

Original article. Perceived Physical Education Teachers' Emotional Support and its direct interrelation to Learners' Academic Resilience. Vol. 9, n.º 3; p. 527-544, september 2023. <https://doi.org/10.17979/sportis.2023.9.3.9797>

## **Perceived Physical Education Teachers' Emotional Support and its direct interrelation to Learners' Academic Resilience**

### **Apoyo Emocional Percibido de los Profesores de Educación Física y su interrelación directa con la Resiliencia Académica de los Alumnos**

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### Abstract

Academic resiliency is a learner's ability to overcome scholastic setbacks. Additionally, it was discovered that instructors' emotional support can boost academic resilience. However, these studies are predominantly vast in the elementary and secondary level, and are not connected to Physical Education in the Higher Education Context. This study has utilized two distinct questionnaires: Teacher's Emotional Support Scale (TESS) and Academic Resiliency Scale (ARS-30). After performing *Multiple Regression*, it was observed that Teacher's Emotional Support predicts Academic Resiliency, suggesting that teacher's emotional support has a direct and significant influence to academic resiliency. Furthermore, it was discovered that Teacher's Sensitivity and Regard to Adolescent Perspective has a direct influence to learners' academic resilience, except positive climate. Physical education teachers may be able to help learners who are struggling academically by providing them with emotional support. The results emphasized the necessity of college learners' access to emotional support from teachers in building resilience. Finally, the results were examined, with an emphasis on how the development of learners' personal and contextual resources can have a positive effect on their well-being.

### Keywords

Academic Resilience, Physical Education, Teacher Emotional Support; university.

### Resumen

La resiliencia académica es la capacidad de un alumno para superar los contratiempos escolares. Además, se descubrió que el apoyo emocional de los instructores puede potenciar la resiliencia académica. Sin embargo, estos estudios son predominantemente amplios en el nivel elemental y secundario, y no están conectados con la Educación Física en el contexto de la Educación Superior. Este estudio ha utilizado dos cuestionarios distintos: Escala de Apoyo Emocional del Profesor (TESS) y Escala de Resiliencia Académica (ARS-30). Tras realizar una regresión múltiple, se observó que el apoyo emocional del profesor predice la resiliencia académica, lo que sugiere que el apoyo emocional del profesor tiene una influencia directa y significativa en la resiliencia académica. Además, se descubrió que la sensibilidad del profesor y la consideración de la perspectiva del adolescente tiene una influencia directa en la resiliencia académica de los alumnos, excepto en el clima positivo. Los profesores de Educación Física pueden ayudar a los alumnos con dificultades académicas proporcionándoles apoyo emocional. Los resultados subrayaron la necesidad de que los estudiantes universitarios reciban apoyo emocional de los profesores para desarrollar su resiliencia. Por último, se examinaron los resultados, haciendo hincapié en cómo el desarrollo de los recursos personales y contextuales de los alumnos puede tener un efecto positivo en su bienestar.

### Palabras clave

Resiliencia académica, Educación física, Apoyo emocional del profesorado, universidad.

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## Introduction

The concept of "resilience" has been widely studied in recent years, particularly in the academic setting, due to its correlation with success in school and the ability to adapt to new circumstances (Dwiastuti et al., 2022; Rojas, 2015; Tamannaefar & Shahmirzaei, 2019). Learners who are able to persevere in the face of adversity and emerge stronger on the other side are the ones who will thrive in the most challenging educational environments (Rao & Krishnamurthy, 2018; Salvacion et al., 2018). Learners who have developed academic resilience are far more invested in their studies than their counterparts, who lack this capacity for perseverance, because they are able to draw on their own personal resources to keep them going when things become tough. In spite of the multiple pieces of evidence that exist, it is worthwhile to strengthen the importance of the contextual personal resource by concentrating on emotional forms of support, such as the emotional support that teachers provide to their learners and how does it influence resiliency. Perceived instructor emotional support, according to the Theory of Self-Determination, represents a learners' sense of rapport with their teacher (Y. Yang et al., 2021). The teacher shows genuine concern for the learner and responds to his or her needs with enthusiasm and positivity. However, the majority of academic articles published on the topic of the current investigation center on elementary and secondary school settings. There is, without a doubt, a dearth of empirical publications that examine learners' perceptions of instructors' emotional support within the setting of higher education, particularly in Philippine scholarship, and how it influences academic resiliency. For this reason, it is strongly recommended that an identical investigation be conducted. This study, motivated by the dearth of literature on the topic, inquiries into how the emotional support supplied by Physical Education teachers affects their learners' ability to thrive in the classroom.

