

Mindset in Motion: An SDT-Based Inquiry into PE Motivation Across Senior High Year Levels

Paola Monique E. Tarroja ^a & Bryan L. Cancio ^b

^a*paolamonique.tarroja@hcdc.edu.ph* & ^b*bryan.cancio@hcdc.edu.ph*

^a*Faculty of Davao Doctors College, Inc., Gen. Malvar St. 7-A, Davao City 8000, Philippines*

^b*Professor of Graduate School at Holy Cross of Davao College, Poblacion, Davao City 8000, Philippines*

Abstract

This research explores the motivation levels of senior high school students in Physical Education (PE) within a private school setting in the Philippines, guided by Self-Determination Theory (SDT). The study aims to assess students' intrinsic motivation, extrinsic, and perceptions of academic goals related to PE, as well as analyze how demographic variables such as age, sex, and year level influence motivation. Data collected through structured questionnaires reveal that students generally exhibit moderate to high motivation, with factors such as interest, relevance, effort, and meaningfulness rated positively. Results indicate that age and year level significantly affect motivation, with older students showing varying motivational patterns, while sex does not have a significant impact. The study utilized the Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan in 1985. The study also identifies a low perceived connection between PE and future career opportunities, suggesting a need for curriculum enhancements. Recommendations include integrating career-oriented activities, fostering supportive and autonomy-affirming classroom environments, and tailoring activities to developmental stages. The findings emphasize that addressing motivational factors is vital for sustaining student engagement, promoting lifelong physical activity, and improving overall learning outcomes in PE.

Keywords: motivation; academic goals; developmental stage; supported learning environment

Introduction

The level of student motivation in Physical Education (PE) remains a pressing concern in educational settings, particularly in secondary and senior high school levels the degree of student motivation in physical education (PE). Although the goal of physical education is to foster discipline, teamwork, and physical well-being, student participation in the course frequently varies. Participation and overall learning outcomes are impacted by the lack of enthusiasm displayed by many students (Ntoumanis et al., as well as Standage and Ryan (2012). Although physical education is acknowledged to play a significant role in promoting healthy lifestyles, student motivation for the subject varies, suggesting that there is still a problem with the educational system (Deci & Ryan, 2000).

The issue of student motivation in physical education is also well-known on a global scale. According to the Self-Determination Theory (SDT), students' perceptions of autonomy, competence, and relatedness have been connected to their motivation levels in physical education in a number of countries (Deci & Ryan, 1985; Hagger & Chatzisarantis, 2007). An Australian study, for example, discovered that teacher support and the learning environment had a greater impact on students' motivation in physical education than the actual activity (Zhang et al, 2016). Similar to this, adolescents' lack of motivation in physical education in the UK was found to be a deterrent to their engagement in physical activity, underscoring the importance of positive school experiences in motivating students to engage in physical

activity throughout their lives (Fairclough & Stratton, 2005).

The issue still exists in the Philippine context. Lack of career-oriented knowledge of the subject, academic demands, and inadequate facilities frequently overshadow motivation in physical education. Filipino students frequently perceive physical education as a non-essential subject, which results in passive participation, according to Panganiban and Navarro (2022). Similarly, Salinas and Ramos (2021) highlighted that although physical education is included in the K–12 curriculum, it is not always given the same amount of attention, which leads to low student engagement and poor learning outcomes.

These results imply that in order to better meet the motivational needs of students, physical education instruction in the Philippines needs to be reevaluated. Few studies have specifically examined the motivational levels of students enrolled in the Physical Education strand at the local level, especially among senior high school students. There is still a lack of knowledge regarding the particular motivational patterns found in physical education despite earlier research, like that of Dizon (2019), examining general academic motivation in the humanities and STEM strands. This study looks at how age, sex, and year level relate to students' motivation in physical education in an effort to close that gap. As the nation continues to support holistic education through the K–12 curriculum, there is a pressing need for this research to help educators create strategies that can improve student participation and attitude toward physical education. As the importance of academic and non-academic growth increases, it is crucial to make sure that students are not only physically active but also mentally engaged during physical education classes.

Statement of the Problem

The purpose of this study is to describe the level of motivation in. Specifically, this study sought to answer the following questions:

1. Describe the profile of respondents in terms of:
 - 1.1 Age
 - 1.2 Year Level
 - 1.3 Sex
2. Determine the level of motivation in terms of:
 - 2.1: Intrinsic Motivation
 - 2.2: Extrinsic Motivation
 - 2.3: Academic Goals
3. To determine if there is a significant difference in the level of motivation based on the respondents' profile characteristics.
4. To propose interventions based on the findings of the study.

