

# The Impact of Sports Activities and Teaching Quality on Negative Emotions of Vietnamese Teachers: Mediating Role of Psychological Reliance

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## Abstract

The performance of students and educational institutions would be negatively impacted by teachers' negative emotions, requiring an urgent response. To discover a solution to this problem, the present study examines the influence of teaching quality and sports activities on the negative feelings of Vietnam's teachers. In addition, the article investigates the moderating effect of psychological dependency on teaching quality, sports activities, and negative emotions among Vietnam's teachers. Using questionnaires, the study collected data from the selected teachers. The report also used PLS-SEM using smart-PLS to examine the relationship between the study's variables. The data demonstrated a negative relationship between the teaching quality and sports activities and teachers' negative feelings in Vietnam. The results also revealed that psychological dependency strongly mediates the relationship between teaching quality, sports activities, and negative feelings among Vietnam's teachers. The study aids policymakers in formulating strategies to improve teachers' moods through good teaching qualities and athletic activities.

**Keywords:** Teaching quality, sports activities, negative emotions, psychological reliance

## Introduction

Emotions have an important part in both education and organizations. Emotions have both positive and negative effects on teaching and teachers. Due to the impact of emotions on instructors and education, there is a need for additional research on this subject. Teachers, students, and leaders frequently experience various feelings, including concern, optimism, enthusiasm, boredom, doubt, envy, brooding, love, pride, discouragement, anger, and dissatisfaction. When negative emotions rule a person's life regularly, the structure of their brain changes, putting them in a vulnerable state of a stress reaction in which their thinking and rational faculties are overtaken by anger, anxiety, frustration, fear, and discontentment. The ability to regulate one's emotions is essential, yet not everyone possesses it. Emotional regulation is necessary for recalling, retrieving, transmitting, and integrating new information into existing knowledge. Strangely, students can read the emotions of their professors. When teachers' emotions influence pupils' performance, this is cause for concern (Lazarides & Raufelder, 2021; Mendzheritskaya & Hansen, 2019).

Effective education produces positive emotions. Good teachers are more than well-oiled machines because they are sensitive and passionate persons who connect with their pupils and infuse their work and classrooms with innovation, challenge, excitement, and joy. In other words, good teachers create classroom environments that are stimulating and conducive to learning. Any lack of emotion regulation is detrimental and impairs the effectiveness of teaching and learning. Anger-related emotions affect one's decision-making and problem-solving abilities, harm one's personal and

professional connections, and negatively impact one's health. Diverse factors might lead to discontent and wrath when goals are inconsistent. When a person's expectations are not met, anger and rage often result. Teachers should explain to their pupils that life does not always go as planned and must be prepared for setbacks to manage their emotions (Frenzel, Daniels, & Burić, 2021; Simonton & Garn, 2019). The ultimate goal of teachers is to establish a classroom climate conducive to enhanced student learning. Depending on the emotional expertise of the instructor, classrooms may be engaging or boring.

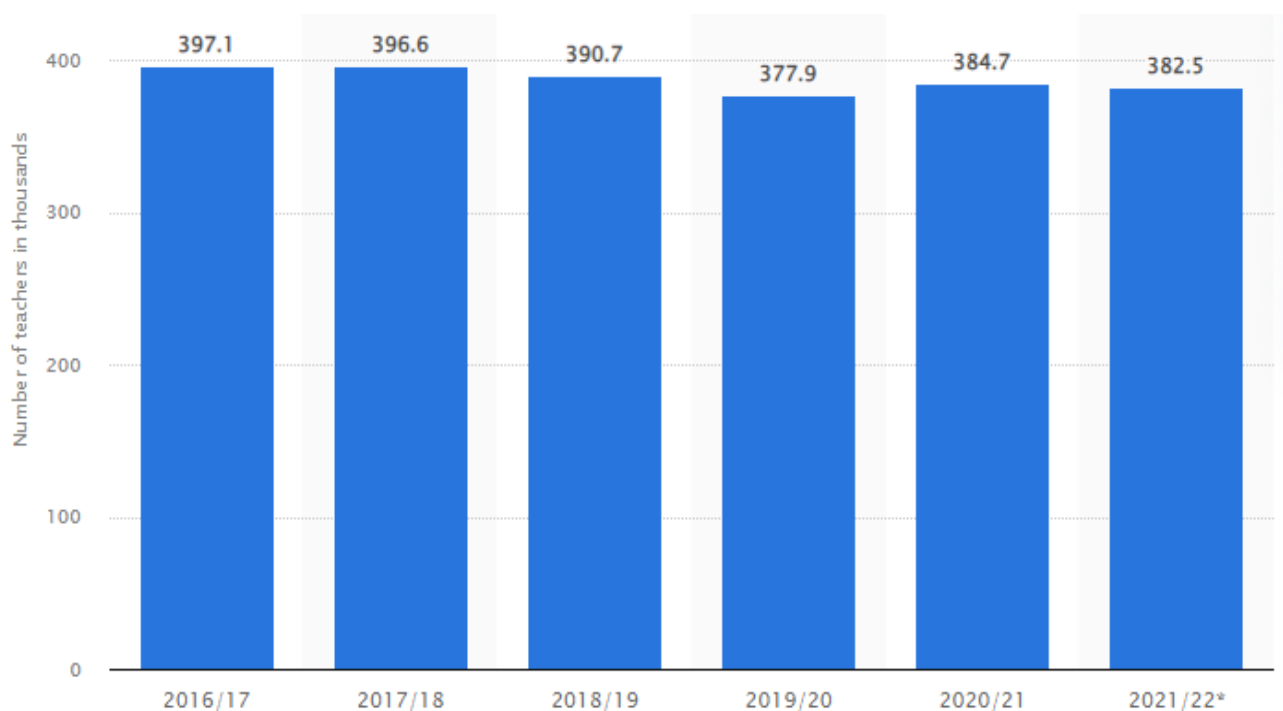
Teaching, learning, and leading are essentially emotional processes, whether by design or by accident, in either a positive or wrong way. Children are extraordinarily observant of their parents' emotions, which they bring to school. Children may carry their anger or sadness to school depending on their parent's feelings. This also means that children's anger and impulsivity at school will increase in proportion to their home environment's instability (Løvoll, Bentzen, & Säfvenbom, 2020; Simonton, Garn, & Mercier, 2021). This suggests that pupils can detect the instructor's mood at any time. This demonstrates that anger affects the family, classroom, and learning contexts since children bring their anger from home to school, particularly to the classroom.

