

# Predictors of Teaching Effectiveness among Physical Education Teachers in Private Colleges of Yunnan, China

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**Abstract:** This study examined the social-emotional abilities, professional identity, job satisfaction, and teaching effectiveness of Physical Education (PE) teachers in private colleges in Yunnan Province, factors that influence instructional performance. Using a mixed-methods approach, quantitative data were collected through self-administered questionnaires assessing emotional awareness, self-management, social awareness, relationship skills, responsible decision-making, professional role identity, emotional attachment, and intrinsic and extrinsic job satisfaction. Correlational analyses revealed moderate positive relationships between social-emotional abilities, professional identity, job satisfaction, and teaching effectiveness. Multiple regression analysis identified job satisfaction as the strongest predictor of teaching effectiveness, followed by social-emotional abilities and professional identity. Based on these results, it can be concluded that PE teachers in private colleges in Yunnan Province exhibit strong social-emotional skills, a well-established professional identity, and high intrinsic job satisfaction, all of which contribute positively to their teaching effectiveness. The findings also indicate that institutional support, workplace conditions, and recognition play a crucial role in sustaining teacher performance. In light of these conclusions, it is recommended that educational institutions enhance teacher satisfaction through fair compensation, professional development opportunities, and supportive administrative policies. Future research may adopt qualitative methods to address self-reporting limitations and conduct longitudinal studies in public universities to assess the stability of these factors over the academic year.

**Keywords:** Polytechnic University of the

**Philippines; Doctor in Education; Teaching Effectiveness; Private Colleges in China**

## 1. Introduction

Teaching effectiveness is widely recognized as a central determinant of quality in higher education. It refers to the extent to which teaching practices facilitate meaningful student learning, engagement, skill development, and holistic growth. In the context of Physical Education (PE), teaching effectiveness encompasses not only students' acquisition of physical skills and knowledge but also the promotion of teamwork, emotional regulation, resilience, and lifelong wellness habits. Effective teaching, therefore, integrates pedagogical competence, instructional clarity, classroom management, student engagement, and the ability to create inclusive and motivating learning environments.

Scholars have conceptualized teaching effectiveness as a multidimensional structure with three interconnected dimensions: inputs (e.g., teacher competence and resources), processes (e.g., instructional strategies and student engagement), and outputs (e.g., student learning outcomes). This framework suggests that effective teaching depends not only on teachers' knowledge and competence but also on how they implement instruction in the actual classroom environment. Therefore, teachers' psychological and professional characteristics can significantly influence teaching quality.

Rapid expansion of higher education since the early 2000s has increased access but has also intensified concerns regarding instructional quality across regions [1]. Coastal provinces such as Guangdong and Jiangsu generally benefit from stronger fiscal capacity, higher institutional funding, and greater access to professional development resources. In contrast, western and southwestern provinces such as Yunnan often experience uneven resource distribution, geographical constraints, and disparities in institutional development. These

regional differences may shape the working conditions, motivation, and instructional capacity of teachers.

Private higher education institutions have become an important component of China's tertiary education system following the enactment of the Private Education Promotion Law (2002) and subsequent reform policies. While private colleges have significantly expanded educational access, they often operate with more limited and less stable funding compared to public universities. Budget constraints may affect infrastructure quality, professional training opportunities, salary competitiveness, and institutional support systems. These financial and structural conditions may, in turn, influence teacher morale, professional identity formation, and overall teaching effectiveness.

Within this national and regional landscape, PE teachers occupy a unique position. Unlike purely academic disciplines, PE integrates cognitive instruction with physical demonstration, classroom management in dynamic environments, and emotional engagement. In provinces like Yunnan, characterized by ethnic diversity and varied socio-cultural contexts, PE classes may also serve as spaces for social integration and intercultural interaction. However, PE teachers in private colleges may face specific challenges, including limited facilities, heavy workloads, and reduced institutional recognition compared to other disciplines.

Although prior studies in China have examined teaching effectiveness broadly, empirical research remains limited regarding the predictors of teaching effectiveness among PE teachers in private colleges, particularly in southwestern regions. Existing studies often focus on single variables (e.g., job satisfaction alone) or are conducted in economically developed provinces, limiting their applicability to contexts such as Yunnan. Moreover, there is insufficient integration of psychological (social-emotional ability), professional (professional identity), and organizational (job satisfaction) dimensions within one explanatory model.