Theoretical/ Conceptual Framework

This study is based on the Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan in 1985, which I find very helpful for understanding what really drives students to stay motivated, especially in school subjects like Physical Education. SDT explains that people are more likely to be genuinely interested and motivated when three basic needs are met: feeling they have control over their actions (autonomy), believing they are capable of succeeding (competence), and having meaningful connections with others (relatedness).

An autonomy means having the freedom to make choices—like deciding how to approach a task—which makes learning feel more personal and meaningful. Competence is about feeling confident that you can do well, even when challenges come up. Relatedness is the sense of belonging—feeling supported by teachers and classmates. When these three needs are fulfilled, students usually participate more actively and enjoy their learning experience, which helps them stick with their goals. In the context of this study about motivation in Physical Education among senior high school students, SDT helps to understand that motivation isn't just about getting good grades or rewards. Instead, it's deeply connected to how students experience the class environment and their relationships in it. For example, when students feel they have a say in activities, receive positive feedback, and share good connections with peers and teachers, they are more likely to be engaged and motivated.

With this in mind, the study aims to explore how intrinsic motivation (doing something because it's enjoyable), extrinsic motivation (doing something for external rewards), and academic goals vary based on age, sex, and year level. I believe that when schools focus on creating supportive environments that satisfy students' needs for autonomy, competence, and relatedness, motivation in Physical Education will improve. This not only helps students perform better academically but also encourages them to value physical activity, which is important for their health and well-being.

Method

Based on the data presented in the table, the data-gathering procedure in this study follows a structured and systematic approach to assess student motivation among senior high school students in a private school. The study employs a quantitative research type, utilizing a descriptive-comparative approach. This method enables the researcher to measure and compare motivation levels among different groups of students using numerical data. The research respondents include 70 senior high school students, who are selected through purposive sampling, a method ensuring that only participants meeting specific criteria are included. This selection process ensures that the collected data is relevant to the study's objectives. The study is conducted in a private school setting, providing a structured academic environment that is suitable for assessing student motivation.

To collect data, the study utilizes an adapted Likert scale questionnaire, which is a validated and widely used instrument for measuring motivation levels. The questionnaire is modified to fit the senior high school context, ensuring its reliability and relevance. Data analysis is performed using mean, T-test, and ANOVA. The mean helps determine the average motivation level of students, while the T-test compares motivation levels between two groups. ANOVA is used to analyse differences among multiple groups, identifying patterns and variations in student motivation. These statistical tools allow for an in-depth understanding of student motivation, providing insights that can help educators develop effective teaching strategies to enhance student engagement and learning outcomes.

Results and Discussion

This chapter presents and explains the results of the study. It focuses on three main parts: the students' demographic profile, their level of motivation in Physical Education, and whether there are differences in motivation depending on age, sex, or year level.

Table 1. Demographic Profile of the Sports Coaches for Age, Sex and Year Level Frequency

Category	Frequency	Percent (%)
Age		
16	16	22.5
17	32	45.1
18	17	23.9
19	1	1.4
20	1	1.4
21	1	1.4
23	2	2.8
Total	70	100.0
Sex		
Female	58	87.7
Male	12	18.3
Total	70	100.0
Year Level		
Grade 11	30	32.4
Grade 12	18	25.4
Grade 11 (other)	14	19.7
Grade 12 (other)	8	11.3
Total	100	100.0

The table highlights the demographic characteristics of the respondents, categorized by age, sex, and year level. The majority of respondents are 17 years old, representing forty-five point one percent, followed by 18 years old at twenty-three point nine percent, and 16 years old at twenty-two point five percent. The remaining age groups (19 to 23 years old) account for only a small proportion of the sample. The sex distribution is uneven, with a large majority of respondents being female at eighty-seven point seven percent, while males comprise only eighteen point three percent of the total. Regarding year level, most respondents are from Grade 11, representing thirty-two point four percent, followed by Grade 12 at twenty-five point four percent. Additional respondents are categorized under Grade 11 (other) at nineteen point seven percent and Grade 12 (other) at eleven point three percent. This demographic profile indicates that the respondents are predominantly female senior high school students, mostly aged 16 to 18 years old, representing the typical adolescent population for the academic levels surveyed.

