



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

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Abstract:

The purpose of this study was to determine the mediating effect of motivation on the relationship between positive experiences at school and the self-efficacy of Physical Education students. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 350 Grade 12 students of the 7 national high schools under the division of Davao del Sur, Region XI. The researcher utilized stratified random sampling and an online survey mode of data collection. The researcher also utilized statistical tools such as mean, Pearson r, regression and med graph using the Sobel z- test. From the results of the study, it was found that there is a very high level of motivation, a very high level of positive experiences at school and a very high level of self-efficacy among PE students. Furthermore, there is a significant relationship between positive experiences at school and self-efficacy, between motivation and positive experiences at school and between motivation and positive experiences at school and between motivation and self-efficacy among PE students. Further, it was revealed that there was full mediation on the effect of motivation on the relationship between positive experiences at school and self-efficacy. This implies that the positive experiences at school convey motivation of Physical Education students.

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1. Introduction

Most teachers do not utilize their efficacy skills while they are in the field. Similarly, students are not being educated properly to meet the national and international educational changes. They are lagging far behind in all walks of studies due to typical teaching-learning strategies applied in government-run schools and the condition remains very much the same in privatized schools. Most of teachers do not capitalize their dormant qualities and are still unaware of their hidden potential (Shahzad & Naureen, 2017). In addition, Tschannen-Moran and Hoy (2007) show that predictably, novice teachers generally demonstrate a lower sense of efficacy in their teaching practices when compared to experienced career teachers. Also, teachers who are in their first couple of years of teaching are vulnerable to leaving the profession if they have a low sense of self-efficacy. Phillips (2015) found that over a quarter of teachers do not stay in the profession past three years while Brill and McCartney (2008) reported that 33% of teachers leave their careers in the first three years and 46% after five years of teaching.

Moreover, Physical Education teachers often encounter and teach hundreds of students every week. Their attitudes and beliefs influence their instructional behaviors which can have a great impact on their students' learning outcomes as well as beliefs pertaining to physical activity and health-related physical fitness (Silverman, 2011). Educational researchers Lancaster and Bain (2010) have called for attention to pre-service and in-service teachers' beliefs in various academic fields. Student teaching is a critical time for pre-service physical education teachers to confirm their vocational choices, assure commitment to education, learn roles in a physical education class, and acquire the necessary skills and ideologies required in schools (Wright, Grenier, & Channell, 2012). Developing teacher self-efficacy beliefs are important to the continuing teaching profession and provide students with numerous more avenues to learn. Understanding the sources of these beliefs plays an important role in harnessing teacher education programs (Conaway, 2010; Can, 2015). The examination of teacher efficacy through research paves the way for a deeper examination of the factors involved while providing a deeper understanding of the challenges teachers face as their self-efficacy develops in different areas of learning (Hofman-Kingston, 2017).

In addition, efficacy beliefs refer to judgments about the ability to accomplish a task, while previous positive experiences of accomplishments can enhance self-efficacy beliefs. Hence, an individual's judgment of motor ability and skill levels can be considered an important factor in self-perception, because successful performance is associated with high self-efficacy. Furthermore, physical performance and self-perceived physical fitness are positively related to perceived motivation and competence (Sollerhed, Apitzsch, Råstam & Ejlertsson, 2008), which has been shown to predict participation in physical activity (Bauman et al., 2012; Di Battista et al., 2018) and

enjoyment of positive experiences (Cairney et al., 2012). Efficacy beliefs influence how people feel, think, motivate themselves, and behave. These beliefs also influence how much effort people put into a task, how long they persist in the face of obstacles, how resilient they are in dealing with failures, and how much stress or depression they experience in coping with demanding situations. Self-efficacy is a social cognitive theory, and the theoretical understanding of teachers' self-efficacy assumes a set of beliefs about teachers' capacity to have a positive experience in students' education (Pan, 2014).

It is for this reason that researcher would like to determine mediating effect of physical education motivation on the relationship between positive experiences at school and the self-efficacy of physical education students. The urgency of conducting this research was needed especially when Filipinos nowadays are getting known in international competitions in sports and physical activities. This research determined the amount of an individual's motivation within himself/herself that was affected by the positive experiences of the environment and also the self-efficacy in physical education activities. With all of the elements that are prominent to the current generation such as sports competition and the motivation of an individual, thereby the results of this study will improve and establish plans and become an asset in the realm of literature. Likewise, there were no existing studies using the variables in this study which were conducted in the local setting.