### *Perceived Teacher Emotional Support and Academic Resiliency*

College learners spend a significant portion of their time inside the classroom, where they must meet a variety of academic requirements and manage a wide range of expectations from instructors and fellow learners (Romano et al., 2021). When considering the emotional

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toll of excessive educational demands and the scant proof, as was previously indicated, the emotional support offered by teachers has a profound effect on learners (Y. Yang et al., 2021). When teachers are emotionally supportive of their learners, they create a welcoming classroom environment, are attentive to their cultural backgrounds, and encourage learners to work together (Pakarinen et al., 2020). *Positive climate* (PC), teacher sensitivity (TS), and *Regard to adolescent perspective* (RAP) are the three dimensions of TES, as stated by G. Yang et al. (2022). Instructors that actively foster a positive climate provide their learners with more chances to succeed in class and develop as learners (Pangle, 2022). When a teacher exhibits teacher sensitivity, they keep a close eye out for signs that their learners could use some extra help (Kennedy, 2019). Finally, regard to adolescent perspective can be defined as the extent to which educators place an emphasis on views related to adaptability, relevance to real-world experiences, independence, leadership, and beneficial relationships with peers (Vattøy & Gamlem, 2019). These components are often important in increasing learners' interest and enthusiasm for their coursework (Ruzek et al., 2016).

Meanwhile, the term "resilience" has been intellectualized to mean the ability to withstand and recover from adverse situations (Wu et al., 2020). Similarly, "academic resilience" is defined as a learners' ability to cope with issues that are both significant and persistent enough to significantly disrupt their learning (Dwiastuti et al., 2022; Eva et al., 2021). Academic resiliency has been variously defined by researchers as the ability of individuals from at-risk environments to overcome adversity and succeed academically despite their circumstances (Serrano Sarmiento et al., 2021; Ye et al., 2021). In the same way, other scholars have defined academic resilience as the ability to persevere in the face of adversity within the context of an educational setting while still achieving outstanding academic success (García-Crespo et al., 2021; Lohner & Aprea, 2021). Notwithstanding, learners who have faced significant obstacles in their schooling tend to be more resilient in the classroom (Gartland et al., 2019). Learners that are highly resilient are actively involved in the procedure. They are not readily discouraged by the seemingly insurmountable challenges of academic life, and this trait has been shown to be a significant predictor of favorable outcomes such as strong motivation

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and academic achievement (Rao & Krishnamurthy, 2018), reduced attrition intentions, and high levels of life satisfaction (Bittmann, 2021; Vidić et al., 2023).

Researchers have found that teachers who give their learners enough emotional support have a greater impact on their learners' capacity to adapt to school and succeed academically (Domitrovich et al., 2017; Frenzel et al., 2021; Konishi & Wong, 2018). Additionally, previous investigation has shown that learners who are more academically resilient and who experience greater degrees of emotional support from their teachers are more likely to relate to a good learning environment than those learners who struggle to be academically resilient (Cassidy, 2015; Yilmaz Findik, 2016). Studies have found that learners who are academically resilient are more likely to have positive long-term effects as a result of the emotional support offered to them from their teachers (Pitzer & Skinner, 2017; Rodríguez-Fernández et al., 2018).

### *Aims and Hypotheses formulation*

This present investigation is aimed on exploring the relationship between teacher emotional support and academic resiliency. Thus, this study hypothesized that teacher emotional support can positively influence learners' academic resiliency (H<sub>1</sub>). Additionally, the three unique features of TES (PC, TS, RAP) are directly correlated to AR (H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>).

## **Methodology**

### ***Participants***

The participants for the study are learners from various minor Physical Education courses currently enrolled in the 1<sup>st</sup> Semester, Academic year 2022-2023 at a college in Region III, Pampanga, Philippines. The respondents were identified by utilizing *Purposive Sampling Technique*. *Purposive sampling technique* is a method of selecting participants is not based on statistical likelihood, but rather on the researcher's subjective estimation of which participants will yield the most informative data (Andrade, 2021). As such, a criterion for choosing respondents was developed to ensure the highest quality responses:

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1. Enrolled in any minor Physical Education courses during the 1<sup>st</sup> semester, A.Y. 2022-2023;
2. Either male or female.

