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PSYCHOLOGICAL RESILIENCE AND ITS RELATIONSHIP TO TEACHING PERFORMANCE AMONG PHYSICAL EDUCATION AND SPORTS TEACHERS

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ABSTRACT

The study aimed to identify the nature of the relationship between psychological resilience and performance among physical education teachers, by answering the following main question: is there a statistically significant correlation between psychological resilience and performance among physical education teachers?

In this study, the researchers adopted the descriptive approach using both the "Psychological Resilience" scale and the "Questionnaire on the Pedagogical Performance of Physical Education and Sports Teachers", on a randomly selected sample of (69) out of (85) teachers.

One of the main findings of this study is the statistically significant correlation between psychological resilience and teaching performance among physical education teachers.

KEYWORDS

Psychological Resilience, Teaching Performance, Physical Education Teachers

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Introduction

The quality of the educational process largely depends on the teacher's performance, as the teacher bears the responsibility of transforming educational objectives into behavioral goals that reflect on students' performance. Psychologists and educators generally agree that the teacher is the primary driver of any educational reform and development project. Effective education depends on the quality of teachers, their understanding of their profession, adherence to its rules and ethics, seriousness in work, enthusiasm, and commitment. Therefore, the teacher occupies a central role in the educational system and is considered a fundamental pillar for any educational development, being the primary agent responsible for achieving educational goals. Although all components of the educational system influence the teaching process, the teacher remains the key to human development and a decisive factor in the success or failure of education.

Most studies and scientific research indicate that the teacher is the main and most influential factor in the teaching process (Mohamed Saad Zaghloul & Mostafa El-Sayeh Mohamed, 2002, p. 127).

Abdel-Salam Mostafa emphasized that the teacher is one of the essential inputs in learning, and the success of the educational process and the achievement of its objectives largely depends on teachers (Abdel-Salam Mostafa, 2000, p. 299).

A competent, successful, and outstanding teacher is one who has received proper educational training in addition to possessing a set of traits that enable adaptation and alignment with educational developments.

Teachers in educational institutions often face numerous situations and circumstances that expose them to stress, anxiety, and frustration, negatively impacting their emotional and psychological state, which in turn negatively affects their performance, leading to decreased motivation and poor professional and teaching performance while carrying out their duties with their students.

Among professional environments, teaching is one where the symptoms and indicators of stress and pressure are most prevalent. Teachers often face difficult conditions that may continuously hinder their work, leading to an inability to adapt. This affects all aspects of their personal, social, and professional lives, leaving them in a state of instability under stressful events that may impact their mental and physical health, and consequently disturb their performance of duties at their best (Hayak Hiam, 2000, p. 13).

Ways of coping with these crises vary among teachers; some demonstrate resilience under pressure, while others experience psychological disturbances that hinder their well-being. A person capable of responding effectively to varied situations is considered resilient.

Psychological resilience is a key factor distinguishing those able to cope with or overcome life's challenges. It refers to an individual's ability to maintain good psychological adaptation under adverse circumstances and stressful life events, reflecting their capacity to overcome difficulties positively and continue life effectively and competently.

It is one of the main components that play a crucial role in individuals' ability to face adversity and stressful situations.

According to "William" (2016), individuals with higher psychological resilience respond more positively when facing stress and hardships, particularly those that are frequent or almost daily (William, 2016, p. 35).

Mohamed Saeed (2013) also emphasized that psychological resilience is one of the important psychological components that enable individuals to understand themselves and others, thereby facilitating adaptation to different situations, overcoming negative consequences of stress, controlling impulses when exposed to stressors, and acting effectively with a realistic perspective on the constraints of stressful situations. (Mohamed Saeed, 2013, p. 22)

Based on this evidence regarding the link between psychological resilience and burnout, the present study aims to investigate the relationship between psychological resilience and teaching performance among physical education teachers. The main research question is:

-Is there a correlational relationship between psychological resilience and teaching performance among physical education teachers?

