



**MODERATING EFFECT OF PHYSICAL EDUCATION
MOTIVATION ON THE RELATIONSHIP BETWEEN POSITIVE
EXPERIENCES AT SCHOOL AND PHYSICAL EDUCATION
SELF-EFFICACY OF HIGH SCHOOL STUDENTS**

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Abstract:

The purpose of this study was to determine the moderating effect of Physical Education motivation on the relationship between positive experiences at school and PE self-efficacy of high school students. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 Grade levels 11 and 12 students of the 3 public secondary schools in Jose Abad Santos 2, Davao Occidental, Region XI. The researcher utilized stratified random sampling and an online survey mode of data collection. The researcher also utilized the statistical tools: mean, Pearson r and moderation analysis. From the results of the study, it was found that there is a very high level of positive experiences at school, high levels of PE self-efficacy in high school students and physical education motivation. Furthermore, there is a significant relationship between positive experiences at school and the PE self-efficacy of high school students. Also, there is a significant relationship between physical education motivation and PE self-efficacy of high school students, and a significant relationship between physical education motivation and positive experiences at school. Moreover, there is no moderation in the effect of physical education motivation on the relationship between positive experiences at school and PE self-efficacy of high school students.

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1. Introduction

Low levels of physical activity self-efficacy can lead to a decrease in motivation to be active. Also, student physical activity decline as students age (Murphy, 2021). Those with weak academic self-efficacy have a lower willingness to choose challenging tasks, ineffective use of learning strategies, more anxiety, and less effort and academic achievement, compared to those with a strong sense of self-efficacy. A decrease in physical activity is related to lower emotional self-efficacy in students, who do the less physical activity than recommended. Individuals with low self-efficacy allow negative experiences to weaken them as they give up on their goals. If an individual with a weak self-perception attempts to do a task, such person will more likely surrender in the presence of obstacles, resulting in weaker self-efficacy (Bailey, 2016; Bertills et al., 2018; Solmaz, 2015).

Even though most of the people may fail at some point or at some stage in their lives, they have to consider failure as one step toward success which includes learning from failure and knowing how to deal with it. The importance of self-efficacy includes its role in individual cognition, motivation, emotion, and selection. Self-efficacy affects cognitive processes in goal setting, attributable style, psychological expectations, and motivation when facing different tasks. Expectations of personal efficacy are derived from primary sources of information namely: accomplishments, vicarious experience, verbal persuasion, and physiological states (Wang et al., 2020). By successfully completing a task, a general sense of capability can improve. Practice, effort and persistence are examples of qualities needed to succeed in a school subject and the positive effects of self-efficacy on academic achievement are well established (Bertills, 2019).

Students' learning experiences can have a positive influence on their attitude and behavior in physical education classes. As teachers guide student learning, teachers with higher self-efficacy may be able to use a variety of methods to stimulate students' motivation and create a quality learning atmosphere, both of which could promote students' learning satisfaction. In an examination of the students' perspective in the design and implementation of the physical education curriculum found that one-third of the participants would not choose physical education if the program were offered as an optional subject and that more than 50% of the students from grades 10 and 11 disliked the content of most physical education programs. Based on a socio-cognitive perspective of motivation, a previous study examined the relationships among academic self-efficacy, students' expectancy-value beliefs, teaching process satisfaction, and academic achievement. Its main aim is to identify some motivational-underlying processes through

which students' academic self-efficacy affects student achievement and satisfaction (Betoret et al., 2017; Pan, 2014).

There are only a few studies that discussed the moderating effect of physical education motivation on the relationship between positive experiences at school and the PE self-efficacy of high school students. Moreover, the researcher has not come across of a study that specifically dealt with the moderating effect of physical education motivation on the relationship between positive experiences at school and PE self-efficacy of high school students in the local setting and in Region XI which could be a benchmark for the development plan. This study wants to find out the moderating effect of physical education motivation on the relationship between positive experiences at school and PE self-efficacy of high school students to effectively carry out the objectives of their courses. It is along the above-stated scenarios that this study is conducted. Thus, the findings of this study would add to the emaciating literature on the moderating effect of physical education motivation on the relationship between positive experiences at school and PE self-efficacy of high school students.

2. Literature Review

2.1 Positive Experiences at School

A positive and communal school climate demonstrates many beneficial outcomes for all members of the school community. Such schools have lower levels of school violence (Johnson, 2009; Steffgen, Recchia & Viechtbauer, 2013). Students in these schools demonstrate better socio-emotional adjustment, stronger academic achievement, and lower levels of dropping out and absenteeism (Bear, Yang & Pasipanodya, 2015; Klein, Cornell & Konold, 2012; Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013).

In the research by Telef (2016) which utilized the Positive Experiences at School Scale, the Comprehensive School Satisfaction Scale for Children and the Positive and Negative Experiences Scale were used for data collection. As a result of confirmatory factor analysis, fit indices related to the model were observed to be at an acceptable level. The results of a convergent validity study showed that positive experiences at school were positively associated with school satisfaction and positive experiences, and were negatively associated with negative experiences. Results showed that the scale was a valid and reliable instrument for evaluating positive school experiences in Turkish culture.

The first indicator of positive experiences at school is gratitude. Research suggests that gratitude is not simply a cultural construct. It has deep roots that are embedded in our evolutionary history, our brains and DNA, and in child development. Studies from neuroscience have identified brain areas that are likely involved in experiencing and expressing gratitude, providing further evidence for the idea that gratitude is an intrinsic component of the human experience. Additionally, a few studies have identified specific genes that may underlie our ability to experience gratitude (Allen, 2018). Also, gratitude

has been defined by Layous et al. (2017) as a general tendency for people to appreciate the good things in their lives may it be as a trait, habit, moral virtue, or coping resource as well as a transient emotion elicited from particular situations or reflections.