Table 2 displays the demographic characteristics of the respondents. Overall, there are 910 respondents who answered the online survey. According to the table, most of the respondents who voluntarily participated in the study are mostly females compared to their counterparts [ $N_{\text{females}} = 536(58.9\%)$ ,  $N_{\text{males}} = 374(41.1\%)$ ].

Table 2  
Demographic characteristics of the respondents

| Variables | Items   | N(%)       |
|-----------|---------|------------|
| Gender    | Male    | 374(41.1%) |
|           | Females | 536(58.9%) |

### ***Instruments***

Obtaining data from the respondents was performed using online survey questionnaire through Google Forms. Online data collection provides the ability to acquire massive amounts of data with minimal effort, expense, and time commitment (Regmi et al., 2017). Additionally, this present investigation has utilized two distinct questionnaires. Firstly, the 15-item Teacher's Emotional Support Scale by Romano et al. (2020) was adapted measuring learners' perception of their Physical Education teachers' emotional support. It measures three distinct features: PC (e.g., "Our instructors want the learners in this class to work well together."), TS (e.g., "We can count on our instructors for help when we need it."), and RAP (e.g., "Our instructors encourage us to share ideas with one another in class."). The responses can be recorded on a 5-point Likert Scale from 1- "Not at all true" to 5- "Very true." Lastly, learners' academic resilience was measured using the 30-item *Academic Resilience Scale*, also known as the ARS-30 by Cassidy

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(2016). This scale was developed to evaluate specific cognitive-affective and behavioral reactions to educational diversity. An example of an item is “I would do my best to stop thinking negative thoughts.” The responses of the learners can also be recorded on a 5-point Likert Scale from 1- “Unlikely” to 5- “Likely.”

### Statistical Analysis

First, A test of normality, reliability test, and bivariate correlation was performed as illustrated in Table 2. The results have shown that the skewness and kurtosis values of most of the scales did not obtain the threshold value [2, -2]. Hence, it can be interpreted that the data set are not normally distributed. Additionally, the table below illustrates the reliability test of each scale being used for the study. Based on the results, all scales are highly reliable with Cronbach's Alpha value ranging from .74 to .86. Finally, the bivariate correlations for each scale are also illustrated in the table, and all the scales are highly correlated ( $p < .01$ ).

Table 2

Normality and reliability test, and bivariate correlation analysis

| Variables | $M \pm SD$ | Skewness | Kurtosis | 1     | 2     | 3     | 4     |
|-----------|------------|----------|----------|-------|-------|-------|-------|
| ARS       | 3.59 ± .38 | .646     | 1.880    | (.81) |       |       |       |
| PC        | 4.49 ± .59 | -1.071   | .426     | .32** | (.74) |       |       |
| TS        | 4.20 ± .68 | -.711    | .000     | .40** | .61** | (.81) |       |
| RAP       | 4.35 ± .69 | -.880    | .016     | .40** | .62** | .71** | (.86) |

\* Statistically significant at  $p < .05$ .

\*\* Statistically significant at  $p < .01$ .

Note: ARS- Academic Resiliency, PC- Positive Climate, TS-Teacher's Sensitivity, RAP-Regard to Adolescent Perspective

Finally, in order to determine the direct relationship between teacher emotional support and academic resiliency, *Multiple Regression* was performed. It is a type of modeling in which it's possible to make predictions about a target variable using data from multiple predictors (Li

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et al., 2022). In this investigation, the three unique features of Teacher Emotional Support (PC, TS, and RAP) are regressed to overall learners' ARS.

### ***Ethical Considerations***

Respondents were briefed about the aims of the study, as well as the measures and variables of interest. The researcher has also shared the study's implications with the institution of higher learning and the scientific community at large. Participants gave their approval by clicking an agreement that was embedded in the Google forms. They were also offered the option of participating or not. The potential discomfort of responding personal and sensitive survey questions was also mentioned as a small risk that participants should be aware of before agreeing to take part in the study. Participant withdrawal or debriefing was permitted at any moment under these conditions.