While teaching effectiveness is widely discussed in Chinese higher education, there is limited contextualized evidence explaining how specific teacher-related factors predict teaching effectiveness among PE teachers in private institutions in Yunnan Province. This gap is

significant because regional disparities and institutional funding differences may create unique professional experiences that differ from those documented in other provinces.

## **2. Significance of the Study**

This study examined the predictors of teaching effectiveness among Physical Education (PE) teachers in selected private colleges in Yunnan Province, China, focusing on social-emotional ability, professional identity, and job satisfaction. The findings are expected to benefit the following stakeholders:

Ministry of Education of China. The findings of this study can provide valuable evidence-based insights to the Ministry of Education of the People's Republic of China by identifying key teacher-related predictors—social-emotional ability, professional identity, and job satisfaction—that significantly influence teaching effectiveness among PE teachers. The results may guide the Ministry in refining national policies on teacher evaluation, professional development, and quality assurance across both public and private universities in China. By understanding how psychological and organizational factors shape instructional quality in diverse institutional contexts, the Ministry can strengthen support systems, reduce regional and sectoral disparities, and promote more holistic and sustainable improvements in teaching standards throughout the Chinese higher education system.

## **3. Method of Research**

The study employed a quantitative descriptive–correlational research design to examine the factors associated with the teaching effectiveness of Physical Education (PE) teachers in selected private colleges in Yunnan Province, China. This design was appropriate because it aimed to (a) describe the levels of the independent variables—social-emotional ability, professional identity, and job satisfaction—and (b) determine the magnitude and direction of their relationships with teaching effectiveness, which was operationalized using the latest students' evaluation results.

## **4. Results and Discussion**

### **4.1 Correlation between the Factors as Identified in the Study and Teaching Effectiveness**

From Table 1, it can be concluded that the computed  $r = 0.412$  ( $p < 0.05$ ) indicates a moderate positive correlation between social-emotional abilities and teaching effectiveness (e.g., Table 1). This suggests that teachers who exhibit higher levels of emotional awareness, self-management, social awareness, relationship skills, and responsible

decision-making are more likely to demonstrate greater instructional effectiveness as perceived by their students. In other words, PE teachers with well-developed social-emotional competence (SEC) not only manage classroom dynamics more effectively but also create learning environments that are supportive, engaging, and conducive to student success.

**Table 1. Correlation between Social-Emotional Abilities and Teaching Effectiveness**

Variable	r-value	p-value	Decision	Interpretation
Social-Emotional Ability vs. Teaching Effectiveness	0.412	0.000	Reject Ho	Significant

The results align with Schonert-Reichl et al. (2015) with the result that teachers who possess high levels of emotional competence exhibit greater instructional effectiveness, as they can regulate their emotions, respond empathetically to students, and maintain productive interactions [2]. These findings reinforce the current study's conclusion that emotional intelligence enhances teachers' capacity to engage students meaningfully and manage challenges constructively.

despite physical and emotional demands [4]. Furthermore, Pelletier et al. (2021) found that social awareness and empathy among PE teachers promote inclusive and collaborative environments, which in turn contribute to enhanced student engagement and perceived teaching effectiveness [5-10].

In the context of physical education, Chen, Liu, and Chen (2020) underscored the importance of SEC in facilitating motivation and skill development, emphasizing that emotionally attuned PE teachers are better equipped to respond to students' needs and foster a sense of belonging and confidence [3]. Likewise, Trigwell et al. (2018) argued that emotional resilience—an extension of self-management within the SEC framework—enables PE teachers to sustain motivation and instructional quality

From Table 2, it can be concluded that the computed  $r = 0.385$  ( $p < 0.05$ ) reveals a moderate positive correlation between professional identity and teaching effectiveness (e.g., Table 2). This suggests that teachers who possess a stronger sense of professional identity tend to demonstrate higher levels of teaching effectiveness as perceived by their students. In essence, PE teachers who view themselves as dedicated professionals, mentors, and advocates for students' holistic development are more capable of delivering quality instruction, fostering motivation, and maintaining positive learning environments.

