressure in their teaching practice. For example, due to students' insufficient understanding and attitude towards physical education courses, physical education teachers often face internal pressures such as large teaching tasks and difficulties in achieving expected goals in teaching effectiveness; At the same time, external factors such as the continuous changes in the school education management system, the lower status of disciplines, and co work also have an impact on PE teachers' self-efficacy.

Therefore, understanding the relationship between physical education teachers' self-efficacy and internal and external factors, exploring the impact of internal and external factors on physical education teachers' self-efficacy, and then proposing corresponding improvement measures and suggestions have important theoretical and practical significance for promoting the development of physical education in China's universities and improving the self-efficacy and work quality of physical education teachers.

2. The relationship between self-efficacy and internal and external factors

2.1. The concept of self-efficacy

Self efficacy refers to an individual's belief in their ability to complete a task in a specific field, that is, to believe that they are competent to complete a task. Self efficacy is an emotional state that can affect an individual's cognitive, emotional, behavioral, and mental health. In the field of physical education, self-efficacy is also an important concept. Physical education teachers' self-efficacy can affect students' learning outcomes and participation.

2.2. The impact of internal and external factors on self-efficacy

Self efficacy is influenced by internal and external factors. Internal factors refer to individuals' self perception and beliefs in their abilities, knowledge, skills, and other aspects, such as their self-esteem, self control, and cognitive abilities. External factors refer to various external influences, such as social support, experience, and external evaluations.

Among college physical education teachers, internal factors include their professional ability and self-confidence. If teachers possess professional knowledge, skills, and experience, they will have more confidence and be more able to effectively complete their tasks, thereby improving their sense of self-efficacy. At the same time, teachers' self-confidence is also a factor that affects their sense of self-efficacy. If teachers are confident in their abilities, they will be more likely to face difficulties and challenges, thereby improving their sense of self-efficacy.

External factors include social support and external evaluation. If college physical education teachers receive support and encouragement from their families, colleagues, and students, they will have more confidence and motivation to complete their tasks, and are more likely to improve their sense of self-efficacy. In addition, external evaluation is also a factor that affects teachers' self-efficacy. If the external evaluation is positive, teachers will feel more confident and motivated to complete their tasks, and vice versa.

2.3. The impact of self-efficacy on college physical education teachers

The self-efficacy of college physical education teachers is closely related to the effectiveness and quality of their work. If teachers have a high sense of self-efficacy, they will have more confidence and motivation to complete their teaching work. Teachers' self-efficacy can affect teaching behavior and teaching effectiveness, affect mental health and job satisfaction, and affect teachers' career development. Teachers who have a high sense of self-efficacy and influence teaching behavior and teaching effectiveness will be more confident in carrying out their teaching work and actively explore new teaching methods and strategies, thereby improving teaching behavior and teaching effectiveness; Teachers with a high sense of self-efficacy can better cope with stress and challenges at work, reduce negative emotions such as anxiety and depression, and improve job satisfaction; Teachers with a high sense of self-efficacy are more likely to receive recognition and support from colleagues and students, thereby obtaining more opportunities and resources, which is conducive to their career development and promotion.

3. The relationship between self-efficacy and stressors

3.1. The concept of pressure

Stress refers to a physical and mental burden, which is an maladaptive experience caused by environmental demands that exceed an individual's resources, abilities, and experiences. Stress can come not only from external environmental requirements, but also from internal self expectations, beliefs, and emotional states. Individuals may experience maladaptive emotional and behavioral reactions such as anxiety, tension, and confusion under pressure. Stressors refer

to various factors that cause psychological discomfort and burden to individuals in work, life, and learning, including work tasks, time pressure, interpersonal relationships, economic burden, and living environment. These stressors can have a negative impact on the physical and mental health and work efficiency of individuals, and even cause serious psychological problems and physical diseases. In the work of physical education teachers in colleges and universities, various internal and external factors can become sources of stress, affecting teachers' self-efficacy and work performance.

3.2. The relationship between college physical education teachers' self-efficacy and stressors

There is a close relationship between work pressure and self efficacy of college physical education teachers. The following will analyze the relationship between college physical education teachers' self-efficacy and stressors.

3.2.1. Sources of stress on students

The student group of college physical education teachers usually has diversity and complexity, such as differences in age, gender, profession, cultural background, learning ability, and other aspects. Therefore, teachers need to develop different teaching plans and strategies for different students to meet different student needs and expectations. However, this also brings challenges and pressure to teachers. If teachers do not have a sufficient sense of self-efficacy, they may feel inadequate for their work, resulting in anxiety and stress.

3.2.2. Sources of stress in teaching tasks

College physical education teachers need to complete many teaching tasks, such as formulating teaching plans, preparing lessons, attending classes, evaluating student performance, and so on. These tasks require teachers to possess a wealth of knowledge and skills, and require a significant amount of time and effort. If teachers lack confidence in their abilities, they may feel inadequate for these tasks, resulting in stress and anxiety.

3.2.3. Sources of stress in the social environment

The work of college physical education teachers is also affected by the social environment. For example, public opinion and parental expectations may bring additional pressure to teachers. If teachers do not have sufficient self-efficacy, they may feel unable to cope with these pressures, resulting in anxiety and unease.

3.2.4. Sources of stress related to personal factors

The personal factors of college physical education teachers may also be one of the sources of stress. For example, teachers' health status, work experience, and personality traits may have an impact on their sense of self-efficacy and work stress. If teachers' personal factors do not match their job requirements, they may experience maladjustment and anxiety, which may affect their sense of self efficacy.

In summary, there is a close relationship between college physical education teachers' self-efficacy and sources of stress. Teachers should take positive measures to enhance their sense of self efficacy, such as improving their professional skills, strengthening self affirmation, seeking support, and establishing a positive work attitude.

4. Strategies for optimizing the self-efficacy of high physical education teachers

In response to the internal and external pressure sources faced by senior physical education teachers, the following are some optimization strategies:

4.1. Cultivate a good team atmosphere and support mechanism

Encourage mutual cooperation and support among teachers, establish harmonious interpersonal relationships, reduce teachers' work pressure and loneliness, and improve teaching quality and effectiveness through team work and knowledge sharing.

4.2. Provide necessary teaching resources and equipment

Providing teachers with necessary teaching tools and equipment, such as teaching materials, venues, equipment, etc., is conducive to improving teaching effectiveness and self-efficacy, and reducing unnecessary pressure on teachers in their work.

4.3. Strengthen professional training and skill upgrading of teachers

By continuously improving teachers' professional level and teaching ability, improving their sense of self-efficacy and professional satisfaction, it also helps to improve students' learning effectiveness and educational quality.

4.4. Guide teachers to correctly respond to sources of stress

Schools should guide teachers to correctly deal with various internal and external sources of stress, such as reasonable scheduling of work hours, controlling the number of students, and maintaining good interpersonal relationships, in order to reduce teachers' stress and improve their sense of self-efficacy.

4.5. Strengthen mental health services

Schools should strengthen mental health services, provide teachers with necessary psychological counseling and support, help them actively deal with various sources of stress and negative emotions, and improve job satisfaction and quality of life.

4.6. Improving teaching management and assessment mechanisms

Schools should improve teaching management and assessment mechanisms, ensure their fairness and transparency, and avoid unnecessary pressure and negative emotions on teachers. At the same time, schools should also pay attention to the professional development of teachers, provide opportunities for promotion and development, and make them feel valued and recognized for their work.

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