Conversely, the individual's mentality is crucial to overcome destructive emotions. Any psychological problem manifesting as bad feelings or anxiety impairs the teacher's performance. This impacts their teaching career further. To combat this, most educators rely on physical activity and psychotherapy. Psychological dependence is essential to this procedure. Teachers with high psychological support typically overcome

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these phase effects quickly (Müller et al., 2022; Roth & Walshaw, 2019). Figure 1 depicts the amount of primary school teachers in Vietnam. This number of

teachers illustrates the extent of emotional control in Vietnam. The nation must provide solid psychological grounds for teacher improvement.



**Figure 1:** Number of Primary Teachers in Vietnam

Source: Statistica

The gaps in the prior literature that the present study will address are as follows: 1) sportsmen went through several phases during their athletic careers and frequently experienced psychological disorders such as anxiety. Here, things such as school quality assisted them in overcoming this obstacle. In sports literature, emotions are highly valued, but coaching knowledge also plays a significant part. Although emotions from a sports perspective have been studied extensively from various views and multiple times, the field has not yet achieved its pinnacle. A number of its components need to be investigated. 2) Roderick, Smith, and Potrac (2017) examined the relationship between sports work, emotions, and mental health. In contrast, the current study will examine the negative feelings associated with sports activities in Vietnam, with the addition of psychological reliance as a mediator. 3) The model of athletic activities, educational quality, psychological dependence, and negative emotions have not been tested in Vietnam in recent years. 4) Dupré et al. (2020) researched psychosocial changes and emotions, while the current study will examine emotions concerning sports activities and teaching quality in Vietnam. 5) Furley (2020) highlighted the evolutionary approach in sports. However, the current study will also focus on emotions, use psychological dependence as a mediating variable, and test the model in Vietnam using a new data sample. 6) Ha (2021) examined psychological reliance in the presence of the

Covid epidemic. In contrast, the present study will examine psychological reliance as a mediating variable between sports, teaching quality, and emotions in Vietnam. The significance of the present study is twofold: 1) the present study will shed light on the significance of emotions in sports activities and teaching for the community, particularly in Vietnam; and 2) the present study will also be helpful for psychology, sports, and education-related professionals to upgrade their policies to improve education quality, sports activities, and particularly negative emotions. 3) even though several negative emotional features have been studied to date, there are still many unknowns; therefore, the present study will aid future researchers in examining and exploring new areas of social sustainability.

The first chapter will provide a structural introduction to the study, covering the research gap and significance. In the second phase, evidence on athletic activities, teaching quality, psychological dependence, and negative emotions concerning previous research will be presented and debated. The study's methodology, including the collecting of data on sports activities, teaching quality, psychological dependency, and negative emotions, will be described in the third chapter. Following this, the data's validity will be evaluated. In the fourth chapter, the data analysis findings will be provided. Finally, the study's findings, consequences, and recommendations will be given.