### **Results**

Table 3 illustrates the results from the multiple regression analysis performed for the variables in this present study. Based on the findings, it was observed that Teacher Emotional Support predicts Academic Resiliency [ $F(3, 906) = 69.324, p < .001$ ], suggesting that TES has a direct and significant influence to ARS. Additionally, the  $R^2 = .187$  displayed that the model explains 18.7% of the variance in ARS. In this regard, **H<sub>1</sub>** has been **supported**. Moreover, the coefficients were analyzed to establish the degree to which each factors contributes directly to ARS. First, the relationship between PC and ARS was examined. Based on the findings, it was discovered that PC does not directly influence ARS ( $\beta = 0.43, t = 1.674, p = .094$ ). **H<sub>2</sub>** has been **rejected**. Second, the association between TS and ARS was also assessed. Based on the results, TS is directly linked and influences ARS ( $\beta = .114, t = 4.363, p < .001$ ). In this regard, **H<sub>3</sub>** has been supported. Lastly, the correlation between RAP and ARS was investigated. Based on the outcome, it was unraveled that RAP leverages ARS ( $\beta = .116, t = 4.498, p < .001$ ). Based on this finding, **H<sub>4</sub>** has been supported. The findings suggest that Teacher Emotional Support with its three distinct factors has a direct and substantial influence on learners' academic resilience.



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Table 3

Multiple Regression results and Hypotheses testing

| Hypothesis | Regression weights | Beta Coefficient | $R^2$ | $F$    | $t$ -value | $p$ -value | Decision |
|------------|--------------------|------------------|-------|--------|------------|------------|----------|
| $H_1$      | TES → ARS          | 2.415            | .187  | 69.324 | -          | .000       | Accepted |
| $H_2$      | PC → ARS           | 0.43             | .067  | -      | 1.674      | .094       | Rejected |
| $H_3$      | TS → ARS           | .114             | .202  | -      | 4.363      | .000       | Accepted |
| $H_4$      | RAP → ARS          | .116             | .211  | -      | 4.498      | .000       | Accepted |

Note:  $p < .05$ ; TES- Teacher Emotional Support, PC- Positive Climate, TS- Teacher's Sensitivity, and RAP- Regards to Adolescent Perspective.

## Discussion

The first hypothesis that was tested aims to observe the significant and direct relationship of teacher emotional support to learners' academic resilience. The finding has illustrated that, the emotional support provided by physical education teachers is a determinant to learners' high level of resiliency in the academe. Previous research lends credence to the idea that learners who exhibit high academic resilience are more invested in their schoolwork than their peers. These learners report greater happiness at school, have more positive relationships with their teachers, and are more active participants in class (Rodríguez-Fernández et al., 2018; Theron et al., 2022). High-resilience learners enjoy a better quality of life overall and a lower risk of mental health problems like depression and anxiety (Dyrbye et al., 2010). Remarkably, learners who are able to bounce back from adversity use both problem- and emotion-focused coping mechanisms at the same time (Lee et al., 2017). Learners who are more academically resilient tend to view emotional expression as a potential asset rather than a hindrance when it comes to meeting their academic obligations, in contrast to less resilient learners. Learners that are academically resilient typically make the most of the relevant and sufficient resources available to them in order to strive for academic outstanding achievement. Furthermore, the findings can be interpreted that as long as learners perceived a higher level of emotional support

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from their teachers, their academic resilience is also being bolstered, thanks to the support being provided by these significant people in the academe (Hoferichter et al., 2022). Similar to the findings of Yuan et al. (2018), this study's findings might be examined to suggest that learners who score higher on the scale for resilience are more likely to report feeling emotionally supported by their instructors.

Meanwhile, it was discovered that PC has no direct influence on learners' academic resilience. As defined earlier, PC is how an instructor is keen on promoting positive interactions with learners leads to an increased opportunity to demonstrate increased academic growth. In line with the findings, it can be construed that the positive climate created by physical education teachers do not bolster the academic resilience of learners. The findings of this study are different based from the investigation of other scholars. For example, the study of Tamášová and Barnová (2011) discovered that there is a significant relationship between learners' level of resilience and their perception of the school climate offered by their teachers. On an important note, this interpretation is highly subjective based on the current events and conditions offered by schools because learners from the same class may perceive the school climate differently. Most importantly, Tamášová and Barnová (2011) emphasizes that lower perception with school climate is affected by a limited capacity to adapt to the school environment, which may explain why learners with low resilience rated school climate more negatively than the group with average and high resilience. Additionally, the research published by Mills (2021) revealed that higher academic resilience was strongly predicted by learners' assessments of the general and academic climates on campus, whereas lower academic resilience was predicted by learners' assessments of the racial climate on campus. The result of this finding is based on the assessment of Mills (2021) concerning the difference between white and black people's perception concerning school climate provided by them by schools and their teachers. Overall, Nimisha and Deepak (2018) suggests that, a learners who receives high-quality emotional programming at school, and that programming is offered in a supportive setting, then that learners will be more resilient than the others in his class.