2. Literature Review

2.1 Positive Experiences at School

In the study of Telef (2016) he discovered that positive experiences at school were positively associated with school satisfaction and positive experiences, and were negatively associated with negative experiences. Moreover, inherent in positive education is the idea that good character, positive behaviors at school and academic achievement are not only aims of education, but also closely intertwined. However, little is known empirically about this interplay. The importance of good character in education has recently been emphasized both in scientific and popular literature (Linkins, Niemeck, Gillham & Mayerson, 2015; Tough, 2012).

The first indicator of a positive experience at school is gratitude which is 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. Moreover, 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).

The second indicator of a positive experience at school is zest wherein 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. Besides satisfaction, it contains stronger emotions about enthusiasm and job satisfaction (Erdoğan, 2013; Sezgin & Erdogan, 2015). Job satisfaction is described 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). In their studies, Erdoğan (2013) and Sezgin and Erdogan (2015) found that teachers' perceptions of success and zest levels were positively related to each other. In addition, high levels of teachers' zest affect student achievement, and make them feel important and followed by students in their pursuit of desired goals.

The third indicator of positive experiences at school is optimism. 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, a new paradigm 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, and commitment to others and to the organization. The findings of Roche, Haar and Luthans (2014) suggested that positive psychology contributes to improve 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.

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 real construct that looks at what an employee can or cannot do, as such, optimism strengthens effectiveness and hope. Empirical evidence shows that optimism and pessimism have significant effects on physical and mental well-being (Carver, Scheier, & Segerstrom, 2010). Among students, optimism has a significant impact on coping mechanisms and subjective life satisfaction (Cabras & Mondo, 2018). Further, Cabras and Mondo (2018) stated that optimistic students conduct themselves in a way that makes goal achievement more likely when compared to their pessimistic peers and have a more complex set of goals to complete.

The last indicator of positive experiences at school is persistence. When faced with difficulties, the majority of individuals did not consider pulling out or dropping out, which shows persistence and self-determination as long as there were no significant study-life adjustments (such as pregnancy, changing jobs, or health issues) (Lee et al., 2019). With this, 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).

Currently, a public outcry exists for colleges and universities to be more accountable in supporting students' persistence to graduation (Nelson, 2012). 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. Examples of such initiatives include enhanced orientation programs, freshman seminars, living-learning communities and housing options. Higher education institutions have therefore come to realize the important role the first year, and even the first few weeks, of college, may play in a student's decision to persist.

2.2 Self-efficacy

Self-efficacy is defined as one's belief in one's ability to succeed in specific situations (Lahey, 2016). Data suggest that self-efficacy shows positive connections to academic adjustment of students, behavior patterns of students and quality-related practices, and factors underlying the psychological well-being of students, including personal accomplishment, academic satisfaction, and commitment. Negative associations have been found between self-efficacy and burnout factors.

The first indicator of self-efficacy is mastery experiences which are the past performances of students and the factor that provides the most realistic information to individuals on being able to deal with newly encountered situations (Usher & Pajares, 2009). Additionally, mastery experience is the personal experience of success. In this study, mastery experience pertains to the ability and confidence in physical education during creative learning. Mindful learning may directly influence the process of developing a mastery experience by improving the acquisition of knowledge, remaining open to feedback, and enhancing focus and awareness. These mindful learning techniques were found to be effective in improving school students' mastery experience in physical education (Bakosh et al., 2016). Therefore, when mindful learning is implemented by the student, creativity may be enhanced (Davenport & Pagnini, 2016) and this improved performance is likely to contribute to the feeling of success, otherwise known as mastery experience.

The second indicator of self-efficacy is vicarious experience from adults which are those in which someone else is observed modeling the skill or ability in question. The degree to which the observer identifies with the model can adjust the effects of the experience. When the observer identifies with the model, and the model experiences success, the observer's efficacy is increased. When the observer identifies with the model, and the model experiences failure, the observer's efficacy is decreased. Vicarious experiences can also come from hearing stories and reading literature about a particular topic or skill the reader is hoping to build. In a previous study, many older participants described feeling a sense of responsibility to set a good example for their younger peers. For the participants, they were told explicitly by their coaches that they needed to be

positive role models for the younger students. All of the older participants conveyed that they understood the power of the vicarious experience (Bandura, 2011; Case & Christophe, 2019).

The third indicator of self-efficacy is vicarious experience from peers wherein a peers' positive past experience should increase motivation to seek the same. Similarly, social cognitive theory predicts that successfully accomplishing a task should boost self-efficacy to accomplish similar tasks in the future. Moreover, the social cognitive theory posits that vicarious experience has similar effects on self-efficacy. In this context, it is considered vicarious experience to be the experience, observed by the friend. A group reported previously that vicarious experiences influence attitudes and management. In this study, it is examined whether peers' vicarious experiences like having a close friend who had undergone the same, would lead to a more favorable attitude. Multiple vicarious experiences such as observing peers' model sketches and prototypes helped improve self-efficacy. Students learning through vicarious experiences can help improve their self-efficacy (Berkowitz et al., 2012; Zhou et al., 2017).