## Literature Review

Education is the foundation of every society on earth. Teachers are the backbone of the education system as a whole. Multiple factors, such as poor student performance, educational institution support, and technological innovation, necessitated the instructors' passage through various career phases. Frequently, these concerns deplete the teacher's performance, causing the individual to experience worry or a poor emotional attack. Teachers typically recommend that students participate in sports to help them overcome this negative feelings issue (Laborde et al., 2018; Savcheva & Domuschieva-Rogleva, 2020).

Similarly, an athlete's athletic career consists of numerous phases. Frequently, fluctuations in performance lead to an anxiety-based psychological condition. When the athlete experienced anxiousness, he felt unhappy, described as negative feelings. Often, a sportsperson can overcome these negative emotions caused by poor performance by exerting more effort, but on occasion, this leads to the end of his career. Thus, emotions and sports activities are either positively or negatively related. Behnke, Gross, and Kaczmarek (2020) investigated whether emotions affect athletic performance in this situation. The study focused on the impact of performance emotions on athletic events. 241 male athletes between 18 and 37 were collected and examined as a sample. The study's results demonstrated that emotions significantly impact the enhancement or impairment of an athlete's sporting ability. Since emotions permeate every part of human existence, scientists from various disciplines have investigated their functions to understand better how they influence cognition, well-being, and health. It is important to examine the frequency, intensity, and balance of emotional responses in achievement settings, such as sports (Hahn, 2021; Laborde et al., 2018). Accordingly, Campo, Mackie, and Sanchez (2019) examined the role of emotions in team sports. The study found that emotions play an important role in team sports. Group mentality as a whole contributes significantly to the enhancement of group athletic performance. In actuality, competitive athletes are constantly under pressure to perform well. They may experience emotions such as satisfaction or despair when they win or lose, fury against a dishonest opponent, pride, exhilaration, or even astonishment when they outscore their most formidable opponent. By focusing exclusively on the individual and ignoring the social self, traditional scientific research in the field of sport psychology has established a rather reductionist understanding of emotional processes. However, because emotions are social by nature, they play an adaptive function in human behavior (Lee, Kwon, & Richards, 2019). Thus, the hypothesis drawn from the preceding discussion is as follows:

**H1:** Sports activities significantly influence negative emotions in Vietnamese teachers.

Because emotions permeate every aspect of human existence, academics from various disciplines have studied their role to understand better how they influence cognition, wellness, and health. Examining the frequency, intensity, and balance of emotional experiences in achievement contexts, such as teachers and athletes, is particularly intriguing. Education has a crucial function in human existence. Education teaches people to learn to overcome adversity, which results in negative feelings and anxiety. In this regard, Taxer, Becker-Kurz, and Frenzel (2019) investigated whether instruction quality affects emotional tiredness, as coaching is the most critical aspect of athlete performance. The quality of the instruction cannot be overlooked as an educated and talented coach will ultimately positively affect the athlete's performance. When an athlete experiences a poor performance phase, he experiences unpleasant feelings and worries. Here, the quality of coaching assisted the athlete in overcoming this obstacle. The research examined a sample of 266 educators. The study's findings demonstrated that high-quality instruction helps teachers overcome emotional weariness. In addition, Lazarides and Buchholz (2019) investigated whether the quality of education affects the attainment of emotions. The research was performed in Germany. The data set of 6020 pupils was collected and evaluated using MR analysis. The study's findings indicated that the quality of instruction aided pupils in achieving emotions, notably in mathematics classrooms in German schools. In addition, Mendzheritskaya and Hansen (2019) investigated the function of emotions in education.

According to the study, emotions are significantly related to the teaching and learning process in the higher education system. Teachers are the nation's greatest asset. They experienced a variety of life stages that resulted in favorable or destructive emotions. There are numerous causes for these feelings, including students' support for family concerns, organizational support, financial crisis, and peer support. Corbin et al. (2019) investigated whether the teacher-student interaction assisted teachers in exhausting their emotions in this environment. More intimate relationships were associated with higher levels of emotional exhaustion.

In contrast, teachers who reported tight ties with their students also reported more extraordinary emotions of personal success during the academic year. The significance of instructors' relationships with their students as a component in their well-being is investigated. Therefore, excellent education has an impact on the negative feelings of instructors. Thus, the hypothesis drawn from the preceding discussion is as follows:

**H2:** Teaching quality significantly influences negative emotions in Vietnamese teachers.

Humans experience many periods throughout their lives. These periods are both positive and negative. During

positive periods, the individual experiences positive emotions, sensations, and enjoyment. On the other hand, the negative phase is the opposite. The individual's psychology plays a crucial role in facing and overcoming the positive or negative repercussions of various phases. Psychology studies the human mind, namely the factors that influence individual behavior. This is crucial in regulating pleasant and negative emotions (Kamboj & Garg, 2021). Teachers are society's architects, but they experience negative feelings from various causes. These are also described as psychological problems. Therefore, they favor consulting a psychologist to resolve this issue. Therefore, their dependence on psychology is the key to their improvement (Hellfeldt, López-Romero, & Andershed, 2020).