The next indicator of positive experiences at school is zest, a new concept in educational management, that is grounded in positive psychology and can be linked to all types of professions in addition to job and life satisfaction (Hoy & Tarter, 2011). Lent and Brown (2006) describe job satisfaction as the state of being content or emotionally positive concerning work or professional experience. Conversely, life satisfaction is the feeling of general well-being, with previous studies finding that teachers' job and life satisfaction are positively interrelated (Lent et al., 2011). Peterson and Seligman (2004) identify zest as approaching life with hope, energy and excitement in their classification of the features of good character. To Park and Peterson (2010), zest means living life adventurously and feeling oneself active and alive, rather than performing actions unwillingly or incompletely. Additionally, it is stated by Josephson and Vingård (2007) that the concept of zest derives from the concept of pleasure in life and means the level of enthusiasm and satisfaction from the current working condition. The concept of zest can be interpreted as a broader concept than job satisfaction.

The third indicator of positive experiences at school is optimism. Optimism is defined through the theory of attribution (Heider, 1958). An optimistic person is defined as one that makes attributions to positive events internal or dispositional, fixed and global, and external or situational, not fixed and specific attributions to negative events. Optimism is seen as a realistic construct that looks at what an employee can or cannot do, as such, optimism strengthens effectiveness and hope.

In addition, positive psychology dictates that taking an optimistic point of view encompassing every opportunity, motivation and human skill under consideration has psychological and physiological benefits. Within this framework, Luthans and Youssef (2007) developed a new paradigm and suggested psychological capital, which identifies the skills associated with self-efficacy, resilience, optimism, and hope as facilitators of pro-active harmony and strengthens the behavior and attitude towards work commitment, commitment to others and to the organization. In the findings of Roche, Haar and Luthans (2014) suggested that positive psychology contributes to improving individual and collective functioning and promotes psychological well-being. Positive experiences strengthen minds and shape behaviors because they prepare people for day-to-day adversities and stimulate the boldness required to tackle problems.

The last indicator of positive experiences at school is persistence. Researchers have sought to understand the influence of college academic performance on persistence by conducting both national and institutional studies from the first to the second year and beyond (Gifford, Briceno-Perriott, & Mianzo, 2006). Pascarella and Terenzini (2005) found college grades to be one of the most consistent predictors of student persistence and degree completion. Reason (2003) reported a significant relationship between college academic performance and persistence.

Currently, a public outcry exists for colleges and universities to be more accountable in supporting students' persistence to graduation (Nelson, 2012; U.S. Department of Education, 2006). The response to this outcry and the research on college persistence and academic success has been the implementation of initiatives to support students' transitions from high school to college. These initiatives appear to focus on pre-admission/pre-college attributes such as family background, socioeconomic status and academic performance measured by high school GPA, SAT and ACT scores.

2.2 PE Self-Efficacy of High School Students

On a students' perspective, self-efficacy is seen in a different manner but interrelated with teachers as well. Having such self-efficacy will give the students the courage to learn other people's insights. They will have an open mind towards the perception of each individual and know how to tackle more ideas when confronted with tasks which are viable and applicable and suited for the said individual. They can also see their previous performance and things that they needed to improve based on the said performance. They will manifest the skills they have brought in the past and improve the other aspects within them. Also, they will have this social persuasion that will motivate them. The peers surrounded by people with self-efficacy can infect other people which will create a healthy environment for learning experiences (Relajo-Howell, 2017).

The first indicator of PE self-efficacy is motivation. The importance of motivation is vital towards the success and progress of a being, especially for a student. Motivation is crucial towards energy level since it truly improves an individual to push themselves forward to become better individuals and be competent in their own field. Motivation will provide happiness to people towards their tasks despite the difficulty they have encountered. Having such a motive is like a domino effect that will persuade people to surround to behave with such efficacy as well and have the drive to have a better performance (Zambas, 2019).

However, there are instances when students will become unmotivated at a certain moment. They will not have the care to give such effort towards a task, lowering the standards that will make them unproductive and it will affect the motivation of the students. One should find some connection to continue to become productive in a task. Another one is doubting their potential. Doubting such potential is a problem especially when someone is needed to showcase such skill to the masses. Lastly, an unidentified problem or obstacle can lose the pace of an individual. It will not give them the drive to continue due to unfinished business. That is why it is needed to assess an individual itself for their current condition and problems to know what to improve (Clark & Saxberg, 2019).

The perceived level of power is the second indicator of PE self-efficacy. It is stated by Zulkosky (2009) stated that perceived power is more on attaining awareness or understanding towards a certain task and trying to breakdown parts based on the amount of effort to have a clearer vision of standards for an individual. It is the capability

of a person to perform or execute actions with critical thinking and motivated behavior that will drive them to reach a certain layer of standard.

Coping mechanisms of an individual with the perceived level of power can identify and measure the amount of effort needed for an individual to exert in order to make things acceptable. With this kind of trait, individuals have control over making a task at their own method and pace in order to identify their strengths and weaknesses (Ackerman, 2018).

The next indicator of PE self-efficacy is administrative support. Administrative support pertains to the help of the people that are in the higher-ups. For students, they are needed to have the support of the administration especially the ideas that they can incorporate into the class and some activities that could solidify their learning which is beneficial for themselves and even to the institution. In addition, the provision of administrative support will bring a wider variation of skills and talents within an individual in an institution thus making complex and difficult projects easier to understand. Administrative support is strong enough to give motivation to the people for massive productivity in the industry and in this case, the academe. In other words, the traits of the administrator will affect the actions of the teachers and the students as well (iStaff, 2014). With the help of administrators, students will realize their ultimate potential which will bring passion and motivation to the atmosphere (Half, 2016).

The fourth indicator of PE self-efficacy is teacher morale. Teacher morale is the confidence of the people and how the teacher will draw the attention of the students through their charisma. A teacher should be open to their students and create a strong connection. Teacher morale can be affected by the following situations: the feeling of powerlessness which indicates that a teacher should have a sense of authority and presence so that the students will gain attention to the teacher, excessing visitation where consideration takes place which gives the teacher less power, lack of confidence, which states that a teacher does not have the sufficient self-esteem to be able to express himself/herself to the class and to their peers, an ineffective instructional practice which states about teacher's lack of preparation and detail towards strategies and plans towards a certain class and ineffective professional development opportunities which states about teacher's lack of experience and exposure towards teaching and his/her growth in the academe (Lane, 2018).