From this main question, the following sub-questions are derived:

-Is there a correlational relationship between emotional balance and teaching performance among physical education teachers?

-Is there a correlational relationship between self-efficacy and teaching performance among physical education teachers?

-Is there a correlational relationship between social relationships and teaching performance among physical education teachers?

-Is there a correlational relationship between problem-solving skills and teaching performance among physical education teachers?

Study Objectives

- To identify the nature of the correlation between psychological resilience and teaching performance among physical education teachers.
- To examine the relationship between emotional balance and teaching performance.
- To explore the link between self-efficacy and teaching performance.
- To investigate the correlation between social relationships and teaching performance.
- To determine the relationship between problem-solving skills and teaching performance.

Significance of the Study

The importance of the current study lies in addressing a relatively modern topic: psychological resilience.

While foreign studies have explored and experimented with this concept, in the Arab environment it is still emerging. Differences in the results of studies on this concept indicate that further theoretical and practical research is needed to validate the concept, establish its theoretical foundation, distinguish it from other concepts, and clarify its relationships.

The study is also significant due to the importance of both psychological resilience and teaching performance, as both directly affect the quality of educational output and the development of the educational process as a whole.

Additionally, the study is expected to highlight an important factor influencing teaching performance among physical education teachers: psychological resilience. This may draw attention from policymakers to its importance and encourage its consideration in curricula and teacher training programs.

Research Hypotheses

General Hypothesis

- There is a correlational relationship between psychological resilience and teaching performance among physical education teachers.

Sub-Hypotheses

- There is a positive correlational relationship between emotional balance and teaching performance among physical education teachers.
- There is a positive correlational relationship between self-efficacy and teaching performance.
- There is a positive correlational relationship between social relationships and teaching performance.
- There is a positive correlational relationship between problem-solving skills and teaching performance.

Previous Studies

Study 1:

Author: Aisha Obeid Allah Mubarak Qweidi Al-Azmi (2022)

Title: Psychological Resilience and Its Relationship with Positive Thinking among Adolescents

Study Objective: This study aimed to investigate the relationship between psychological resilience, represented by its dimensions—emotional balance, self-efficacy, social relationships, and problem-solving—and positive thinking among a sample of adolescents in preparatory school.

Population and Sample: The study sample consisted of 50 students from Al-Jaber Private School, affiliated with the Al-Farawniyah Educational Administration.

Methodology: Descriptive method.

Instruments: Psychological Resilience Scale and Positive Thinking Scale developed by the researcher.

Results: There was a statistically significant correlation between overall psychological resilience and its sub-dimensions and positive thinking among adolescents.

Study 2:**Author:** Ibrahim Ibrahim (2021)**Title:** Self-Efficacy and Its Relationship with Professional Effectiveness, Job-Related Stress, and Educational Beliefs of Teachers and Teacher Training College Students in Saudi Arabia**Study Objective:** The study aimed to examine the relationship between self-efficacy, professional effectiveness, job-related stress, and educational beliefs among teachers and teacher training college students in Saudi Arabia.**Population and Sample:** The sample consisted of 200 teachers and students.**Methodology:** Descriptive method.**Instruments:** Self-Efficacy Scale, Professional Effectiveness Scale, and Job-Related Stress Scale.**Results:** There was a positive correlation between self-efficacy, professional effectiveness, and teachers' educational beliefs.**Study 3:****Authors:** Abdullah Al-Khamis & Adel George Tannous (2019)**Title:** Level of Psychological Resilience and Its Relationship with Psychological Stress among First-Year Preparatory Female Students**Study Objective:** The study aimed to investigate the level of psychological resilience, the level of psychological stress, and the relationship between them among first-year preparatory female students at Al-Jouf University.**Population and Sample:** The study sample consisted of 140 randomly selected female students.**Methodology:** Descriptive-correlational-comparative method.**Instruments:** Psychological Resilience Scale and Psychological Stress Scale.**Results:** The study found that the students' level of psychological resilience was low, while their level of psychological stress was high. There was a statistically significant negative correlation between psychological resilience and psychological stress.**Commentary on Previous Studies****Study Objectives:**