**Table 2. Correlation between Professional Identity and Teaching Effectiveness**

Variable	r-value	p-value	Decision	Interpretation
Professional Identity vs. Teaching Effectiveness	0.385	0.000	Reject Ho	Significant

The computed  $r = 0.442$  ( $p < 0.05$ ) indicates a moderate to strong positive correlation between job satisfaction and teaching effectiveness (e.g., Table 3). This finding suggests that teachers who experience greater satisfaction with both the intrinsic (e.g., sense of achievement, professional growth, and recognition) and extrinsic (e.g., salary, working conditions, and

administrative support) aspects of their work tend to exhibit higher levels of teaching effectiveness. Satisfied teachers are more motivated, enthusiastic, and committed to their teaching roles, leading to improved instructional delivery and enhanced student learning outcomes.

**Table 3. Correlation between Job Satisfaction and Teaching Effectiveness**

Variable	r-value	p-value	Decision	Interpretation
Job Satisfaction vs. Teaching Effectiveness	0.442	0.000	Reject Ho	Significant

This result implies that institutions must prioritize teacher welfare and motivation as integral components of educational quality assurance. Enhancing job satisfaction through fair compensation, professional recognition, participatory decision-making, and supportive leadership can lead to sustained improvements in

teaching effectiveness.

#### **4.2 Predictor of Teaching Effectiveness among the Three Factors**

To determine which factor among social-emotional ability, professional identity, and job satisfaction best predicts teaching

effectiveness, a multiple regression analysis was conducted.

The finding that job satisfaction ( $\beta = 0.355$ ) emerged as the strongest predictor of teaching effectiveness, followed by social-emotional ability and professional identity, carries important implications for teacher development

**Table 4. Regression Analysis of Factors Predicting Teaching Effectiveness of PE Teachers**

Predictor Variable	Beta ( $\beta$ )	t-value	p-value	Interpretation
Social-Emotional Ability	0.268	3.95	0.000	Significant
Professional Identity	0.214	3.42	0.001	Significant
Job Satisfaction	0.355	5.21	0.000	Significant

From an administrative standpoint, this underscores the necessity for educational private prioritize initiatives that enhance teachers' job satisfaction. These may include improving compensation systems, recognizing teacher achievements, providing professional advancement opportunities, fostering supportive leadership, and promoting a positive school climate. As teachers experience greater satisfaction with their work environment and career progression, their motivation, commitment, and teaching performance are likely to strengthen, leading to improved student learning outcomes.

Moreover, while social-emotional abilities and professional identity also contribute meaningfully to teaching effectiveness, the result implies that these factors are best cultivated within a context that sustains teachers' satisfaction. For instance, emotionally intelligent and professionally committed teachers can only sustain high performance if they feel that their work conditions and institutional support align with their values and efforts.

This finding implies that improving job satisfaction should be a central focus of educational policy and human resource strategies. Institutions must view teacher satisfaction not merely as a welfare concern but as a strategic investment in educational quality. Professional development programs should thus integrate measures that strengthen teacher morale, workplace engagement, and recognition, as these elements have the strongest predictive power for effective teaching.

## 5. Conclusions and Recommendations

### 5.1 Conclusions

Based on the findings of the study, the following conclusions were drawn:

The findings indicate that Physical Education

and institutional management (e.g., Table 4). This suggests that among the multiple dimensions influencing teaching performance, the extent to which teachers feel fulfilled, valued, and content in their professional roles exerts the greatest impact on how effectively they deliver instruction and engage students.

teachers in private colleges in Yunnan Province demonstrate high levels of social-emotional competence. They show strong emotional awareness, self-management, social awareness, relationship skills, and responsible decision-making, suggesting that they are generally capable of recognizing and regulating their own emotions, understanding students' emotional needs, fostering trust and effective communication, and making ethical, student-centered decisions. While overall competency is high, there remains room for growth in areas such as sustaining patience, responding to nuanced emotional cues, promoting open feedback, and ensuring equitable participation. These results underscore the importance of social-emotional abilities in maintaining supportive, inclusive, and effective learning environments.

PE teachers also exhibit a well-developed professional identity, viewing themselves not only as instructors but also as mentors, role models, and advocates for students' holistic development. They demonstrate a strong sense of accountability for creating safe and inclusive PE environments, reflecting a deep ethical and student-centered orientation. Scores were slightly lower in institutional advocacy, suggesting that engagement in organizational-level initiatives is less emphasized. Overall, these findings highlight that PE teachers are highly committed to their pedagogical and moral responsibilities, while opportunities exist to strengthen their influence and advocacy within their institutions. Teaching effectiveness based on students' evaluation was generally favorable, with most teachers rated Good or Satisfactory, and only a small proportion rated at the lowest levels.