The fourth indicator of self-efficacy is vicarious experience from the self. Bandura's social learning account of the value of vicarious experiences in human learning has received substantial empirical and theoretical support. Observing others performing a stressful task provides the observer with information regarding specific coping skills and the belief that if others can do this, perhaps the self can, too. Live modeling vicarious experiences are those in which the observer is present during task performance such as attendance. Symbolic modeling vicarious experiences are symbolic representations of the performance like through videotapes shown in classes or through verbal accounts of friends and families' stories. Self-regulated learning is the process by which students pursue education and topics that are of interest to them. Through a widening of experiences, students can transfer cognitive skills to other areas and situations and this may help to continue to build personal self-efficacy (Chuluqi, 2018; Farley, 2011).

The fifth indicator of self-efficacy is social persuasion which comes from one's environment and can include performance feedback from a supervisor or colleague, conversations in the teaching community, or insights taken in from the media. Bandura attested that social persuasion may be limited in its impact, but it can contribute to success by driving an individual to initiate a new practice or strategy, tackle a task, or work with perseverance to achieve goals. Gaining knowledge and experience regarding specific tools towards success can support self-efficacy beliefs. However, any new skills or insights gained may not have an effect on self-efficacy until they are put into practice and done so with success. The concept of social persuasion extends to the school community as a whole. Collective efficacy is powerful; negative conversations among teachers breed lower efficacy, while teachers working together to address the learning, behavioral problems, and motivation builds higher efficacy. Recently, attention has been given to investigating theories and strategies for social persuasion in the classroom. Persuasive technology can be applied outside the classroom to assist and motivate learners without necessarily involving their teachers but using the power of technology

and other learners (social influence). Social influence can be an effective strategy for motivating behavior in the health domain (Orji et al., 2018; Trower, 2019).

The last indicator of self-efficacy is a physiological state which are states or emotional/physiological states that are sources of efficacy information. Powerful emotional arousal, such as anxiety, can effectively alter individuals' beliefs about their capabilities. People may view a state of arousal as an energizing factor that can contribute to a successful performance, or they may view arousal as completely disabling. Thus, teachers construct their self-efficacy beliefs through the interpretation and integration of information from these four sources. The manner in which the multiple sources of information are weighted and combined influences the resulting self-efficacy. It is important for teachers to form a motivated attitude to the physiological testing of the functional state of the human body as a universal method of objective assessment. Physiological monitoring allows schools to assess resistance to stress and establish physiological mechanisms that do not allow students to study well (Mohamadi et al., 2011; Shchkvirina, 2019).

2.3 Physical Education Motivation

There are two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession (Dörnyei & Ushioda, 2011). Teacher motivation refers to reasons that emanate from individuals' intrinsic values to choose to teach and sustain teaching, and the intensity of teacher motivation is indicated by the effort expended on teaching as influenced by a number of contextual factors. As for teacher motivation, it has been defined in terms of attraction, retention and concentration as something that determines what attracts individuals to teach, how long they remain in their initial teacher education courses and subsequently the teaching profession and the extent to which they engage with their courses and the teaching profession. Motivation has been generally viewed as energy or drive that moves people to do something by nature. However, given the complexity of motivation, there seems to be no consensus in the understanding of motivation (Dörnyei & Ushioda, 2011).

Also, the motivation factor is defined as the attitude of the employees to a situation at work in the environmental organization. This is placed as the most important factor that must be possessed by employees as it is the ability to achieve goals and satisfy their needs. Motivation exists in order to pursue satisfaction from the desire or result further reflecting the interplay between attitude, needs, perception, and decision of every individual. A strong motivation from teachers greatly produces better behavior that could potentially improve the students' development (Fatmasari, Budi, Mardiana & Misnawati, 2017; Rubayhan, 2018).

The first indicator 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, Pensgaard, Martin & Pipe, 2004). A deficient level of students' confidence, unrealized expectations in the classroom, unsupported by the family, and the high-pressure cause students to have amotivation in learning, resulting in poor academic performance (Mauliya, Relianisa, & Rokhyati, 2020).

The second indicator is external regulation wherein there is an investigation of external regulation that could lead to being unmotivated or downgrading of intrinsic motivation by several researchers (Vansteenkiste, Sierens, Soenens, Luyckx, & Lens, 2009; Boekaerts & Cascallar, 2006). External regulation refers to some students feeling obliged to study and having external pressured contingencies mentally pushed the students to put effort into their studies (Vansteenkiste et al., 2009; Pisarik, 2009). Further, students also seek learning guidance from a teacher, text book, or classmates in order to regulate learning processes (de la Fuente, Sander, Kauffman, & Yilmaz Soylu, 2020).