Lastly, there should be active interaction with faculty and students as well. There should be clear communication despite the boundary of the position. It is not the reason for the students not to know the teacher just because of the high position he/she has among the students. Getting to know the people especially the superiors will give them a great notion that there is communication and interaction despite of the levels of position (Jenkins, 2017).

The final indicator of PE self-efficacy is classroom methods. Classroom methods are tactics of instructors, teachers, professors, and many more for them to educate students in the most effective way depending on the situation that they are handling.

Bohren (2019) mentioned that every person has their own method to learn which is why a teacher should know themselves to cater for people as much as possible because of the students' differences in terms of pace and techniques towards learning.

Additionally, there are strategies that teachers can acquire for them to have a better learning environment. The first aspect is visualization. Using writing boards, videos, and pictures gives the student a steadier idealization of things. Cooperative learning is also a good strategy. Encouraging students to interact with the teachers is also effective. Communication is crucial in the professional field. Differentiation is also a strategy. It is important to look at the students' capabilities. Behavior management is also a great thing to consider. It is important for students to have a great set of values. Lastly, professional development is also a good method to use. Encouraging students to meet professionals through seminars and programs can give them insights into things that they should work on (Quizalize, 2019).

2.3 Physical Education Motivation

The lack of motivation for success would affect students' enthusiasm, zeal, and commitment to learn (Al-Zoubi & Younes, 2015). The consequences of actions affect environmental conditions and experiences that further influence related internal academic motivational processes (Hardre & Hennessey, 2010). It has become evident that school children do not presently engage in sufficient levels of physical activity, partly due to social and environmental changes such as excessive TV and computer use and pressures of standardized testing in society. This partially leads to dramatic increases in the prevalence of overweight and obesity among this population and will cause health problems like type 2 diabetes, cardiovascular disease, and low self-confidence in the future (Gao, 2011).

The need for autonomy as the first indicator of PE motivation represents individuals' inherent desire to feel volitional and to experience a sense of choice and psychological freedom when carrying out an activity (Ryan & Deci, 2000). Hackman and Oldham (1976) defined autonomy in terms of substantial freedom, independence and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out. Employees might, for instance, follow-up a request from their supervisor and thus fail to be independent but nonetheless act willingly because their supervisor provided them with a meaningful rationale for doing so (Soenens et al., 2007). Full autonomy permits the determination of goals and their accomplishment by learners and allows them to determine how much to learn. On the other hand, the decision-making power of the learner is restricted when there is a lack of autonomy. In a thoroughly autonomous learning environment, learners make decisions involving both planning and implementation (Fotiadou et al., 2017).

The next indicator of PE motivation is competence which is defined as individuals' inherent desire to feel effective in interacting with the environment. It is prominent in the propensity to explore and manipulate the environment and engage in challenging tasks

to test and extend one's skills. Competence satisfaction allows individuals to adapt to complex and changing environments, whereas competence frustration is likely to result in helplessness and a lack of motivation (Ryan & Deci, 2000).

Motivation, the ability to learn, identify and creatively solve problems are also skills which seem to be becoming the more permanent values of education (Brecka & Valentova, 2017). Competence also involves self-regulated learning which is a cyclical, self-initiated process that involves cognitive, metacognitive, and motivational systems; behavior; and adaptation of learning situations in order to achieve student goals. Self-regulation, along with metacognition, is an important part of the learning to learn competence, and certain elements of meta-learning, such as planning and monitoring the learning process, can be described as self-regulation. Self-regulation is considered to exceed metacognition because it includes affective, motivational, and behavioral monitoring and self-control processes (Letina, 2020).

The need for relatedness as an indicator of PE motivation is defined as individuals' inherent propensity to feel connected to others, that is, to be a member of a group, to love and care and be loved and cared for. The need for relatedness is satisfied when people experience a sense of communion and develop close and intimate relationships with others (Ryan & Deci, 2000).

The assumption that individuals have the natural tendency to integrate themselves into the social matrix and benefit from being cared for is equally emphasized in developmental approaches such as Attachment Theory. It is consistent with concepts in organizational psychology such as social support and loneliness at work (Wright et al., 2006). The fulfillment of the relatedness needs facilitates the process of internalizing external values because people tend to internalize and accept as their own the values and practices of those to whom they feel, or want to feel, connected, and from contexts in which they experience a sense of belonging (Kim et al., 2018).

The fourth indicator of PE motivation is intrinsic motivation. Social and environmental factors can facilitate or undermine intrinsic motivation when individuals meet specific conditions that are enforced to express their feelings. For instance, perceived intrinsic motivation could be gradually developed by satisfying the needs for relatedness, competency, and control (Roca & Gagné, 2008). In addition, intrinsic motivation comes from within of humans and not as an effect of external impulses. When people are motivated because that action is important for their own and appears self-sustained, then it can be said that it is they are intrinsically motivated (Edwards & Johansen 2015). It is also performing an activity for the pleasure inherent in the activity (Story, Stasson, Mahoney & Heart, 2008) rather than for some outward and separable outcomes resulting in an external reward or recognition. In a study done by Lee, Reeve, Xue and Xiong (2012), it was learned that intrinsic motivation is actually a complex neurophysiological activity wherein an individual goes through an intense psychological process that stems from inherent feelings.

The fifth indicator of PE motivation is extrinsic motivation. Extrinsic means external factors that motivate a man or a group of men to do something. For instance, it can be money rewards, careers, prizes for employees' competition and many more. Extrinsic motivation relates to incentives or rewards that come from external sides. Such rewards like money, promotion, recognition, career opportunities and others. In other words, it is something usually tangible or a purpose that comes needs to be chased by an employee (Filimonov, 2017). Furthermore, when employees are extrinsically motivated, they have the desire to do the work in order to get some benefits such as a suitable salary, and bonuses, rather than the work itself (Catania & Randall, 2013). So, extrinsic motivation is easier to be noticed in our life, for example; workers work for their salaries and students go to schools and universities just to get their certificates. Depending on the self-determination theory, extrinsic motivation is divided into four types, external regulation, identification, introjections, and integration (Ayub, 2010). Extrinsic motivation describes the effect of external factors on an employee's motivation level (Qayyum & Sukirno, 2012).