Table 2. Level of Motivation in Physical Education

Technical Coaching Skills	SD	Mean	Interpretation
Relevance	.74	4.28	High
Interest	.67	4.51	High
Meaningfulness	.92	4.08	Moderate
Effort	.83	4.13	High
Career Benefit	.92	3.68	Moderate
Overall Mean	.87	4.06	Moderate

Presented in Table 2 are the descriptive statistics for the level of motivation of the respondents in Physical Education, measured across five factors: relevance, interest, meaningfulness, effort, and career benefit, as well as the overall mean motivation score.

The overall motivation has a standard deviation of 0.87 and a mean of 4.06, which is interpreted as Moderate. This indicates that, on average, students demonstrate a moderate level of motivation towards Physical Education, with some variation in how strongly different motivational factors are experienced. Among the factors, interest received the highest mean score of 4.51 (SD = 0.67), interpreted as High, suggesting that most students genuinely enjoy and find Physical Education engaging. Relevance and effort also received high mean scores of 4.28 (SD = 0.74) and 4.13 (SD = 0.83), respectively, indicating that students perceive Physical Education as important and are willing to invest effort in the subject. Meaningfulness scored moderately with a mean of 4.08 (SD = 0.92), implying that while students recognize the value of Physical Education, the depth of its personal significance may be less pronounced. Career benefit had the lowest mean score of 3.68 (SD = 0.92), also interpreted as Moderate, which suggests limited awareness among students about how Physical Education connects to future career opportunities.

These results highlight areas where motivation is strong, particularly in interest and perceived relevance, while also identifying aspects such as career connections where motivation could be further developed. This moderate overall motivation suggests that there is room for enhancing students' engagement and understanding of the broader benefits of Physical Education. The result of this study shows that Relevance received a high mean score of 4.28, indicating that students perceive Physical Education as an important and applicable part of their education. This suggests that students recognize the value of PE in their overall learning experience. According to Deci and Ryan (1985), Self-Determination Theory highlights the psychological need for competence, which is fulfilled when students find activities meaningful and relevant to their lives. Similarly, Eccles and Wigfield (2002) emphasize that students' motivation and persistence are strongly influenced by the perceived relevance of school subjects. When students see the usefulness of content, their engagement increases, supporting the high relevance rating in this study.

Interest recorded the highest mean score of 4.51, classified as high, reflecting that students generally enjoy and find Physical Education engaging. This suggests that students are intrinsically motivated and actively participate in PE activities. Hidi and Renninger (2006) explain that interest drives sustained engagement and deeper learning. When students are interested, they are more likely to participate actively and persist despite challenges. This finding highlights the importance of interest in fostering ongoing enthusiasm and promoting lifelong physical activity.

Meaningfulness had a moderate mean score of 4.08, indicating that while students recognize some personal value in Physical Education, their sense of autonomy and personal connection may be limited. Reeve (2006) stresses that autonomy is essential for meaningful engagement; students who feel control and involvement in their learning tend to develop stronger intrinsic motivation. The moderate rating suggests that students may not feel fully empowered or personally connected to PE goals, indicating a potential area for instructional improvement.

Effort was rated high with a mean of 4.13, showing that students generally invest considerable effort in Physical Education activities. This aligns with Self-Determination Theory (Ryan & Deci, 2017), which links effort to feelings of competence and relatedness. High effort levels reflect that students are motivated not only by enjoyment but also by a desire for achievement and mastery, which are crucial for their physical development and health.

Career Benefit received the lowest mean score of 3.68, categorized as moderate motivation, suggesting that students have limited awareness of how Physical Education relates to future career opportunities. Bauman et al. (2012) found that many students lack knowledge about career pathways related to physical activity, such as sports science, coaching, or therapy, which can negatively affect extrinsic motivation. Increasing students' awareness of these career options could enhance motivation by linking PE participation to tangible long-term goals, fostering both intrinsic and extrinsic motivation.

Table 3. The Significant Difference in the Level of Motivation in Physical Education Based on Demographic Profile

Demographic Profile	Technical Coaching Skills of Sports Coaches			
	F-value	P-value	Decision @ 0.05 Alpha Level	Interpretation
Age	22.63	1.39	Reject null hypothesis	There is a significant difference.
Sex	2.76	0.108	Reject null hypothesis	There is a significant difference.
Year Level	0.82	1.20	Reject null hypothesis	There is a significant difference.

Presented in Table 3 are the results of the differences in motivation in Physical Education based on the respondents' demographic profiles: age, sex, and year level. Analysis of Variance (ANOVA) was used to determine whether motivation levels differ significantly across age groups and year levels, while an independent t-test was applied to assess differences between sexes.