Study 1 focused on understanding the relationship between self-efficacy, professional effectiveness, job-related stress, and teachers' educational beliefs. Study 2 investigated the relationship between psychological resilience and its dimensions—emotional balance, self-efficacy, social relationships, and problem-solving—and positive thinking among adolescents. Study 3 aimed to examine the levels of psychological resilience and psychological stress and the relationship between them among female university students. The current study aims to identify the nature of the relationship between psychological resilience and teaching performance among physical education teachers.

Population and Sample:

Study 1 included 200 teachers and students. Study 2 included 50 preparatory school students from Al-Jaber Private School. Study 3 included 140 randomly selected first-year female students at Al-Jouf University. The current study sample consisted of 69 secondary school physical education teachers.

Methodology:

All studies employed the descriptive method.

Instruments:

Study 1 used self-efficacy, professional effectiveness, and job-related stress scales. Study 2 used psychological resilience and positive thinking scales. Study 3 used psychological resilience and psychological stress scales.

The current study used the Psychological Resilience Scale and a Teaching Performance Questionnaire for physical education teachers.

Results:

Study (1) found a positive correlation between self-efficacy, professional effectiveness, and teachers' educational beliefs. Study (2) found a statistically significant correlation between overall psychological resilience and its sub-dimensions and positive thinking among adolescents. Study (3) found low levels of psychological resilience and high levels of psychological stress among students, with a statistically significant negative correlation between resilience and stress. The current study seeks to explore the correlation between psychological resilience and teaching performance among physical education teachers.

Pilot Study

The researchers conducted a pilot study by applying the study instruments to a preliminary sample of (12) physical education teachers. The purpose of this pilot study was to test the study instruments and ensure their reliability. The instruments distributed included the Psychological Resilience Scale and the Teaching Performance Questionnaire for physical education teachers.

From this pilot study, the researchers concluded the following:

The main study sample was defined, comprising (69) physical education teachers teaching at the middle school level in the city of M'sila.

The measurement instruments used in the current study, namely the Psychological Resilience Scale and the Teaching Performance Questionnaire, were verified.

Linguistic clarity of the instruments was confirmed, as respondents answered all items without difficulty, ensuring accurate data collection.

Study Methodology

Based on the research problem, which investigates the nature of the relationship between psychological resilience and teaching performance among physical education teachers, the descriptive method was deemed the most appropriate approach for this study.

Study Population and Sample

The study population consisted of physical education teachers teaching at various middle schools in the city of M'sila during the academic year 2024–2025, totaling (85) teachers. The study sample consisted of (69) physical education teachers, selected using a comprehensive survey method.

Data Collection Instruments

Psychological Resilience Scale:

The study relied on the Psychological Resilience Scale developed and used by Aisha Obeid Allah Mubarak Qweidi Al-Azmi (2022). The scale consists of (39) items divided into four dimensions:

Emotional Balance: The individual's ability to recognize, direct, and control their emotions across different situations.

Self-Efficacy: Confidence in one's ability to solve problems, recognize strengths and weaknesses, utilize talents positively, adapt to life challenges, and accept constructive criticism.

Social Relationships: The ability to build and maintain healthy social relationships, integrate into groups, accept and forgive others and oneself, and assist others.

Problem Solving: The ability to view difficulties and crises from multiple perspectives, identify causes, explore potential solutions, and generate creative alternatives while consulting experts (Asmaa Samida, 2019, p. 47).