The last indicator of PE motivation is amotivation which refers to a lack of intentionality and thus the relative absence of motivation (Vallerand, 2001). Put differently, it is a state in which individuals do not perceive any contingency between their behavior and the subsequent outcomes of their behavior; they experience a lack of control and therefore are unable to perceive any motives for enacting a behavior. In the realm of sport and physical activity, amotivation has been correlated with dropout among competitive swimmers and handball players and boredom, low involvement, and nonattendance in school physical education (Ntoumanis et al., 2004; Sarrazin et al., 2002).

Lastly, amotivation includes the specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. Demotivation is not caused by more attractive options nor stronger distractions, gradual loss of interest, or internal processes of deliberation without the influence of specific external triggers. Also, demotivation does not equate to the complete annulment of the initial positive basis of motivation; on the contrary, it was the observation that the resultant motivational force has been greatly reduced by a highly detrimental influence, whilst not neglecting the fact that other positive influences might also come into play (Chong et al., 2019).

2.4 Correlation between Measures

It is stated in Bandura's self-efficacy theory that positive experiences are one of the main sources that influence the efficacy of the individual student and alter efficacy beliefs through the transmission of competencies and comparison with the attainment of others (Bandura, 1997). Multiple studies have provided evidence of the role that positive experiences play in influencing self-efficacy. A positive experience, within the context of student efficacy, refers to an individual observing another individual learn. Positive experiences are a common component of student education programs and occur during

the student's field experiences. The impact that positive experiences have on an individual's self-efficacy varies for every student (Wagler, 2011).

For example, based on the five-factor model of personality, Djigić, Stojiljković, and Dosković (2014) found that teachers with higher levels of openness to positive experience and conscientiousness reported a stronger sense of efficacy. Sousa et al. (2012), in their study involving frontline service employees, showed that also personal values are significant predictors of workers' self-efficacy. Specifically, openness to change values such as self-direction, stimulation, and hedonism and self-enhancement values like power and achievement are both positively related to self-efficacy.

Further, it is stated by Arslan (2012) that students' self-efficacy beliefs are formed in accordance with the information they obtain from four sources, namely performance accomplishments (enactive mastery experiences), positive experiences, verbal (social) persuasion and psychological states. Positive experiences refer to the information students obtain by constructively comparing their performances with those of their friends. When a student observes that his/her performance is better than those of his/her friends, his/her self-efficacy beliefs will get improved.

Furthermore, in the field of motivation, the study of stimuli and responses is to assess the type and causes of stimuli that could trigger an appropriate response to a variety of learning situations. Educational research has long recognized two basic types of motivational orientations, intrinsic and extrinsic, that have potentially different consequences on learning (Standage, Duda, & Ntoumanis, 2005). Additionally, it is stated by Harackiewicz, Smith and Priniski (2016) that interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. Interest is both a psychological state of attention and affection toward a particular object or topic, and an enduring predisposition to reengage over time.

In addition, no significant difference was found in terms of self-efficacy, motivation and academic performance between generational groups. This contradicts previous research findings (Horn & Nunez, 2000; Ramos-Sánchez & Nichols, 2007) that highlight the effect and moderating effect of generational status. Although generational status had no significant effect on the academic performance of the participants, first-generation students did not show any tendencies towards high levels of self-efficacy and academic motivation (Mbatha, 2015).

Also, the existence of elements such as perception capacity, effort, goal orientation, focusing on work, self-efficacy and self-evaluation are at the top of the factors affecting motivation. On the other hand, it was also expressed that self-efficacy belief, which is one of these factors, does not only support the resistance and effort shown by individuals against any situation, but it also supports motivation. Self-efficacy belief affects people's thoughts, feelings, the direction of their actions and the nature of the methods they use to motivate themselves, and as a consequence, it determines the level of enthusiasm, assertiveness and determination that people will put forth (Aydin & Atalay, 2014).

Theoretically, students who have high motivation have a goal to be achieved so that self-efficacy or confidence high will try to make to reach that goal. They operate from the hope of success rather than fear of failure (Labbaf, Ansari & Masoudi, 2011). It was stated that self-efficacy is self-assessment in doing good or bad, right or wrong, can or cannot be as needed. Hence, self-efficacy is related to the belief that the self has the ability to perform the expected action.

This study is anchored on McClelland's (1984) Need for Achievement Theory. This proposed theory of motivation is closely associated with learning concepts. The theory proposes that when a need is strong in a person, its effect is to motivate the person to use behavior which leads to satisfaction of the need. The main theme of the theory is that needs are learned through coping with one's environment. Since needs are learned, behavior which is rewarded tends to recur at a higher frequency. The need for achievement involves the desire to independently master objects, ideas and other people, and to increase one's self-esteem through the exercise of one's talent (Pardee, 1990). The theory supports the study as it highlights that every person has one out of the three main driving motivators: the need for achievement, affiliation, or power. These motivators are developed through cultures and life experiences.

This study is supported by self-efficacy, a concept derived from Social Learning Theory, which has gained increasing recognition as a predictor of health behavior change and maintenance (Bandura, 1977). Social learning theory encompasses several types of learning theory: operant, classical, and vicarious. It was stated by Bandura (1982) that self-perceptions of ability are specific: confidence in one's ability to engage in jogging does not necessarily generalize to confidence in one's ability to lift weights. If persons judge themselves as capable of performing a behavior, they are more likely to act. The theory supports the study as it emphasizes that both environmental and cognitive factors interact to influence human behavior. Also, it stresses the importance of observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others.

