

The Relationship among Practical Intelligence, Yuarn-Feng Beliefs, Mental Health and Job Performance for the Preschool Teachers

Hsing-Ming Lee¹ and Mi-Tao Chen²

¹ *Department of Early Childhood Education and Care, Shu-Te University*

² *Department of Education, National Kaohsiung Normal University*

This study is aimed at exploring relationship among preschool teachers' practical intelligence, Yuarn-Feng beliefs, mental health, and job performance. Face to face questionnaire survey is conducted with 302 preschool teachers from Kaohsiung City and Kaohsiung County. The major instruments for this study are preschool teacher situational judgment questionnaire, Yuarn-Feng beliefs scale, mental health scale, and job performance checking scale. The obtained data is analyzed by confirmatory factor analysis(CFA), product-moment correlation, and structural equation modeling (SEM). According to confirmatory factor analysis, preschool teachers' practical intelligence includes abilities to adapt, shape, and select their environment. Preschool teachers' Yuarn-Feng beliefs includes Yuarn attribution (fatalism) and Feng attribution (will-power) about real life.

Preschool teachers' mental health includes well-being memory, happy emotion, and compatibility for psychological condition. Preschool teachers' job performance includes in-role and extra-role behavior in working setting. Based on product-moment correlation, we find that preschool teachers' practical intelligence is positively correlated with job performance, Yuarn attribution is positively correlated with mental health, Feng attribution is positively correlated with job performance. However, structural equation modeling analysis shows data fit our hypothesized model quite well. In other words, mental health, job performance of preschool teachers is significantly influenced by their practical intelligence, Yuarn-Feng beliefs.

Keywords: *job performance, mental health, practical intelligence, Yuarn-Feng beliefs*