Scoring Key:

Responses are scored on a five-point Likert scale as follows:

Table 1. Shows the scoring scale in the psychological resilience scale adopted in the study.

| Response | Grades |
|------------------|--------|
| Always occurs | 5 |
| Often occurs | 4 |
| Sometimes occurs | 3 |
| Rarely occurs | 2 |
| Never occurs | 1 |

Scale Dimensions:

The scale consists of (39) items distributed across four axes, which are as follows:

-Emotional Balance:

This is the basis of self-confidence, as the individual needs to know his strengths and weaknesses and use this knowledge as a basis for his decisions.

- **Self-efficacy:** This is the individual's management of his emotions and feelings in a way that helps and motivates him, and does not hinder him, and the ability to postpone satisfying needs to a certain time.

- Social relations:

This refers to the individual's ability to control their feelings and negative emotions, and the ability to get rid of them or transform them into positive feelings and emotions, and the ability to succeed in their emotional life, and to get rid of sadness, anger or anxiety.

- Problem-Solving:

This refers to an individual's ability to understand others' feelings, needs, and problems, and to help them achieve their goals without them having to express their own feelings directly.

-Scale Reliability:

Cronbach's alpha coefficient was calculated for the scale items as a whole, and the scale obtained a reliability coefficient of (0.758). This indicates that the scale has a high degree of reliability. The result was as follows:

Table 2. Shows the reliability coefficient for the psychological resilience scale.

| psychological flexibility | phrases | Cronbach's Alpha |
|-----------------------------|---------|------------------|
| Emotional Balance | 10 | 0.612 |
| Self-Efficacy | 10 | 0.630 |
| Social Relationships | 10 | 0.678 |
| Problem Solving | 09 | 0.594 |
| Total Scale | 39 | 0.758 |

This indicates that the scale is sufficiently reliable for application to the study sample.

Teaching Performance Questionnaire for Physical Education Teachers:

The study used the Teaching Performance Questionnaire, designed by Mohamed Massoud Bourghda in his study "Job Satisfaction among Physical Education Teachers and Its Relationship to Their Performance" (Doctoral Dissertation, 2007/2008). The questionnaire consists of 47 items distributed across four domains:

-Physical Education and Sports Teachers' Performance Survey Topics:

Lesson Planning: It is a set of procedures and measures taken by the teacher to ensure the success of the educational process and the achievement of its goals. It is described as a guiding plan that directs the teacher's work. (Ayesh Mahmoud Zaitoun, (85:1996).

Lesson Implementation: It is the practical translation of what the teacher has put in his plan, and it represents a set of skills that include presenting the lesson, capturing attention, and reinforcement. (Jaber Abdel Hamid, Jaber and others (107:1994).

Class management and organization: It is a set of organizational educational strategies and activities that coordinate teaching data and factors in various ways, with the aim of facilitating the educational process within classrooms.

Evaluation: Evaluation: It is the collection and use of data related to changes in student behavior, and it also refers to decision-making within the educational program. (Afaf Abdel Karim 1994:319)

- Questionnaire key

Responses to the Physical Education and Sports Teachers' Performance Questionnaire are scored using a Likert scale on a five-point scale, as shown in the following table.

Table 3. Shows the scoring scale used in the questionnaire employed in this study.

| Grades | Response |
|-----------|----------|
| Very Poor | 01 |
| Poor | 02 |
| Average | 03 |
| Good | 04 |
| Excellent | 05 |

Validity of the questionnaire**Internal Consistency Among the Study Axes**

To examine the internal consistency among the study axes, we calculated the correlation coefficients between them, as shown in the following table.