This study is also supported by the broaden-and-build theory of positive emotions by Fredrickson (1998). This theory states that certain discrete positive emotions including joy, interest, contentment, pride, and love although phenomenological and distinct, all share the ability to broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources. The broaden-and-build theory describes the form of positive emotions in terms of broadened thought-action repertoires and describes their function in terms of building enduring personal resources.

3. Material and Methods

This study utilized a quantitative non-experimental design of research using a correlational technique. This kind of design according to De Vaus (2001) provided summary data specifically measures of central tendency including the mean, standard

deviation and correlation between variables or employing methods of analyzing correlations between multiple variables by using tests such as Pearson r and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This technique was appropriate since the study aimed to determine the significant relationship between Physical Education motivation in relation to the positive experiences at school and self-efficacy of Physical Education. A moderator analysis is used to determine whether the relationship between two variables depends on (is moderated by) the value of a third variable. a moderator analysis is really just a multiple regression equation with an interaction term. What makes it a moderator analysis is the theory and subsequent hypotheses that surround this statistical test (Jose, 2013).

The respondents of this study included the 300 students who belong to the senior high school department (Grade 11 and Grade 12) from the 3 public secondary schools of Jose Abad Santos 2, Davao Occidental. Stratified random sampling was used such that all students from Grades 11 and 12 have a chance to be selected and considered for inclusion in the final sample. In this method, there was a possibility that each person in the sample of the population could be selected as a subject. This ensured that the results were comprehensive to the context currently studied. This is a sampling technique in which the population is divided into groups called strata. The idea is that the groupings are made so that the population units within the groups are similar (Salkind, 2007).

This is with the desire to give everyone a chance to be included in the study, only grade levels 11 and 12 students who are officially enrolled in SY 2021-2022 in the 3 identified public secondary schools in Jose Abad Santos 2, Davao Occidental were included as samples as they were the only one who will fit to the criteria and who can answer the questions in the survey questionnaire of the study. Elementary and junior high school students (Grade levels 7, 8, 9, 10) enrolled in the identified public schools, including those students in the private schools were excluded as respondents. The selection of the respondents was participated by the subject teacher, adviser and guidance counselor. The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were forced to answer the research questionnaire and encourage to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

There is a systematic procedure followed in the data collection. First, before the conduct of the study, the researcher prepared a letter-request signed by the Dean, Professional Schools, University of Mindanao addressed to the Schools Division Superintendent of the Department of Education Division of Davao Occidental asking for permission in the conduct of the study in the identified 3 public secondary schools. The

approved letter was furnished to the School Heads of the 3 schools asking permission for the conduct of the study. Once approved, the researcher coordinated with the assigned public secondary school teachers in the 3 public secondary schools for the participation of the Grade 11 and 12 students.

Before the administration of the survey questionnaires to the respondents, the researcher visited the school heads of the 3 identified public secondary schools for a courtesy call to discuss the plan for the conduct of an online survey thru google forms to all concerned respondents. In this regard, the researcher strictly observed the safety protocols during this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID-19) such as physical/social distancing and the wearing of facemasks. During the courtesy call, a list and contact numbers/email addresses of all respondents/students were requested from the offices of the concerned school heads/principals. The list served as the basis for the researcher for the data gathering. The researcher transferred the survey questionnaire to the template of google forms and which template contained specific instructions for the accomplishment and retrieval of the instrument, which contents were understandable by the respondents.

Also, before the actual data collection, the researcher secured Certificate of Compliance from UMEREC to ensure compliance with some ethical considerations in research. All retrieved questionnaires were encoded in the excel template after verification and checking as to the completeness of the answers. After all the tallying and validating of results, the data was analysed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. Mean was used to determine the level of self-efficacy, positive experiences at school and motivation of physical education students. It is also assessed to measure the central tendency and others refer to this as the average value of a group of data (Sykes, Gani & Vally, 2019). Pearson r was used to determine if the relationship between self-efficacy and positive experiences at school, self-efficacy and motivation of students and positive experiences at school and motivation of students is significant. This is a form of a test statistics which looks into the relationship of the three variables as well as provide the degree of association (Statistics Solutions, 2017). Moderator Analysis was employed to identify the moderating effect of Physical Education motivation on the relationship between positive experiences at school and Physical Education self-efficacy of high school students.

4. Results and Discussion

The level of positive experiences at school is very high resulting from the very high levels of responses. The indicators gratitude, optimism, persistence, and zest have very high ratings. These indicators are arranged from the highest to the lowest level.

Table 1: Level of Positive Experiences at School

Indicators	Mean	SD	Descriptive Level
Gratitude	4.45	0.640	Very High
Zest	4.22	0.774	Very High
Optimism	4.25	0.738	Very High
Persistence	4.24	0.764	Very High
Overall	4.29	0.703	Very High

The very high-level rating of gratitude indicates that students greatly appreciate the good things in their lives may it be as a trait, habit, moral virtue, or coping resource. This claim is in line with various authors (Allen, 2018; Layous et al., 2017) stating that people recognize that they have received a benefit and attribute that benefit to another person, instances of benefits received from non-person entities such as God, or appreciation to represent grateful feelings that do not necessarily have a source. Brain areas that are likely involved in experiencing and expressing gratitude portray that gratitude is an intrinsic component of the human experience.

Furthermore, a very high-level rating of optimism indicates very high attributions to positive events internal or dispositional, fixed and global, and external or situational, not fixed and specific attributions to negative events. This is in line with various authors (Luthans & Youssef, 2007; Roche et al., 2014) wherein an optimistic point of view encompassing every opportunity, motivation and human skill under consideration has psychological and physiological benefits. Positive psychology improves individual and collective functioning and promotes psychological well-being. Also, positive experiences strengthen minds and shape behaviors because they prepare people for day-to-day adversities and stimulate the boldness required to tackle problems.

Moreover, the very high-level rating of persistence suggests the very important role of the first year, and even the first few weeks, of college in a student's decision to persist. This claim is in line with various authors (Nelson, 2012; U.S. Department of Education, 2006) who stated that the response to persistence and academic success has been the implementation of initiatives to support students' transitions from high school to college. Examples of such initiatives include enhanced orientation programs, freshman seminars, living-learning communities and housing options.