In this setting, Greenier, Derakhshan, and Fathi (2021) worked on emotion regulation and psychological health. The research was undertaken in Great Britain and Iran. Using SEM, a sample of 108 British and 255 Iranian instructors was collected and analyzed. According to the study's findings, psychological health plays a crucial role in the emotion management of certain teachers. The psychological element can serve as a mediator. Psychological health is a component of psychological capital. As psychological capital is a combination of numerous psychological aspects, such as psychological well-being, psychological attributes, psychological resilience, and psychological dependence, it consists of various psychological elements. Fang et al. (2019) examined the mediating role of psychological reliance through psychological capital in this situation. According to the study, psychological capital might serve as a critical mediator between leadership and conduct. Therefore, psychological dependence can serve as a mediator between emotions. Thus, the hypothesis drawn from the preceding discussion is as follows:

**H3:** Psychological reliance is a mediator in Vietnamese teachers' relationship between sports activities and negative emotions.

In the study of human nature, psychology is crucial. Psychological health is deemed vital for society to

improve their grooming and self-esteem. Psychological reliance aids the individual in overcoming the unfavorable challenges encountered in various life phases. The more they rely on their psyche, the more likely they will handle the circumstance more effectively. Teachers should be emotionally resilient enough to impart their information to facilitate student comprehension. The teachers' troubles should not be reflected in their instruction, as this will cause problems for the students. Guerra-Bustamante et al. (2019) researched psychological well-being and emotional intelligence. The analysis was performed in Spain. The 646-student sample was collected and evaluated. According to the study's findings, emotional intelligence and the capacity to grasp and regulate emotions contribute to an increase in happiness. It is believed that encouraging the development of emotional skills that lead to happiness is most effective throughout adolescence. Consequently, the current study underlines the need for teenagers to engage in activities that increase their emotional intelligence and, therefore, their happiness and emotional well-being. Thus, the hypothesis drawn from the preceding discussion is as follows:

**H4:** Psychological reliance is a mediator in the relationship between teaching quality and negative emotions in Vietnamese teachers.

## Research Methods

The study studies the influence of teaching quality and sports activities on teachers' negative emotions and the moderating effect of psychological reliance between teaching quality, sports activities, and teachers' negative emotions in Vietnam. Using questionnaires, the study collected data from the selected teachers. Utilizing items derived from previous research, the variables are measured. For instance, teaching quality has been examined using five items derived from van der Scheer, Bijlsma, and Glas (2019) as the independent variable. The following items are listed in Table 1.

**Table 1**

### *Measurement Scale for Teaching Quality*

Items	Statements	Sources
TQ1	"I tell my students at the start of the lesson what they are learning."	(van der Scheer et al., 2019)
TQ2	"When I mark my students' work, I write on his/her papers to help them understand."	
TQ3	"I ask at the end of the lesson what they have learned."	
TQ4	"I remind us at the beginning of the lesson what we covered in the previous lesson,"	

TQ5 “I want my students to think carefully about whether his/her answer is correct.”

In addition, sports activities have also been used as the independent variable and measured with twelve items

extracted from [Zurita Ortega et al. \(2018\)](#). These items are given in [Table 2](#).

**Table 2**

*Measurement Scale for Sports Activities*

Items	Statements	Sources
SA1	“How much you found it easy to learn how to play.”	<a href="#">(Zurita Ortega et al., 2018)</a>
SA2	“How much you found it easy to play.”	
SA3	“How much you liked the context of the game.”	
SA4	“How much you liked the cooperative part of the game.”	
SA5	“How much you liked the rules suggested for the game.”	
SA6	“How much you liked the interaction with other players.”	
SA7	“How much you liked the challenges of the game.”	
SA8	“How much you liked the interaction with the game.”	
SA9	“How much you liked the scoring of the game.”	
SA10	“Summarizing how much you liked the game.”	
SA11	“How much you understood how to play.”	
SA12	“How much do you feel identified with this game.”	

Moreover, psychological reliance has been used as the mediating variable and measured with six items

extracted from [Fukase, Murayama, and Tagaya \(2018\)](#). These items are given in [Table 3](#).

**Table 3**

*Measurement Scale for Psychological Reliance*

Items	Statements	Sources
PSR1	“I feel free to express my ideas and thoughts.”	<a href="#">(Fukase et al., 2018)</a>
PSR2	“I like to choose and decide for myself.”	
PSR3	“I have a lot of trouble making decisions by myself.”	
PSR4	“I am not good at expressing my thoughts.”	
PSR5	“I can make decisions.”	
PSR6	“I have confidence in my judgment.”	