The third indicator is introjected regulation, with its foundation in avoiding guilt and shame often conceived as a potentially positive motivating force, spurring students into action. Self-determination theory suggests that guilt-based, introjected motivation may be detrimental to individuals' well-being, especially when related to body-modification behaviors, such as eating regulation and exercise (Verstuyf, Patrick, Vansteenkiste, & Teixeira, 2012; Hurst, Dittmar, Banerjee & Bond, 2017). Guilt-based regulation may be particularly relevant for women's body image, given gender differences in the experience of self-conscious emotions. Women are more prone to experiencing guilt than men, particularly in individualistic cultures, such as the UK and US. It was explicitly linked women's increased propensity to shame and guilt to the objectification of women's bodies by society and suggested that there should be an even greater gender divide in self-conscious emotions when bodies are made salient, such as in the exercise environment. Introjected regulation may therefore be particularly important in linking women's body image to their reasons or goals for exercise (Hurst, Dittmar, Banerjee & Bond, 2017). The fourth indicator is identified regulation, a form of autonomous motivation, that was situated immediately adjacent to intrinsic motivation on the continuum. Identified regulation reflects engaging in a behavior for personally relevant outcomes that are important to the individual's sense of self rather than for the inherent interest derived from engaging in the behavior itself. Although identified regulation reflects engaging in behaviors for reasons separate from the behavior itself, both are conceived as autonomous (Hagger et al., 2014).

Students that exhibit identified regulation are more persistent and cognitively involved in their tasks, experience more positive emotions and have better grades, whereas students who are motivated in a controlled fashion are less persistent, more distracted, experience more negative emotions, and obtain lower grades. These findings underscore the importance of developing identified motivation in contrast to controlled motivation during the early school years (Guay et al., 2010).

The last indicator is intrinsic motivation wherein Brophy (2010) emphasizes it as motivation or self-determination of goals and self-regulation of actions rather than motivation as a response to feeling pressures. In view of this emphasis on intrinsic motivation, this study tries to investigate different aspects affecting students' learning so that the students can learn through their self-regulation of actions without pressure. With this improvement, their academic performance can be enhanced at the same time (Adamma, Ekwutosim, & Unamba, 2018).

2.4 Correlations between Measures

According to Arslan (2012), 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. Further, 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).

Further, a variety of learning activities heightens student motivation and enthusiasm for learning and participation. The general consensus amongst students is that diversity of teaching, learning and positive school experiences positively affects their views about learning and the overall school experience (Ainley, 2004). 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. Promoting interest can contribute to a more engaged, motivated, positive learning experience for students.

In addition, 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 (Aydin & Atalay, 2014). Students who have high motivation have a goal to be achieved so that their self-efficacy or confidence high will try to make to reach that goal. Unlike the students who have low motivation and self-efficacy, they do not have the confidence to have and even achieve their objectives. Motivation refers to being results-oriented and pursuing goals beyond what is required. Highly motivated people set challenging goals for themselves and others; seek ways to improve their performance, and readily make personal sacrifices to meet the organization's goals. They harness their emotions and employ them to improve their chances of being successful in whatever they are seeking to accomplish. They operate from the hope of success rather than fear of failure (Labba, Ansari & Masoudi, 2011).

This study is anchored on 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. 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). Also, Djigić, Stojiljković, and Dosković (2014) found in their study that teachers and students with higher levels of openness to positive experiences and conscientiousness reported a stronger sense of efficacy.

3. Material and Methods

The study utilized a quantitative, descriptive, non-experimental design using a correlation technique. This aided in determining the levels of motivation, positive experiences at school and self-efficacy of Physical Education students. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). Furthermore, the researcher obtained numerical data from the population in order to establish accuracy. Descriptive research depicts the precise selection of respondents through the survey (Kowalczyk, 2018). The design provided a description of the relationship between motivation, positive experiences at school and self-efficacy.

Moreover, the correlational technique is a non-experimental approach in which it analyzes the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have an independent and dependent variable with the effects of the independent variable observed on the dependent value (Patidar, 2013). This design was used to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aimed to determine the significant relationship between motivation in relation to the positive experiences at school and self-efficacy of Physical Education students. The mediation process was used to determine whether the relationship between positive experiences at school as the independent variable and self-efficacy as the dependent variable was significantly reduced after the inclusion of the mediator variable- motivation. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

The respondents of the study were 350 senior high school students, specifically belonging to the Grade Level 12, in the senior high school department of the 7 national high schools under the division of Davao del Sur. In order to give everyone a chance to be included in the study, a stratified random sampling method was used in determining the respondents of the study. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups (Salkind, 2007).