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Furthermore, it was found that TS can significantly and directly influence learners' academic resilience. TS is intellectualized as a teacher who consistently monitor their learners who needs extra support or assistance. Based on the findings, it can be postulated that teacher who proactively provides extra support and assistance, even outside the scope of the class hour, may significantly strengthens learners' academic resilience. Such as the findings of Karabıyık (2020), it has been emphasized that pre-service English teachers who are highly resilient tend to demonstrate higher adaptive help scores. Meaning, learners may be highly and academically resilient if they tend to seek help, and the significant people in the academe proactively acknowledges. Also, as mentioned by Mirza and Arif (2018), providing explanations, encouraging extended learners responses, and encouraging learners successes may lead to higher academic resiliency score. Therefore, it can be concluded that teachers' willingness and proactiveness to extend their help and assistance to learners may lead to highly resilient individuals.

Lastly, it was also discovered that RAP has a substantial influence on learners' academic resilience. This particular construct is defined as the degree to which an instructor emphasizes perspective concerning flexibility, connections to the present life, autonomy and leadership support, and significant peer interactions. Fascinatingly, it can be concluded that highly academic resilient learners who perceived great emotional support from their physical education teachers display elasticity, positively ambitious image, and encouraging relationship with their peers compared to their counterparts. In the study of Ma (2021), it was emphasized that, learners' individual resources, motivational methods, and academic accomplishment can be predicted in large part by teachers' encouragement of learners' autonomy. Likewise, the findings of Salazar-Ayala et al. (2021) also revealed that, learners' adaptive and resilient behavior in the face of adversity is bolstered when they are provided with autonomy support, as shown by the data. Therefore, teaching that encourages learners' own initiative has been shown to improve their academic performance in higher education (Okada, 2021).

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## Conclusion

The present investigation scrutinized the relationship between teacher emotional support and learners' academic resilience in a sample of undergraduate learners from various minor physical education classes in a college in the Region III, Philippines. Based from the overall findings, the emotional support being provided by physical education teachers is a determinant on learners' academic resiliency that is highly beneficial for them, most especially, for those who are facing adversities in their academic journey. Since most of the studies that were found are conducted in the elementary and secondary level, the following results may provide new insights into practical interventions employed in the context of higher education. Specifically, developing learners' resilience is crucial for increasing their participation and avoiding maladjustments. The study concludes that college instructors should work together with the College Guidance and Formation Office to meet the needs of less resilient learners using resilience-based interventions. Several research over the past few years have confirmed that resilience-based treatments improve learners' well-being.

Furthermore, according to the findings, teachers' emotional support is a key component of successful classroom interactions. In other words, the level of emotional support teachers provide to their learners is an important factor. The findings imply that management should provide extensive training to teachers on how to construct and provide emotional support to their learners from the perspective of professional growth. Policymakers and practitioners should also implement measures to improve teachers' expertise in order to better prepare them to deal with situations of this complexity in the classroom. It's common knowledge that instructors' emotional and professional health can have an impact on their learners.

Importantly, there are caveats to this study that must be taken into account. The participants in this study are restricted to those enrolled in Physical Education courses in a college in Region III, Pampanga. In this regard, the findings of this study cannot be extrapolated to the learners' bodies of other HEIs in the area or the country as a whole, or even in an international level. As a result, it would be interesting to see if similar data were collected from other private and public universities to either corroborate or disprove the claims made in this

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examination by future scholars. Additional variables, such as socioeconomic status (as a moderator or mediator), should be included and tested, according to the results of this study. Teachers may be able to provide more nuanced data on the emotional support they are giving to their learners, hence it is recommended that further studies use a multi-informant strategy to obtain their feedback.

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