Finally, negative emotion has been used as the dependent variable and measured with eight items

extracted from [Preece et al. \(2021\)](#). These items are given in [Table 4](#).

**Table 4**

*Measurement Scale for Negative Emotions*

Items	Statements	Sources
NE1	“When I want to feel negative emotion (such as sadness or anger), I change what I’m thinking about.”	<a href="#">(Preece et al., 2021)</a>
NE2	“I keep my emotions to myself.”	
NE3	“When I feel negative emotions, I am careful not to express them.”	



- NE4 "When I'm faced with a stressful situation, I think about it in a way that helps me stay calm."
- NE5 "I control my emotions by not expressing them."
- NE6 "I control my emotions by changing how I think about my situation."
- NE7 "When I feel negative emotions, I make sure not to express them."
- NE8 "When I want to feel negative emotion, I change how I think about the situation."

The survey selected the professors from Vietnam's top fifty educational institutions. The selection of teachers is based on essential random sampling. The study used human visits and mail to distribute survey questions to the chosen professors. 532 questionnaires were sent out. However, only 290 were returned for a response rate of around 54.51 percent. The report also used PLS-SEM using smart-PLS to examine the relationship between the study's variables. This efficient tool

handles large and small data efficiently and delivers the most accurate estimation, even when the researchers employ sophisticated models. In addition, the study included two independent factors, sports activities (SA) and teaching quality (TQ), one mediating variable, psychological reliance (PSR), and one dependent variable, negative emotion (NE). Figure 2 depicts these variables within the following framework:

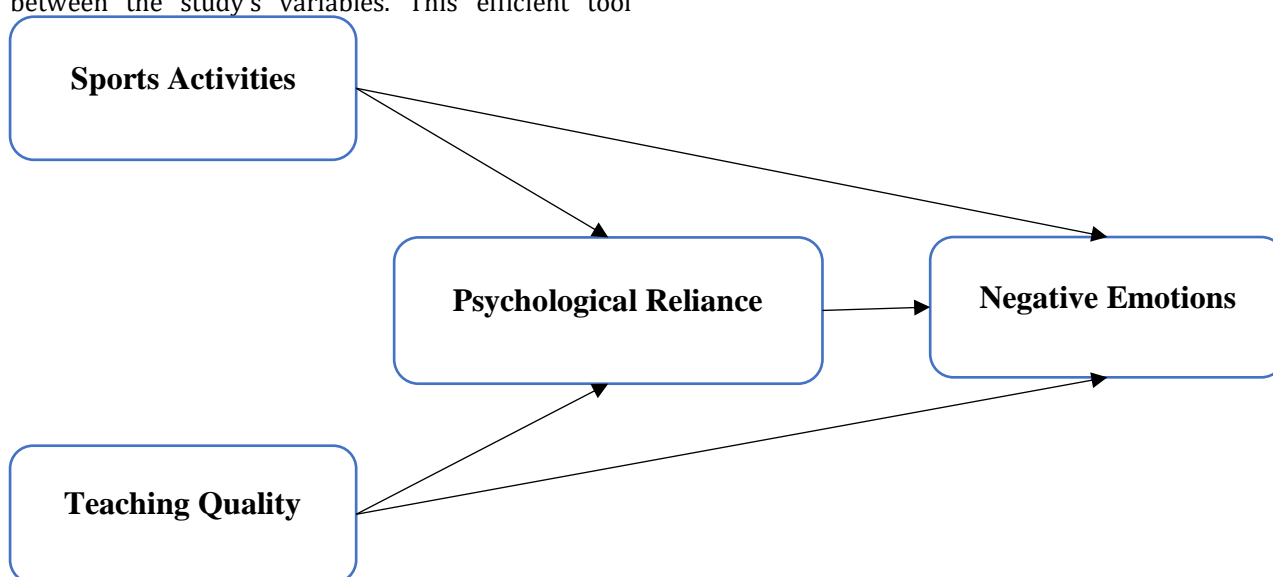


Figure 2: Theoretical framework

### Research Findings

The results demonstrated the link between items. Alpha and composite reliability (CR) values are more significant than 0.70, while average variance extracted (AVE) and factor loading values are more significant than 0.50, as shown in the figures. These numbers revealed a strong association between items. Table 5 displays these numbers.