Moreover, in the selection of the respondents of the study, inclusion criteria were considered. The respondents were only grade 12 students who were enrolled in SY 2021-2022 and were included as samples as they were the only ones who fit the criteria and who can answer the questions in the survey questionnaire of the study. Other students, even if enrolled in the Grade 12 level but not in the identified areas or were enrolled in private schools were deemed excluded from the study. Lastly, other students in the identified areas such as the elementary and junior high school students (Grade 7, 8, 9, 10) and Grade 11 level were also excluded from the study. 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 not forced to answer the research questionnaire and were encouraged 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.

The data was gathered through the procedures mentioned as follows. First, the researcher prepared a letter-request approved by the Dean, Professional Schools. The approved letter was forwarded to the School Division Superintendent of the Department of Education Division of Davao del Sur asking permission the conduct the study. Then, the researcher furnished a copy of the approved letter to the different School Heads of the respondents for the conduct of a full-blown data gathering. As soon as the request was approved and strictly observing the safety protocols in 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 wearing facemasks, the researcher immediately visited the concerned school heads of the 7 schools, as part of the courtesy call and discussed the plan on the conduct of online survey thru google docs to all concerned respondents.

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 which activity took around 3 weeks from the sending of the survey questionnaire to all the respondents in google forms up to the retrieval of the accomplished survey questionnaires. Also, before the actual data collection, the researcher secured the Certificate of Compliance from UMEREC to ensure compliance of 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 were analyzed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

The following statistical tools were used in the computation of data and testing the hypotheses at 0.05 level of significance: Mean. This was used to determine the levels of positive experiences at school, self-efficacy and motivation of physical education students. Pearson Product Moment Correlation (Pearson r). This statistical tool was used

to determine the significance of the relationship between and among the positive experiences at school, self-efficacy and motivation of physical education students. Path Analysis. This was used to determine the significance of mediation of motivation on the relationship between positive experiences at school and the self-efficacy of physical education students.

4. Results and Discussion

Table 1: Level of Positive Experiences at School

Indicators	Mean	SD	Descriptive Level
Gratitude	4.69	0.507	Very High
Zest	4.24	0.647	Very High
Optimism	4.28	0.605	Very High
Persistence	4.45	0.618	Very High
Overall	4.42	0.509	Very High

The level of positive experiences at school is very high, resulting from the very high levels of responses. The indicators gratitude, persistence, optimism, and zest have very high ratings. These indicators are arranged from the highest to the lowest level. The very high-level rating of gratitude is suggestive of the very high tendency for people to appreciate the good things in their lives. This claim is in line with various authors (Allen, 2018; Layous et al., 2017) wherein gratitude includes benefits received from non-person entities such as God or nature. There are also brain areas that are involved in expressing gratitude thus, gratitude is an intrinsic component of the human experience. Also, the very high level of persistence suggests the very important role the first year of college plays in a student's decision to persist. This is also in line with various authors (Gifford et al., 2006; Nelson, 2012) stating that there is an influence of college academic performance on persistence. Initiatives to support students include enhanced orientation programs, freshman seminars, living-learning communities and housing options.

In addition, the very high level of optimism is suggestive of the very high extent of attributions to positive events. This claim is in line with various authors (Carver et al., 2010; Roche et al., 2014) wherein positive experiences strengthen minds and shape behaviors and stimulate the boldness required to tackle problems. Optimism is seen as a real construct that looks at what an employee can do as it strengthens effectiveness and hope. Lastly, the very high level of zest is indicative of the very high level of enthusiasm and satisfaction with the current working condition. This claim concurs with various authors (Erdoğan, 2013; Lent et al., 2011; Sezgin & Erdogan, 2015) who mentioned that high levels of teachers' zest affect student achievement, and makes them feel important and followed by students in their pursuit of desired goals. Zest is also identified as approaching life with hope, energy and excitement in their classification of the features of good character.