Lastly, the very high-level rating of zest reflects a very high state of being content or emotionally positive concerning work or professional experience. This claim is aligned with various authors (Erdoğan, 2013; Sezgin & Erdogan, 2015) who mentioned that besides satisfaction, zest contains stronger emotions about enthusiasm and job satisfaction. High levels of teachers' zest affect student achievement and make them feel important and followed by students in their pursuit of desired goals.

Table 2: Level of PE Self-Efficacy of High School Students

Indicators	Mean	SD	Descriptive Level
Motivation	4.04	0.545	High
Perceived level of power	4.42	0.647	Very High
Administrative support	4.33	0.711	Very High
Teacher morale	4.36	0.680	Very High
Classroom methods	4.59	0.634	Very High
Overall	4.35	0.594	Very High

The level of PE self-efficacy of high school students is very high resulting from the very high levels of responses. The indicators of classroom methods, perceived level of power, teacher morale, and administrative support have very high ratings while motivation has a high rating. These indicators are arranged from the highest to the lowest level.

The very high-level rating of classroom methods suggests the very high use of tactics by instructors, teachers, professors, and many more for them to educate students in the most effective way depending on the situation that they are handling. This is supported by the statements of various authors (Bohren, 2019; Quizalize, 2019) who mentioned that every person has their own method to learn which is why a teacher should know themselves to cater for people as much as possible because the students' difference in terms of pace and techniques towards learning. Also, encouraging students to meet professional development through seminars and programs can give them insights into things that they should work on.

Moreover, the very high-level rating of perceived level of power indicates a very high awareness or understanding towards a certain task and tries to breakdown parts based on the amount of effort to have a clearer vision of standards for an individual. This is in line with various authors (Ackerman, 2018; Zulkosky, 2009) stating that with this kind of mindset, one will focus on correcting mistakes or failures from the past in order to learn thoroughly in the field. With failures, there will be adjustments and motives to do better in that aspect and one will reach a certain personal goal of the standard to be consistent in their outputs and progress. With this kind of trait, individuals have control upon making a task at their own method and pace in order to identify their strengths and weaknesses.

In addition, the very high-level rating of teacher morale suggests the very high confidence of the people and how the teacher will draw the attention of the students through their charisma. This is supported by the statements of various authors (Jenkins, 2017; Lane, 2018) who mentioned that a teacher should be open to their students and create a strong connection. This trait is effective in class which is why it is so essential to have one in order to give such progress in the work. Also, teachers should give insights about real-life problems so that students will instill the learning that they will get in a certain topic.

Similarly, the very high-level rating of administrative support indicates the very high extent of help from the people that are in the higher-ups. This is supported by the

statements of various authors (Half, 2016; iStaff, 2014) who mentioned that with the help of administrators, students will realize their ultimate potential which will bring passion and motivation throughout the atmosphere. The provision of administrative support will bring a wider variation of skills and talents within an individual in an institution thus making complex and difficult projects easier to understand. Administrative support is strong enough to give motivation to the people for massive productivity in the industry.

Lastly, the high-level rating of motivation indicates the high importance of motivation towards the success and progress of a student. This is in line with various authors (Clark & Saxberg, 2019; Zambas, 2019) stating that motivation is crucial towards energy level since it truly improves an individual to push themselves forward to become better individuals and be competent in their own field. Motivation will provide happiness to people towards their tasks despite the difficulty they have encountered. One should find some connection to continue to become productive in a task.

Table 3: Level of Physical Education Motivation

Indicators	Mean	SD	Descriptive Level
Autonomy	4.14	0.829	High
Competence	4.15	0.792	High
Relatedness	4.09	0.852	High
Intrinsic motivation	4.62	0.618	Very High
Extrinsic motivation	3.48	0.733	High
Amotivation	2.15	0.800	Low
Overall	3.77	0.545	High

The level of physical education motivation is high resulting from the very high, high, and low levels of responses. The indicator of intrinsic motivation has a very high rating while the indicators of competence, autonomy, relatedness, and extrinsic motivation have high ratings. On the other hand, the indicator of amotivation has a low rating. These indicators are arranged from the highest to the lowest level.

The very high-level rating of intrinsic motivation is a reflection of the very high social and environmental factors that can facilitate intrinsic motivation when individuals meet specific conditions that are enforced to express their feelings. This claim is in line with various authors (Edwards & Johansen, 2015; Lee et al., 2012) stating that if a person is motivated intrinsically, he or she will complete a task because it is interesting itself for him or her. When people are motivated because that action is important for their own and appears self-sustained, then it can be said that they are intrinsically motivated. Also, intrinsic motivation is a complex neurophysiological activity wherein an individual goes through an intense psychological process that stems from inherent feelings.

Further, the high-level rating of competence indicates a high inherent desire to feel effective in interacting with the environment. This is supported by the statements of various authors (Brecka & Valentova, 2017; Letina, 2020) stating that the important competences are the ability of individuals to cooperate and communicate, and their

professional knowledge. Motivation, and the ability to learn, identify and creatively solve problems are also skills which are more permanent values of education. Also, competence involves self-regulated learning which is an important part of the process to learn competence, and certain elements of meta-learning, such as planning and monitoring the learning process.

Additionally, the high-level rating of autonomy is a reflection of the high freedom, independence and discretion of the individual in scheduling the work and in determining the procedures to be used in carrying it out. This claim is in line with various authors (Fotiadou et al., 2017; Soenens et al., 2007) stating that although autonomy as a task characteristic is likely to contribute to feelings of psychological freedom, people might also experience autonomy satisfaction when they depend on others and even when they follow others' requests. Learner autonomy is contingent upon dialogue and structure involving the learners' ability to control their own learning and manage it in a self-reliant way by creating a learning plan, finding resources that support study and by self-evaluating.