Table 5

*Convergent validity*

Constructs	Items	Loadings	Alpha	CR	AVE
Negative Emotion	NE1	0.800	0.896	0.917	0.583
	NE2	0.788			
	NE3	0.835			
	NE4	0.597			
	NE5	0.669			
	NE6	0.859			
	NE7	0.763			

Constructs	Items	Loadings	Alpha	CR	AVE
Psychological Reliance	NE8	0.763			
	PSR1	0.844	0.884	0.913	0.638
	PSR2	0.853			
	PSR3	0.817			
	PSR4	0.857			
	PSR5	0.796			
Sports Activities	PSR6	0.594			
	SA1	0.862	0.936	0.947	0.607
	SA10	0.611			
	SA11	0.523			
	SA12	0.580			
	SA2	0.873			
	SA3	0.872			
SA4	0.863				

Constructs	Items	Loadings	Alpha	CR	AVE
Teaching Quality	SA5	0.870			
	SA6	0.851			
	SA7	0.860			
	SA8	0.851			
	SA9	0.589			
	TQ1	0.890	0.904	0.929	0.725
	TQ2	0.747			
	TQ3	0.892			
	TQ4	0.864			
	TQ5	0.855			

The results demonstrated the link between factors. The Fornell Larcker and cross-loadings data revealed that the values representing the association with the variable are greater than those representing the association with other variables. These values demonstrated a lack of association between variables—Tables 6 and 7 display these numbers.

**Table 6**

*Fornell Larcker*

	NE	PSR	SA	TQ
NE	0.764			
PSR	0.422	0.799		
SA	0.454	0.613	0.779	
TQ	0.533	0.422	0.516	0.851

**Table 7**

*Cross-loadings*

	NE	PSR	SA	TQ
NE1	<b>0.800</b>	0.347	0.372	0.468
NE2	<b>0.788</b>	0.348	0.402	0.448
NE3	<b>0.835</b>	0.343	0.395	0.442
NE4	<b>0.597</b>	0.210	0.296	0.313
NE5	<b>0.669</b>	0.238	0.305	0.268
NE6	<b>0.859</b>	0.370	0.354	0.462
NE7	<b>0.763</b>	0.330	0.312	0.394

NE8	<b>0.763</b>	0.353	0.321	0.409
PSR1	0.346	<b>0.844</b>	0.520	0.317
PSR2	0.326	<b>0.853</b>	0.508	0.353
PSR3	0.299	<b>0.817</b>	0.552	0.358
PSR4	0.425	<b>0.857</b>	0.510	0.392
PSR5	0.353	<b>0.796</b>	0.525	0.332
PSR6	0.257	<b>0.594</b>	0.261	0.252
SA1	0.421	0.409	<b>0.862</b>	0.472
SA10	0.172	0.636	<b>0.611</b>	0.234
SA11	0.154	0.558	<b>0.523</b>	0.211
SA12	0.167	0.627	<b>0.580</b>	0.249
SA2	0.444	0.412	<b>0.873</b>	0.480
SA3	0.422	0.425	<b>0.872</b>	0.479
SA4	0.430	0.402	<b>0.863</b>	0.482
SA5	0.447	0.407	<b>0.870</b>	0.482
SA6	0.468	0.363	<b>0.851</b>	0.470
SA7	0.428	0.400	<b>0.860</b>	0.476
SA8	0.465	0.363	<b>0.851</b>	0.468
SA9	0.166	0.321	<b>0.589</b>	0.254
TQ1	0.465	0.361	0.449	<b>0.890</b>
TQ2	0.404	0.344	0.399	<b>0.747</b>
TQ3	0.462	0.368	0.455	<b>0.892</b>
TQ4	0.463	0.343	0.447	<b>0.864</b>
TQ5	0.472	0.376	0.445	<b>0.855</b>

The findings indicated the correlation among variables. The Heterotrait Monotrait (HTMT) ratio's figures showed that the values are lower than 0.85. These values exposed low correlation among variables. Table 8 shows these figures.