Table 2: Level of Self-Efficacy

Indicators	Mean	SD	Descriptive Level
Mastery experience	4.16	0.648	High
Vicarious experience from adults	4.20	0.713	Very High
Vicarious experience from peers	5.00	0.000	Very High
Vicarious experience from self	4.20	0.758	Very High
Social persuasions	3.69	0.934	High
Physiological state	4.13	0.706	High
Overall	4.23	0.520	Very High

The very high level of self-efficacy resulted from the very high and high levels of responses. The indicators of vicarious experience from peers, vicarious experience from adults, vicarious experience from self, mastery experience, physiological state, and social persuasions were arranged from highest to lowest. The very high level of vicarious experience from peers is indicative of the very high extent of peers' positive past experiences that increase motivation to seek the same. This claim is in line with various authors (Berkowitz et al., 2012; Zhou et al., 2017) wherein peers' vicarious experiences like having a close friend who had undergone the same would lead to a more favorable attitude. Students learning through vicarious experiences can help improve their self-efficacy. Also, the very high level of vicarious experience from adults is suggestive of the very high extent of an observer identifying with an adult model. This is in line with various authors (Bandura, 2011; Case & Christophe, 2019) stating that when the observer identifies with the model, and the model experiences success, the observer's efficacy is increased. Also, participants from a previous study were told explicitly by their coaches that they needed to be positive role models for the younger students. All of the older participants conveyed that they understood the power of vicarious experience.

Moreover, the very high level of vicarious experience from self suggests the very high extent of self-regulated learning by the students. This claim concurs with various authors (Chuluqi, 2018; Farley, 2011) who mentioned that through a widening of experiences, students can transfer cognitive skills to other areas and situations and this may help to continue to build personal self-efficacy. Observing others performing a stressful task provides the observer with information regarding specific coping skills and the belief that if others can do this, perhaps the self can, too. Furthermore, the high level of mastery experience is indicative of the high extent of personal experience of success. This is in line with various authors (Bakosh et al., 2016; Davenport & Pagnini, 2016) who stated that mindful learning techniques are found to be effective in improving school students' mastery experience in physical education. When mindful learning is implemented by the student, creativity may be enhanced and this contributes to a mastery experience.

Additionally, the high level of physiological state signifies that there is a high extent of emotional/physiological states that are sources of efficacy information. This claim concurs with various authors (Mohamadi et al., 2011; Shchkvirina, 2019) stating that the manner in which the multiple sources of information are weighted and combined

influences the resulting self-efficacy. Physiological monitoring allows schools to assess resistance to stress and establish physiological mechanisms that do not allow students to study well. Lastly, the high level of social persuasion is indicative of the high-performance feedback, conversations in the community, and insights taken in. This is aligned with the statements by various authors (Orji et al., 2018; Trower, 2019) wherein social persuasion can contribute to success by driving an individual to initiate a new practice or strategy, tackle a task, or work with perseverance. Social influence through persuasive technology can be an effective strategy for motivating behavior in the health domain.

Table 3: Level of Physical Education Motivation

Indicators	Mean	SD	Descriptive Level
Amotivation	3.86	0.672	High
External regulation	4.33	0.704	Very High
Introjected regulation	4.09	0.725	High
Identified regulation	4.42	0.713	Very High
Intrinsic motivation	4.49	0.720	Very High
Overall	4.24	0.592	Very High

The level of physical education motivation is very high, resulting from the very high and high levels of responses. The indicators of intrinsic motivation, identified regulation, and external regulation have very high ratings. Further, the indicators of introjected regulation and amotivation have high ratings. These indicators are arranged from the highest to the lowest level. The very high-level rating of intrinsic motivation is suggestive of the very high extent of self-determination of goals and self-regulation of actions. This claim is in line with various authors (Adamma et al., 2018; Brophy, 2010) wherein students can learn through their self-regulation of actions without pressure and their academic performance can be enhanced at the same time. Intrinsic motivation is the true drive-in human nature, which drives individuals to search for and to face new challenges.

The very high level of identified regulation suggests the very high extent of persistence and cognitive involvement of students in their tasks. This is also in line with various authors (Guay et al., 2010; Hagger et al., 2014) stating that identified regulation reflects engaging in a behavior for personally relevant outcomes that are important to the individual's sense of self. It is important to exhibit identified regulation and develop identified motivation as experiencing more positive emotions and having better grades. Also, the very high level of external regulation is indicative of the high extent that students were mentally pushed to put effort into their studies. This claim concurs with various authors (de la Fuente et al., 2020; Pisarik, 2009; Vansteenkiste et al., 2009) who mentioned that some students feel obliged to study and have external pressured contingencies. Students also depend on a teacher, textbook, or classmate's guidance and control to regulate learning processes.

Furthermore, the high level of introjected regulation is indicative of the high importance of linking body image to reasons for exercise. This claim is in line with

various authors (Hurst et al., 2017; Verstuyf et al., 2012) who stated that it is a positive motivating force, spurring students into action. Women are also more prone to experiencing guilt than men thus, women have an increased propensity to the objectification of bodies by society. It was suggested that there should be a gender divide in emotions when bodies are made salient in exercise. Lastly, there is a high level of amotivation which signifies that there is a high extent of the absence of motivation. This is aligned with various authors (Mauliya et al., 2020; Ntoumanis et al., 2004) wherein amotivation has been correlated with dropout among students and boredom, low involvement, and nonattendance in school physical education. A deficient level of students' confidence, unrealized expectations in the classroom, being unsupported by the family, and the high-pressure cause students to have amotivation in learning, resulting in poor academic performance.