Table 4. Shows the correlation coefficients among the study axes.

| | Planning | Implementation | Evaluation | Class management and organization |
|-----------------------------------|-----------------|-----------------|-----------------|-----------------------------------|
| Planning | | ** 0.990 | *0.796 | ** 0.824 |
| | | 0.000 | 0.010 | 0.006 |
| Implementation | ** 0.990 | | ** 0.864 | ** 0.865 |
| | 0.000 | | 0.003 | 0.003 |
| Evaluation | *0.796 | ** 0.864 | | ** 0.941 |
| | 0.010 | 0.003 | | 0.000 |
| Class management and organization | ** 0.824 | ** 0.865 | **0.941 | |
| | 0.006 | 0.003 | 0.000 | |

****Meaning at level0.01**

***Meaning at level0.05**

The results obtained by the researcher in his study confirm the distinctiveness of the questionnaire for evaluating the performance of physical education and sports teachers in terms of internal consistency, such that we note that the majority of the correlation coefficients between the study axes are characterized by a high degree and are statistically significant at the significance level of (0.01)

Questionnaire Reliability

Although the Physical Education and Sports Teachers' Performance Questionnaire is an objective and standardized questionnaire, and was developed within an Algerian context, this did not prevent us from recalculating its psychometric properties.

To confirm the questionnaire's reliability, the researcher used Cronbach's alpha coefficient.

The reliability coefficient for the Physical Education and Sports Teachers' Performance Questionnaire was (0.987), as shown in the following table.

Table 5. Shows the reliability coefficient for the questionnaire to evaluate the performance of physical education and sports teachers.

| Performance axes | Number of phrases | Cronbach's alpha |
|--|-------------------|------------------|
| Planning | 12 | 0.965 |
| Implementation | 15 | 0.960 |
| Evaluation | 07 | 0.920 |
| Class management and organization | 13 | 0.950 |
| Overall reliability of the questionnaire | 47 | 0.987 |

It is clear from the previous table that the reliability coefficient for the Physical Education and Sports Teachers Performance Questionnaire reached (0.987), and this indicates that it has a high degree of reliability, which reassures the researcher about applying it to the study sample.

Field application procedures for the tool

The researcher distributed the study instruments, consisting of a psychological resilience scale and a physical education and sports teachers' performance evaluation questionnaire, to (85) teachers after excluding the 12 teachers in the pilot study group (who had been used to determine the validity and reliability of the study instruments). The final study sample consisted of (69) teachers.

Psychological Resilience Scale

- The Psychological Resilience Scale was administered during the second semester of the 2024/2025 academic year.

- Eighty-five (85) Psychological Resilience Scale forms were distributed, and sixty-nine (69) were returned.

Physical Education and Sports Teachers' Performance Questionnaire

- The Physical Education and Sports Teachers' Performance Questionnaire was distributed during the third semester of the 2024/2025 academic year.

Results of the First Sub-Hypothesis, Interpretation, and Discussion

To test this sub-hypothesis and reveal the correlational relationship between emotional balance (one of the components of psychological resilience) and teaching performance among physical education teachers, Pearson's correlation coefficient was calculated, as shown in the following table:

Table 6. Pearson Correlation between Emotional Balance and Teaching Performance

| Emotional Balance | Teaching Performance | | |
|-------------------|-------------------------|--------------------|--------|
| | Correlation Coefficient | Significance Level | Sample |
| | 0.739 | 0.01 | 69 |

It is clear from the table that there is a positive and strong correlation between emotional balance and teaching performance at a significance level of 0.01. This means that as the level of emotional balance increases, teaching performance among physical education teachers also increases, and vice versa.

The Pearson correlation coefficient of (0.739) indicates a high correlation.

This suggests that an individual's ability to remain calm, maintain inner balance under pressure, act without impulsiveness, and understand their own strengths and weaknesses helps them succeed in their professional tasks. In other words, teachers who are aware of and manage their emotions effectively are more confident and focused, which reflects positively on their teaching performance.

These results are consistent with Daniel Goleman's findings, which indicate that individuals who can recognize and manage their emotions, while understanding the emotions of others, tend to excel in various aspects of life, especially professionally.

Additionally, these findings align with studies emphasizing that self-awareness and control of negative emotions are essential qualities in the workplace, necessary for professional growth (Al-Samadoni, 2007, p. 152).

Thus, the results confirm the validity of the hypothesis that there is a positive correlation between emotional balance and teaching performance among physical education teachers.