Moreover, the high-level rating of relatedness indicates high satisfaction when people experience a sense of communion and develop close and intimate relationships with others. This is supported by the statements of various authors (Kim et al., 2018; Wright et al., 2006) stating that students feel accepted, or belong, when they are socially supported, respected, and included in a given context, and experience a sense of intimacy when they feel close to or included by others. The fulfillment of the relatedness needs facilitates the process of internalizing external values because people tend to internalize and accept as their own the values and practices of those to whom they feel or want to feel, connected, and from contexts in which they experience a sense of belonging. Individuals have the natural tendency to integrate themselves into the social matrix and benefit from being cared for.

In addition, the high-level rating of extrinsic motivation is a reflection of the high external factors that motivates a man or a group of men to do something. This claim is in line with various authors (Catania & Randall, 2013; Filimonov, 2017) who mentioned that extrinsic motivation relates to incentives or rewards that come from external sides such as money, promotion, recognition, career opportunities and others. When people are extrinsically motivated, they have the desire to do the work in order to get some benefits such as a suitable salary, bonuses, rather than the work itself.

Lastly, the low-level rating of amotivation indicates a low lack of intentionality and an absence of motivation. This claim negates with various authors (Chong et al., 2019; Ntoumanis et al., 2004) wherein individuals do not perceive any contingency between their behavior and the subsequent outcomes of their behavior, experience a lack of control, and therefore are unable to perceive any motives for enacting a behavior. Also, demotivation does not equate to the complete annulment of the initial positive basis of motivation; on the contrary, it is the resultant motivational force that has been greatly

reduced by a highly detrimental influence, whilst not neglecting the fact that other positive influences might also come into play.

Table 4.1: Significance on the Relationship between Positive Experiences at School and PE Self-Efficacy of High School Students

Positive Experiences at School	PE Self-Efficacy					Overall
	MOT	PLP	ADMS	TM	CM	
Gratitude	0.704	0.726	0.717	0.745	0.591	0.755
	<.001	<.001	<.001	<.001	<.001	<.001
Zest	0.688	0.763	0.794	0.789	0.573	0.785
	<.001	<.001	<.001	<.001	<.001	<.001
Optimism	0.713	0.758	0.775	0.791	0.608	0.792
	<.001	<.001	<.001	<.001	<.001	<.001
Persistence	0.702	0.759	0.782	0.786	0.558	0.780
	<.001	<.001	<.001	<.001	<.001	<.001
Overall	0.728	0.781	0.798	0.808	0.604	0.808
	<.001	<.001	<.001	<.001	<.001	<.001

The correlation between measures of positive experiences at school and PE self-efficacy of high school students revealed a significant relationship. This implies that positive experiences at school are significantly correlated with the PE self-efficacy of high school students. The findings of this study are in line with the statements of various authors (Arslan, 2012; Djigić et al., 2014) stating that teachers with higher levels of openness to positive experience and conscientiousness reported a stronger sense of efficacy. Also, students' self-efficacy beliefs are formed in accordance with the information they obtain from four sources, namely performance accomplishments, positive experiences, verbal persuasion and psychological states. When a student observes that his/her performance is better than those of his/her friends, his/her self-efficacy beliefs will get improved.

Table 4.2: Significance on the Relationship between Physical Education Motivation and PE Self-Efficacy of High School Students

Physical Education Motivation	PE Self-Efficacy					Overall
	MOT	PLP	ADMS	TM	CM	
Autonomy	0.548	0.679	0.624	0.685	0.581	0.678
	<.001	<.001	<.001	<.001	<.001	<.001
Competence	0.644	0.707	0.715	0.727	0.566	0.730
	<.001	<.001	<.001	<.001	<.001	<.001
Relatedness	0.632	0.720	0.727	0.740	0.581	0.740
	<.001	<.001	<.001	<.001	<.001	<.001
Intrinsic Motivation	0.596	0.655	0.583	0.650	0.669	0.683
	<.001	<.001	<.001	<.001	<.001	<.001
Extrinsic Motivation	0.363	0.302	0.436	0.336	0.129	0.341
	<.001	<.001	<.001	<.001	0.025	<.001
Amotivation	0.123	-0.096	-0.097	-0.097	-0.080	-0.061
	0.033	0.097	0.093	0.093	0.164	0.291

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 THE RELATIONSHIP BETWEEN POSITIVE EXPERIENCES AT SCHOOL AND
 PHYSICAL EDUCATION SELF-EFFICACY OF HIGH SCHOOL STUDENTS

Overall	0.684	0.700	0.706	0.718	0.572	0.733
	<.001	<.001	<.001	<.001	<.001	<.001

The correlation between measures revealed that there is a significant relationship between physical education motivation and PE self-efficacy of high school students. This implies that physical education motivation is positively correlated with the PE self-efficacy of high school students. The result of this study confirms the statements of various authors (Aydin & Atalay, 2014; Labbaf et al., 2011) wherein the existence of elements such as perception capacity, effort, goal orientation, focusing on work, self-efficacy and self-evaluation are the factors affecting motivation. Moreover, students who have high motivation must have a goal to achieve so that they have high self-efficacy or confidence and will try to reach that goal.

Table 4.3: Significance on the Relationship between Physical Education Motivation and Positive Experiences at School

Physical Education Motivation	Positive Experiences at School				Overall
	GRA	ZE	OP	PER	
Autonomy	0.720	0.776	0.769	0.749	0.783
	<.001	<.001	<.001	<.001	<.001
Competence	0.786	0.853	0.846	0.846	0.866
	<.001	<.001	<.001	<.001	<.001
Relatedness	0.794	0.879	0.869	0.858	0.885
	<.001	<.001	<.001	<.001	<.001
Intrinsic Motivation	0.637	0.642	0.680	0.659	0.679
	<.001	<.001	<.001	<.001	<.001
Extrinsic Motivation	0.358	0.423	0.379	0.455	0.421
	<.001	<.001	<.001	<.001	<.001
Amotivation	0.046	0.006	0.003	0.038	0.023
	0.432	0.916	0.956	0.512	0.689
Overall	0.792	0.851	0.841	0.855	0.868
	<.001	<.001	<.001	<.001	<.001

The correlation between the measures of physical education motivation and positive experiences at school revealed a significant relationship. This implies that physical education motivation is positively associated with positive experiences at school. This claim is in line with various authors (Harackiewicz et al., 2016; Standage et al., 2005) stating that interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. Promoting interest can contribute to a more engaged, motivated, positive learning experience for students. When intrinsically motivated, individuals are fully self-regulated, engage in activities out of interest, experience a sense of volition, and function without the aid of external rewards and/or constraints.