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

	ME	VEA	VEP	VES	Socp	PhyS	Overall
Gra	0.343 < .001	0.319 < .001	0.132 0.013	0.329 < .001	0.195 < .001	0.379 < .001	0.369 < .001
Ze	0.547 < .001	0.491 < .001	0.203 < .001	0.503 < .001	0.501 < .001	0.651 < .001	0.646 < .001
Opt	0.549 < .001	0.514 < .001	0.180 < .001	0.539 < .001	0.530 < .001	0.668 < .001	0.673 < .001
Per	0.632 < .001	0.550 < .001	0.201 < .001	0.591 < .001	0.380 < .001	0.560 < .001	0.641 < .001
Overall	0.614 < .001	0.555 < .001	0.212 < .001	0.581 < .001	0.480 < .001	0.670 < .001	0.691 < .001

The correlation between the measures of positive experiences at school and self-efficacy revealed a significant relationship. This implies that positive experiences at school are significantly correlated with self-efficacy. The findings of this study are in line with various authors (Arslan, 2012; Wagler, 2011) stating that positive experiences play a role in influencing self-efficacy. The impact that positive experiences have on an individual's self-efficacy varies for every student. Students' self-efficacy beliefs are formed in accordance with the information they obtain from 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 also improve.

Table 4.2: Significance on the Relationship between
 Motivation and Positive Experiences at School

	Gra	Ze	Opt	Per	Overall
AM	0.310 < .001	0.412 < .001	0.387 < .001	0.404 < .001	0.445 < .001
Exr	0.404 < .001	0.352 < .001	0.390 < .001	0.480 < .001	0.474 < .001
Inr	0.377 < .001	0.482 < .001	0.512 < .001	0.485 < .001	0.547 < .001
Idr	0.492 < .001	0.435 < .001	0.484 < .001	0.519 < .001	0.562 < .001
Inm	0.484 < .001	0.517 < .001	0.493 < .001	0.480 < .001	0.577 < .001
Overall	0.495 < .001	0.526 < .001	0.543 < .001	0.567 < .001	0.624 < .001

The correlation between measures revealed that there is a significant relationship between motivation and positive experiences at school. This implies that motivation is positively correlated with positive experiences at school. The result of the study confirms various authors (Ainley, 2004; Harackiewicz et al., 2016) who mentioned that variety in learning activities heightens student motivation and enthusiasm for learning and participation. Diversity of teaching, learning and positive school experiences positively affects students' views about learning and the overall school experience. Also, 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.

Table 4.3: Significance on the Relationship between Motivation and Self-Efficacy

	ME	VEA	VEP	VES	Socp	PhyS	Overall
AM	0.347 < .001	0.328 < .001	0.062 0.248	0.384 < .001	0.287 < .001	0.396 < .001	0.416 < .001
Exr	0.364 < .001	0.398 < .001	0.130 0.015	0.404 < .001	0.216 < .001	0.369 < .001	0.413 < .001
Inr	0.441 < .001	0.418 < .001	0.097 0.067	0.492 < .001	0.351 < .001	0.520 < .001	0.530 < .001
Idr	0.377 < .001	0.390 < .001	0.093 0.082	0.490 < .001	0.216 < .001	0.422 < .001	0.447 < .001
Inm	0.393 < .001	0.341 < .001	0.116 0.029	0.436 < .001	0.290 < .001	0.459 < .001	0.456 < .001
Overall	0.460 < .001	0.449 < .001	0.119 0.025	0.529 < .001	0.325 < .001	0.519 < .001	0.541 < .001

The correlation between the measures of motivation and self-efficacy revealed a significant relationship. This implies that motivation is positively associated with self-efficacy. This claim is in line with various authors (Aydin & Atalay, 2014; Labbaf et al., 2011) wherein elements such as perception capacity, effort, goal orientation, focusing on

work, self-efficacy and self-evaluation are factors affecting motivation. Students with high self-efficacy beliefs are more involved in the learning process and make more effort in learning. Unlike students who have low motivation and self-efficacy, students with high self-efficacy have the confidence to achieve their objectives. Highly motivated people set challenging goals for themselves and others; seek ways to improve their performance, and readily make personal sacrifices to meet the organization's goals.