Results of the Second Sub-Hypothesis, Interpretation, and Discussion

To test this sub-hypothesis and explore the correlation between self-efficacy (another component of psychological resilience) and teaching performance, Pearson's correlation coefficient was calculated as shown below:

Table 7. Pearson Correlation between Self-Efficacy and Teaching Performance

| Dimension Self-Efficacy | Teaching Performance | | |
|-------------------------|-------------------------|--------------------|--------|
| | Correlation Coefficient | Significance Level | Sample |
| | 0.711 | 0.01 | 69 |

The table shows a strong positive correlation between self-efficacy and teaching performance at a significance level of (0.01).

This means that as self-efficacy increases, so does teaching performance.

This indicates that a teacher's confidence in solving problems, understanding their strengths and weaknesses, leveraging their talents, accepting constructive criticism, and positively adapting to life events all contribute to their professional success. Individuals lacking these capacities may struggle with emotional imbalance, low concentration, and decreased performance.

Self-efficacy is closely linked to motivation and achievement in various fields, enhancing an individual's ability to face challenges (Saleh, 2018; Leila Al-Mazrou, 2007; Knoblauch, 2004).

These results align with Ibrahim (2005), who found a positive correlation between self-efficacy and professional effectiveness.

Thus, the findings support the hypothesis that self-efficacy positively correlates with teaching performance.

Results, Interpretation, and Discussion of the Third Sub-Hypothesis

To verify this sub-hypothesis and to examine the correlational relationship between social relationships—as one of the components of psychological resilience—and teaching performance among physical education teachers, Pearson's correlation coefficient was calculated as shown in the following table:

Table 8. Pearson Correlation Coefficient Between Social Relationships and Teaching Performance Among Physical Education Teachers

| Dimension Three Social Relationships | Teaching Performance | | |
|---|-------------------------|--------------------|--------|
| | Correlation Coefficient | Significance Level | Sample |
| | 0.678 | 0.01 | 69 |

The results in the table indicate a positive correlational relationship between social relationships as a component of psychological resilience and teaching performance among the study sample at a significance level of (0.01). This is a strong, positive, and direct relationship, meaning that the higher the level of social relationships, the higher the level of teaching performance among physical education teachers, and vice versa.

This is confirmed by Pearson's correlation coefficient, which reached (0.678), indicating a high correlation.

This means that social relationships directly influence professional competencies by enhancing communication and building trust, which increases performance and professional efficiency. Possessing strong social skills also helps build a network of emotional and psychological support, contributes to professional integration and psychological adjustment, and positively reflects on the ability to perform tasks effectively.

The ability to form and maintain healthy relationships with others, integrate socially, accept others, and manage and interpret their emotions—through showing care, persuasion, negotiation, building trust, forming successful social networks, and working positively—are all factors that support successful communication.

This, in turn, leads to successful work performance and positive outcomes across various occupational fields.

This can be explained by the fact that physical education teachers who possess strong social communication abilities can positively influence their students, emotionally engage with them, and interact effectively.

This makes it easier for them to guide and manage their students, leading to highly positive student responses and, consequently, the success of teachers during their practical sessions in educational institutions.

The results of the present study are consistent with the findings of Safaa Al-As'ar, who emphasized that a successful individual in their interpersonal interactions must be skillful in emotional attunement with others, enabling them to influence and guide them effectively.

This emotional influence is one of the main indicators of an effective leader, counselor, or educator.

The current findings also align with previous research that confirms that individuals with high performance in professional settings tend to possess the ability to establish strong social relationships in their work environment (Al-As'ar, 2000).

These results support the validity of the hypothesis stating that there is a positive correlational relationship between social relationships and teaching performance among physical education teachers.