Table 5: Moderating Effect of Physical Education Motivation
 on Positive Experiences at School and PE Self-Efficacy

	Estimate	SE	Z	p
PES	0.5961	0.0310	19.20	< .001
MPE	0.1642	0.0366	4.48	< .001
PES * MPE	0.0815	0.0432	1.89	0.059

The aim of this study is to contribute to the literature regarding the possible moderating variable for the relationship between positive experiences at school and PE self-efficacy of high school students. Specifically, physical education motivation was investigated as a possible moderating variable that could explain the relationship between positive experiences at school and PE self-efficacy of high school students. The current study has found that physical education motivation is not a moderator of positive experiences at school and PE self-efficacy of high school students and did not meet the moderator analysis guidelines.

The moderation analysis involved physical education motivation as a moderator between positive experiences at school and PE self-efficacy of high school students. The findings negate the moderating effect of physical education motivation on the relationship between positive experiences at school and PE self-efficacy of high school students leading to support one of the authors mentioned in this study Mbatha (2015) who stated that there is no significant difference in terms of self-efficacy, motivation and academic performance between generational groups. Although generational status had no significant effect on the academic performance of the participants, first-generation students did not show any tendencies towards high levels of self-efficacy and academic motivation. This implies that physical education motivation does not moderate positive experiences at school and PE self-efficacy of high school students.

The results of the general objective negate the theoretical framework of the study. The findings negate the anchor theory, the Need for Achievement Theory by McClelland (1984) which emphasized that when a need is strong in a person, its effect is to motivate the person to use behavior which leads to satisfaction of the need. Also, the findings negate the Social Learning Theory by Bandura (1977) which highlighted that self-perceptions of ability are specific and if persons judge themselves as capable of performing a behavior, they are more likely to act. Lastly, the findings negate the Broaden-And-Build Theory of Positive Emotions by Fredrickson (1998) which pointed out that certain discrete positive emotions including joy, interest, contentment, pride, and love although phenomenological and distinct, all share the ability to broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the very high level of positive experiences at school, it is hereby recommended that PE teachers may continue the activities which are already established in their PE classes. This may include the different teaching strategies on how to make PE classes/activities capture the interest of students and perform well to get good grades and more importantly can impart a remarkable experience to the students, even when they get out of school. If the situation may warrant and the pandemic crisis is lifted, activities like the inter-class competition of all PE classes, going to interdepartmental and ultimately inter-school competitions and letting the students showcase their best skills and abilities in sports and even in cultural presentations. The school management may wholeheartedly provide support to this kind of activity as it may not just be good for the students but will also become a good avenue to market the school and increase its enrollees every year. Furthermore, the teacher and school management may allow exemplary students to compete at the regional and national level competition by providing support morally and financially to the concerned students.

On the high levels of PE self-efficacy and motivation, if funding is available, the school management may continue to provide full support to the students in terms of the installation of sports equipment and paraphernalia which can be used by all PE classes. This will add to the impression that students in PE classes deserve favourable treatment by providing the necessary equipment needed in PE classes. The students will show more interest as they attend and perform PE activities and in effect become effective in their PE classes as they are always motivated to go to school and attend to their PE classes. The availability of some PE equipment may establish a good rapport between students, PE teachers and school management, thus creating an atmosphere which develops the students to become effective in all their school activities.

The results on no moderating effect of PE motivation on the relationship between positive experiences at school and PE self-efficacy may be given attention by the school management by being sensitive to the students' plight while in they are in school through the conduct of regular meetings with the teachers. The monthly brainstorming activities between school management and teachers about the class activities, problems with students, students' achievements to be recognized, and other concerns may be a matter which will provide school management with some ideas on how to relate properly with the students in all their school needs and concerns. Motivation can be shown thru providing awards and recognitions to deserving students in different fields of expertise. Giving special recognition to students will always improve their self-esteem and self-dedication to whatever activities are planned by the school.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a very high level of positive experiences at school, and a high level of PE self-efficacy of high school students and physical education motivation. Furthermore, there is a significant relationship between positive experiences at school and the PE self-efficacy of high school students. Also, there is a significant relationship between physical education motivation and PE self-efficacy of high school students, and a significant relationship between physical education motivation and positive experiences at school. Moreover, there is no moderation in the effect of physical education motivation on the relationship between positive experiences at school and PE self-efficacy of high school students.

In addition, the findings of the study negate the notion about the moderating effect of physical education motivation on the relationship between positive experiences at school and PE self-efficacy of high school students. The findings negate the anchor theory, the Need for Achievement Theory by McClelland (1984) which emphasized that needs are learned through coping with one's environment. The need for achievement involves the desire to independently master objects, ideas and other people, and to increase one's self-esteem through the exercise of one's talent.

The results of the study can be supported by the researcher's insights that indeed there exists a relationship between positive experiences at school and PE self-efficacy of students, between PE motivation and PE self-efficacy and between PE motivation and positive experiences at school of high school students. This is manifested when students in PE classes show great enthusiasm when they performed activities in their PE classes. As a PE teacher, I can observe that the students conduct their PE classes and activities as they looked at how their teacher actively performed the activities with full of vigor, inspiration and motivation. As a result, the students, in effect supported and cooperated with the assigned PE activities and performed well in the PE classes. The result of no moderation of PE motivation may not show a significant moderating effect on the relationship between positive experiences at school and PE self-efficacy of students may be because of the fact that motivation itself is already embedded in the positive experiences at school and in the self-efficacy of students in PE classes. As the students show positive experiences at school and develop self-efficacy, it is in itself a manifestation of their motivation as they performed and attended PE classes.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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