**Table 8**

*Heterotrait Monotrait ratio*

	NE	PSR	SA	TQ
NE				
PSR	0.467			
SA	0.497	0.660		
TQ	0.586	0.471	0.562	

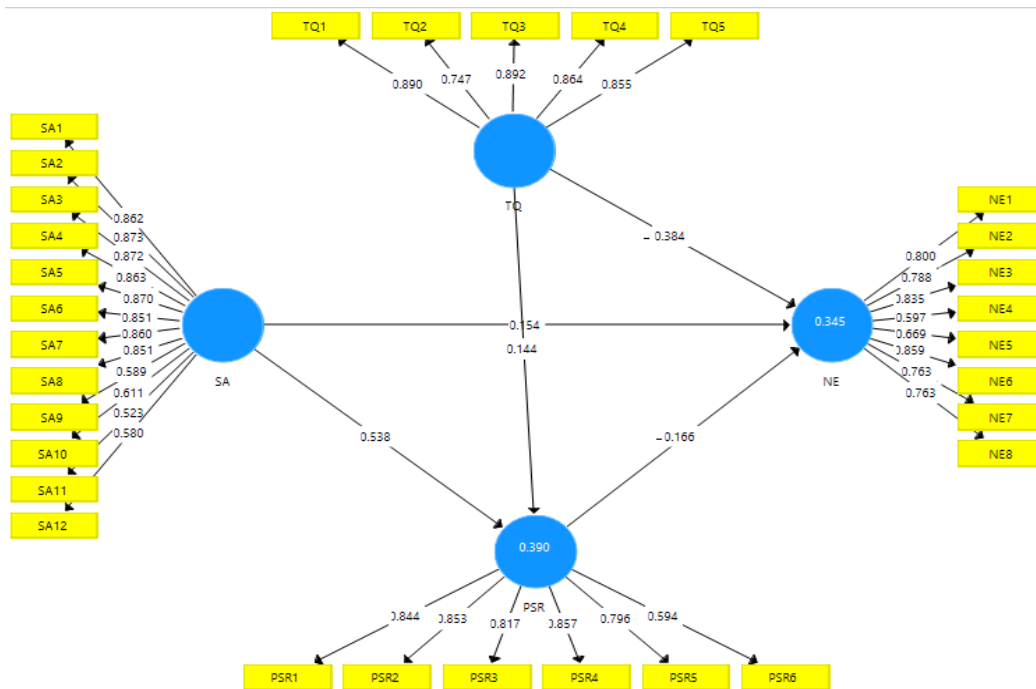


Figure 3: Measurement model assessment

Accept H1 and H2 based on the findings that the teaching quality and sports activities have a negative correlation with the negative emotions of teachers in Vietnam. In addition, the results revealed that psychological reliance strongly influences the relationship between teaching quality, sports activities, and negative feelings among teachers in Vietnam and supports hypotheses H3 and H4. This information is displayed in Table 9.

Table 9

*A path analysis*

Relationships	Beta	S.D.	T Statistics	P Values
PSR -> NE	-0.166	0.078	-2.138	0.017
SA -> NE	-0.154	0.088	-1.745	0.042
SA -> PSR	0.538	0.050	10.840	0.000
TQ -> NE	-0.384	0.065	-5.924	0.000
TQ -> PSR	0.144	0.058	2.476	0.007