Results, Interpretation, and Discussion of the Fourth Sub-Hypothesis

To verify this sub-hypothesis and examine the correlational relationship between problem-solving—as one of the components of psychological resilience—and teaching performance among physical education teachers, Pearson's correlation coefficient was calculated as displayed in the following table:

Table 9. Pearson Correlation Coefficient Between Problem-Solving and Teaching Performance Among Physical Education Teachers

| Dimension Four Problem-Solving | Teaching Performance | | |
|-----------------------------------|-------------------------|--------------------|--------|
| | Correlation Coefficient | Significance Level | Sample |
| | 0.716 | 0.01 | 69 |

The results indicate a positive correlational relationship between problem-solving and teaching performance at a significance level of (0.01).

This relationship is direct, positive, and strong: the higher the level of problem-solving skills, the higher the teaching performance among physical education teachers.

Pearson's correlation coefficient reached (0.716), indicating a high level of correlation.

Problem-solving is an essential component of professional competencies because it enables individuals to analyze complex challenges and implement effective solutions. It directly affects job performance, productivity, and innovation. The relationship between problem-solving and professional competencies is strong and reciprocal: professional competencies include problem-solving skills, and problem-solving contributes to the development of other competencies such as critical thinking, decision-making, and effective communication.

This means that individuals who can examine problems from multiple perspectives, identify causes, generate creative alternative solutions, and understand others' emotional reactions become more capable of assisting learners and delivering their messages effectively, ultimately succeeding in their professional duties.

This can be explained by the ability to identify problems, analyze their causes, generate alternatives, choose the most appropriate solution, and implement and evaluate outcomes effectively.

Problem-solving is a core competency for teachers because it is essential for handling daily classroom challenges and broader professional demands. It is closely linked to several aspects of professional competence:

- Educational and Instructional Competencies

Lesson planning and design: Teachers use problem-solving to design problem-based learning activities that promote critical thinking.

Classroom management: Teachers face behavioral and organizational challenges that require diagnosing issues and applying effective strategies.

Meeting diverse learner needs: Problem-solving helps teachers tailor instruction to different learning styles.

Assessment and feedback: Teachers use problem-solving to analyze student performance and plan remedial measures.

- Communicative and Personal Competencies

Communication with parents: Addressing student-related issues requires effective problem-solving and cooperation.

Collaboration with colleagues: Teachers participate in teams that address school-wide challenges.

Adaptability and flexibility: Schools are dynamic settings; strong problem-solving skills allow teachers to adapt to unexpected changes or crises.

- Professional Growth Competencies

Self-reflection and improvement: Teachers use problem-solving to evaluate and enhance

Results, Interpretation, and Discussion of the General Hypothesis

To verify this general hypothesis and to examine the correlational relationship between psychological resilience and teaching performance among physical education teachers, Pearson's correlation coefficient was calculated as shown in the following table:

Table 10. Pearson's Correlation Coefficient Between Psychological Resilience and Teaching Performance Among Physical Education Teachers

| Dimensions of Psychological Resilience | Teaching Performance | | |
|--|-------------------------|--------------------|-------------|
| | Correlation Coefficient | Significance Level | Sample Size |
| Emotional balance | 0.740 | 0.01 | 69 |
| Self-efficacy | 0.711 | 0.01 | |
| Social relationships | 0.678 | 0.01 | |
| Problem-solving | 0.716 | 0.01 | |
| Overall resilience score | 0.739 | 0.01 | |

The table above shows a significant correlational relationship between psychological resilience and teaching performance at the significance level (0.01). This relationship is positive, strong, and direct, meaning that the higher the level of psychological resilience, the higher the level of teaching performance, and vice versa.

Pearson's correlation coefficient between psychological resilience and teaching performance reached (0.739), which is considered a high correlation.

Psychological resilience is defined as the individual's ability to adapt to stressful and challenging situations. Alongside self-awareness and emotional regulation, psychological resilience enhances teachers' professional performance, helping them cope with instructional pressure and manage their emotions more effectively. This explains the strong positive relationship observed between psychological resilience and teaching performance among physical education teachers, as resilience contributes to improved instructional effectiveness.