In terms of job satisfaction, PE teachers report high levels of fulfillment, particularly regarding intrinsic factors such as personal achievement,

pride, and meaning derived from supporting students' physical, emotional, and social well-being. Extrinsic satisfaction, while generally positive, is slightly lower, reflecting moderate concerns with compensation, administrative support, and professional development opportunities. These results indicate that teachers' motivation, engagement, and professional commitment are strongly influenced by the degree to which their work environment meets both intrinsic and extrinsic needs.

The teaching effectiveness of PE teachers is generally favorable, with most rated as Good or Satisfactory, indicating moderate to high effectiveness in classroom instruction, student engagement, and pedagogical competence. A smaller proportion achieved excellent ratings, demonstrating exemplary teaching performance, while only a minimal number fell into low or very low effectiveness categories. This pattern suggests that while the overall teaching quality is strong, there is potential for broader excellence through targeted support, professional development, and feedback mechanisms.

Correlation analyses revealed moderate positive relationships between social-emotional abilities, professional identity, job satisfaction, and teaching effectiveness. This indicates that teachers who exhibit higher social-emotional competence, stronger professional identity, and greater job satisfaction are more likely to demonstrate effective teaching practices. These findings emphasize the interrelated role of emotional, professional, and motivational factors in enhancing instructional quality and student outcomes.

Multiple regression analysis further showed that job satisfaction emerged as the strongest predictor of teaching effectiveness, followed by social-emotional abilities and professional identity. This suggests that while all three factors are important, the extent to which teachers feel valued, fulfilled, and supported in their professional roles has the greatest impact on their instructional performance. Consequently, efforts to improve teaching effectiveness should prioritize strategies that enhance teacher satisfaction, alongside fostering emotional competence and professional identity, to create an optimal environment for high-quality teaching and learning outcomes.

## 5.2 Recommendations

Based on the conclusions, the following recommendations are offered:

Private colleges in China may implement professional development programs that focus on strengthening emotional awareness, self-management, social awareness, relationship skills, and responsible decision-making. Workshops on recognizing subtle emotional cues, managing classroom stress, promoting patience, and fostering open feedback channels can help teachers refine their social-emotional abilities, ultimately improving classroom interactions and student outcomes.

To support teachers' sense of professional role and identity, schools should encourage mentorship, collaboration, and engagement in school-wide initiatives. Opportunities for teachers to participate in curriculum planning, leadership roles, and institutional advocacy can reinforce their influence and empower them to contribute beyond the classroom. Recognition of teachers' ethical and student-centered practices can further reinforce their professional self-concept.

Enhancing both intrinsic and extrinsic aspects of job satisfaction is essential. For intrinsic motivation, schools can promote opportunities for creative teaching, intellectual growth, and recognition of positive student outcomes. For extrinsic motivation, measures such as fair and competitive compensation, structured professional development support, manageable workloads, and improved administrative support should be prioritized to retain and motivate PE teachers.

A structured system of regular evaluation, constructive feedback, and professional recognition should be implemented to maintain and enhance teaching effectiveness. Programs focusing on pedagogical innovation, classroom management, and student engagement strategies can help teachers achieve higher levels of instructional quality. Creating a culture of continuous improvement and collaboration among PE staff will support broader excellence across the teaching workforce.

Given the positive relationships between social-emotional competence, professional identity, job satisfaction, and teaching effectiveness, schools should adopt holistic strategies that address these dimensions simultaneously. Integrating emotional intelligence training, professional identity development, and job satisfaction initiatives will

likely yield synergistic improvements in teaching quality.

Since job satisfaction emerged as the strongest predictor of teaching effectiveness, institutional policies should prioritize teacher well-being and motivation. Efforts could include establishing reward and recognition systems, providing leadership opportunities, promoting participatory decision-making, and ensuring supportive work environments.

Future studies should incorporate qualitative follow-ups to complement self-reported data. This approach can help mitigate the limitations associated with self-report bias and provide a deeper understanding of PE teachers' experiences, perceptions, and practices.

It is recommended that longitudinal studies be conducted over an extended period, such as an entire academic year, to examine whether social-emotional abilities, professional identity, job satisfaction, and teaching effectiveness remain stable over time. Including public universities in future research will also enhance the generalizability of the findings across different institutional contexts.

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