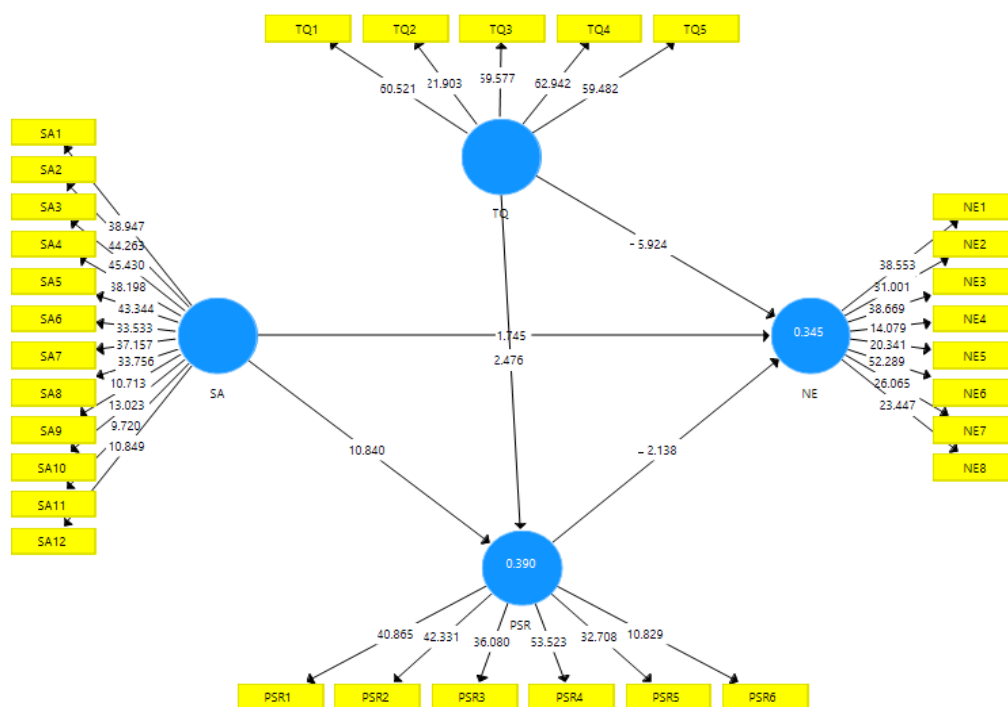


Figure 4: Structural model assessment



## Discussions

The results indicated that sports activities negatively affect teachers' unpleasant moods. According to a recent study by [MacIntyre, Gregersen, and Mercer \(2020\)](#), educational institutions where unique events are held for teachers to entertain themselves by watching or participating in sports activities have students who focus on something distinctive and recreational for a specific duration. This diverts the teachers' attention away from unfavorable matters and reduces negative feelings. These findings are consistent with the research conducted by [Koenen et al. \(2019\)](#), demonstrating that certain teachers suffer due to personal issues. In this circumstance, they feel unpleasant and cannot concentrate fully on their job. Teachers can overcome unpleasant emotions and escape painful memories if specific sporting events are created for teachers. The results revealed a negative relationship between education quality and instructors' unpleasant feelings. These results are consistent with previous studies conducted by [Richards \(2022\)](#). The research suggests that the enhancement of education quality is a process involving concentration, attention, motivation, learning, and instruction. This gives teachers the ability to control their emotions. Therefore, they can conquer bad feelings. These results are also consistent with the findings of [Zhao, Han, Lin, Zhang, and Li's \(2022\)](#) study, which indicates that in educational institutions where teachers are provided with learning and training classes for the improvement and maintenance of education quality, the teachers remain refreshed and do not succumb to negative emotions.

The study's results suggested that psychological dependency considerably mediates the relationship between sports activities and teachers' unpleasant feelings. Previous research by [Lavy and Eshet \(2018\)](#) supports these findings. According to an earlier study, sports activities foster self-efficacy and mental skills, decreasing psychological dependency. The decrease in psychological dependence gives teachers courage, allowing them to face unfavorable feelings. These findings are consistent with [Buri, Slikovi, and Penez's \(2019\)](#) findings, which demonstrate that participation in sports helps teachers overcome unpleasant emotions by decreasing their psychological reliance. The study's results suggested that psychological dependency plays a vital mediation function between teachers' negative emotions and education quality. These findings are corroborated by a previous survey by [Burić et al. \(2019\)](#), which demonstrates that education quality maintenance decreases teachers' psychological dependency, assisting them in overcoming negative feelings. These findings are consistent with the research conducted by [Harmsen et al. \(2018\)](#). When educators strive to maintain the quality of education under institutional norms, they can eliminate psychological dependence and

consequently manage negative emotions.

## Theoretical implications

As a result of this study's numerous additions to the body of knowledge, scholars may be able to apply some of its findings to future research after reviewing it. This study investigates the effects of physical activities and instructional quality on teachers' negative moods. In the past, authors have investigated and explored the relationship between athletic activities and teaching quality in conjunction with the negative emotions of instructors through various studies. The material is augmented by simulator evaluations of the association between athletic activities, teachers' teaching quality, and negative emotions. In the previous research, the relationship between psychological reliance and negative sentiment has been examined. Still, relatively few studies have examined the moderating effect of psychological dependence on the relationship between sports activities and teaching quality and the negative emotions of teachers. This study contributes to the body of knowledge by studying the moderating effects of psychological dependence on these characteristics.

## Empirical Implications

The current study would be valuable for improving education performance in any education sector, including the education system in Vietnam. It targets the negative emotions that limit teachers' performance and potentially harm the school system. The study instructs the education ministry and educational institutions on organizing support activities for teachers to manage their negative emotions. To combat teachers' negative feelings, the study recommends that the education administration formulate policies that enhance education quality. In addition, it has been suggested that if athletic activities are supported for teachers and children within the institution or on an outside platform, the teachers' psychological reliance can be managed, decreasing negative emotions. The study aids policymakers in formulating strategies to improve teachers' moods through good teaching qualities and athletic activities. In addition, if institutions have a policy to improve the quality of education, the psychological reliance of instructors can be managed, and this decrease in psychological dependence lessens unpleasant feelings.

## Conclusion

The study aimed to determine the effectiveness of sports activities and to teach quality in managing negative emotions among instructors. In addition, the role of psychological dependence in the relationship between sports activities, teaching quality, and negative teacher emotions was to be investigated. In

the Vietnamese school system, questionnaires were circulated to collect data on sports activities, leading quality, psychological dependency, and negative feelings of instructors. The results revealed a beneficial relationship between sports activities and teaching quality and the negative emotions of teachers. The study indicated that if the institution's education management arranges sports events for students and teachers, the teachers will find some form of recreation in their professional lives. These exercises foster happiness among educators and aid in overcoming bad feelings. The study also found that when educational institutions prioritize improving education quality, teachers can overcome unpleasant emotions because they are not fixated on a single event or circumstance. In addition, the study found that participation in physical activities and the enhancement of teaching quality lessen instructors' psychological dependence. The elimination of psychological support enables teachers to control their unpleasant emotions.

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## Limitations

In addition to the consequences, the current study includes a few drawbacks. In subsequent research, authors can overcome the heightened constraints. This study examines the effects of only two variables, sports activities and teaching quality, on the negative emotions of instructors. While writing a study on teachers' negative emotions, the authors must consider several aspects. This study sheds insight into the role of psychological dependence as a mediator between sports activities, teaching quality, and negative teacher emotions. It is advised to the authors that they incorporate a mediator between sports activities and teacher negative emotions and teaching quality.

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