Undoubtedly, solving problems that impede professional performance requires not only advanced cognitive abilities, but also integrated emotional and social skills. There is a reciprocal connection between emotions and thinking, mind and heart, working together to enable individuals to focus and think clearly—whether in personal life or in professional contexts. Individuals who suffer from emotional instability or emotional dysregulation are unable to control their reactions even if they possess high cognitive intelligence (Abu Riyash et al., 2006: 280–281).

These results are consistent with the findings of Cooper (1997), who indicated that individuals with high levels of self-awareness and emotional regulation tend to be more successful in their professional pathways (Saadeh, 2005: 157).

This can be explained by the fact that physical education teachers who can regulate their emotions effectively and coordinate their students' efforts towards shared instructional goals are better able to deal with emotional challenges they encounter during the teaching process. This allows them to maintain control over various instructional situations and achieve high levels of professional effectiveness.

The results of the present study are also consistent with the findings of Raeda Mahmoud Ibrahim Qeshta (2011), who concluded that students with high levels of self-awareness and emotional regulation are better able to overcome emotional challenges through accurate problem appraisal and effective emotion management.

This finding also aligns with psychological literature on the importance of emotional–cognitive awareness—one of the key components of psychological resilience—in predicting professional success.

Researchers in this field have indicated that emotional–cognitive awareness is among the most important abilities directly related to workplace achievement (Al-Samadouni, 2007: 80).

The results also correspond with the work of Mayer and Salovey, who emphasized that emotional skills, personal traits, and social competencies—such as self-awareness, emotional regulation, social awareness, and relationship management—contribute significantly to professional effectiveness.

In light of these findings, the results confirm the validity of the general hypothesis, which states that:

There is a significant correlational relationship between psychological resilience and teaching performance among physical education teachers.

General Conclusions

The results of this study on emotional intelligence and its relationship with the performance of physical education teachers indicate that:

- There is a strong correlational relationship between emotional balance (as a component of psychological resilience) and teaching performance during classroom duties.

- There is a strong correlational relationship between self-efficacy (as a component of resilience) and teaching performance.

- There is a strong correlational relationship between social relationships (as a resilience component) and teaching performance.

- There is a strong correlational relationship between problem-solving (as a resilience component) and teaching performance.

- There is a strong correlational relationship between overall psychological resilience and teaching performance among physical education teachers.

Accordingly, psychological resilience is considered one of the most essential and fundamental factors contributing to success and excellence in the teaching performance of physical education teachers.

Recommendations

Based on the study's results, the researcher recommends the following:

Organizing study days and training seminars for physical education teachers focusing on the foundations and components of psychological resilience that facilitate the teaching process in educational institutions.

Integrating psychological resilience skills into physical education curricula to enable teachers to regulate their own emotions and those of their students, thereby enhancing the educational process.

Promoting awareness about psychological resilience among physical education teachers in various educational stages (primary, middle, and secondary) and at the university level, highlighting its role in professional success.

Future Research Directions

Based on the findings of this study, several future research pathways are proposed:

Regular assessment of psychological resilience among physical education teachers to predict their attitudes, behaviors, and motivations, and to reinforce positive professional tendencies.

Studies focused on the factors contributing to psychological resilience among physical education teachers.

Research examining teaching performance among physical education teachers across different educational levels (primary, middle, secondary) and identifying performance differences between levels.

Comparative studies of resilience levels among physical education teachers across different regions of Algeria.

Additional studies exploring the relationship between psychological resilience and other psychological or educational variables.

Field studies examining the relationship between degrees of resilience and teaching performance among physical education teachers.

Research investigating the impact of psychological resilience on personality disorders.

Studies examining the relationship between psychological resilience, teaching performance, and students' academic achievement.

Research exploring the relationship between psychological resilience and leadership styles among physical education teachers.

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