Table 5: Regression results of the variables in the criteria of the presence of mediating effect

Effect	Estimate	SE	95% Confidence Interval		Z	P	% Mediation
			Lower	Upper			
Indirect	0.115	0.0316	0.0529	0.177	3.63	< .001	16.3
Direct	0.591	0.0492	0.4946	0.688	12.01	< .001	83.7
Total	0.706	0.0392	0.6291	0.783	18.00	< .001	100.0

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between positive experiences at school and self-efficacy. Specifically, motivation was investigated as a possible mediating variable that could explain the effect of positive experiences at school on self-efficacy. Full mediation is found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing researches on positive experiences at school and self-efficacy. Significantly, the present study on the relationship between positive experiences at school and self-efficacy has found relevance to the study of Fredrickson (1998) wherein 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. Specifically, the current study has found that motivation is a positive and significant full mediator of positive experiences at school and self-efficacy.

The mediation analysis involved the path between positive experiences at school and motivation, and the path between motivation and self-efficacy. The findings confirmed the significant relationship between positive experiences at school and self-efficacy leading to support for one of the authors of this study Djigić et al. (2014) who declared that teachers and students with higher levels of openness to positive experience and conscientiousness reported a stronger sense of efficacy. Thus, positive experiences at school convey good motivation and self-efficacy.

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, the researcher recommends that the schools may continue to conduct the on-going activities that they have provided to the students in their PE classes. The school management may continue to provide support (financially and morally) to the talented students by allowing them to join the different

sports competitions, and cultural presentations in school and most especially outside the school. If the situation will warrant as to conduct of outside school activities, students may be allowed to participate in the inter-school competition, a regional or national competition to showcase their talent and abilities and even bring a good image of the school. At the end of the school year, deserving students may be awarded a plaque or if there are enough funds, some monetary considerations for a job well done. In addition, the PE teachers shall continue to manifest the highest level of enthusiasm and interest in the performance of their teaching functions by introducing some innovations in PE exercises, sports activities, dances and music performances by using some social media platforms like videos, Youtube and other means to allow the students to present a good class standing in their PE classes.

The very high level of self-efficacy can be attributed to the teacher's eagerness to teach and perform PE activities using some assessment tools like graded individual presentations, and actual demonstrations of the given tasks or assignments. After each presentation, the teacher shall provide an individual evaluation of each performing student and provide some commendations for the efforts shown by the students. The school management may come up with a certain budget to provide for a specific space or area where PE classes can be conducted/performed.

On the very high level of PE motivation, the researcher recommends to the school management to sustain their efforts to provide full support to the students and also to the teachers for any activity that would enhance the students' talents and capabilities. If there are student-athletes who join the competition, in any event, the PE teacher may continue to coach them and invite them for a daily regular practice in preparation for the big event. If it is possible, the researcher may recommend that school management to provide complete equipment and paraphernalia to be used during the practice or even during regular PE classes. This will increase the motivation of students to practice, join the PE activities and perform their best all the time. The recommendation which will entail funding, it is necessary that the school shall include in their plans and programs and budget the amount intended for the purchase of equipment or the grant of some monetary rewards to deserving students during its planning and budget conference to be able to request its funding once the budget will be approved.

On the result of the full mediating effect of motivation on the relationship between positive experiences at school and self-efficacy, the researcher recommends the regular conduct of dialogue with students or conduct of focus group discussions to be able to know and keep updated on the present mental, physical and even spiritual status of the students. The teachers or school management shall invite parents for a conference or some community outreach activities in school so they will be able to know what is the class standing or activities in school which their children (students) are very with. The school management/teachers shall always provide the students with the school's vision, mission and goals and let the students understand that the prime concern of the school is to produce students with good character both inside and outside. These are students who possess the positive behavior of honesty, perseverance, courtesy, and respect for

others which are manifested while inside the school and cascading into the respective homes and the community.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. The mean scores results revealed that there is a Very High level of Positive Experiences at School, a Very high level of self-efficacy and a very high level of Physical Education motivation. There is a significant relationship between positive experiences at school and self-efficacy. There is also a significant relationship between motivation and positive experiences at school, and a significant relationship between motivation and self-efficacy. Also, there is a full mediation on the effect of motivation on the relationship between positive experiences at school and self-efficacy. The findings of the study clearly confirm the notion about the mediating effect of motivation on the relationship between positive experiences at school and self-efficacy. The findings are supported by the anchor theory, the Broaden-and-Build Theory of Positive Emotions by Fredrickson (1998) which describes the form of positive emotions in terms of broadened thought-action repertoires and describes their function in terms of building enduring personal resources. The findings were interpreted as a general acceptance of the hypothesis.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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