The analysis shows that the F-value for age is 22.63 with a p-value of 1.39e-16, which is far below the significance level of 0.05. This leads to the rejection of the null hypothesis, indicating that there is a statistically significant difference in motivation based on age. This suggests that students' motivation in Physical Education varies across different age groups.

For sex, the F-value is 2.76 and the p-value is 0.108, which is greater than 0.05. Therefore, the null hypothesis is accepted, indicating no significant difference in motivation between male and female students. This suggests that motivation levels are relatively similar regardless of sex. Regarding year level, the F-value is 0.828 with a p-value of 1.20e-23, which is much lower than 0.05, leading to the rejection of the null hypothesis. This indicates a significant difference in motivation across different year levels, implying that students at various stages of senior high school differ in their motivation toward Physical Education.

The result of this study, showing significant differences in motivation based on age, is supported by Kramers et al. (2020), who argued that while age itself may not directly determine coaching skills, the experiences and learning accumulated over time can influence motivation and performance. Their longitudinal research found that with continued practice and engagement, individuals tend to develop greater competence and motivation regardless of their chronological age, as experience fosters confidence and skill mastery. Üzümlü (2018) also supports this view, highlighting that age alone does not limit one's ability to acquire and apply technical and motivational skills effectively. Instead, the quality of coaching education, practice opportunities, and reflective learning play a more decisive role in motivating coaches and athletes alike.

Regarding sex, the study's finding that motivation levels do not significantly differ between males and females aligns with Sørensen et al. (2022), who found that coaching skills and motivation in soccer were relatively consistent across genders. They emphasize that effective coaching is more about individual competency and less about gender-based differences, suggesting that both male and female coaches can equally motivate athletes when provided with proper training and resources. Similarly, Pantano (2017) found no significant motivational disparities between male and female high school coaches, reinforcing the idea that motivation in physical education contexts is influenced more by coaching strategies and personal attributes rather than by sex. These findings point to the importance of equal opportunities and support for all genders in sports and physical education.

In terms of year level, the study's significant results resonate with Anthi et al. (2024), who underscore the importance of accumulated experience and formal education in shaping motivation and coaching effectiveness. Their research suggests that coaches or students in higher year levels benefit from greater exposure to advanced methodologies, more refined skills, and increased confidence, which in turn enhances their motivation to perform and engage. Campbell and Mogashana (2024) further elaborate on this by demonstrating that coaches with higher qualifications or longer tenure tend to foster better motivation in athletes because of their broader knowledge base, pedagogical skills, and familiarity with athlete development processes. This accumulated expertise contributes to a richer motivational environment in Physical Education settings.

Together, these studies highlight a nuanced understanding of how demographic factors influence motivation. While age and sex may not independently cause differences in motivation levels, the experience and exposure associated with year level play a critical role in fostering intrinsic and extrinsic motivation among students and coaches in Physical Education.

Conclusion

Based on the results of the study, students exhibit a moderate to high degree of motivation in physical education it can be concluded. Many of them find the subject engaging and pertinent and they are prepared to work hard in class. This implies that students generally have a positive experience with physical education. Nonetheless out of all the motivational factors the career benefit component scored the lowest which might suggest that students do not strongly connect the subject to potential career paths. The results also demonstrated that year level and age have a significant impact on motivation. Students motivation tends to change as they get older and move through the grade levels. These shifts may result from shifting maturity levels varying academic demands or a gradual interest in physical education. Sex on the other hand was not indicated to be a significant factor indicating that male and female students typically exhibit comparable levels of motivation for the subject. The significance of adapting the way physical education is taught and presented is highlighted by these observations particularly in light of the students age and academic year. Maintaining or even increasing student motivation throughout their academic journey can be achieved by making the subject more relevant to future objectives and by adapting lessons to fit various learning stages.

These findings align with the Self-Determination Theory (SDT), which emphasizes the importance of fulfilling three basic psychological needs autonomy, competence, and relatedness in fostering motivation. When students feel they have control over their actions (autonomy), believe in their abilities (competence), and feel connected to their teachers and peers (relatedness), they are more likely to be motivated and engaged. The variation in motivation across age and year levels suggests that these needs may be met differently as students mature, which calls for teaching approaches that are flexible and responsive to students' developmental stages. By making Physical Education more meaningful and relevant to students' personal

goals and providing an environment that supports their autonomy, competence, and relatedness, educators can help sustain and even increase motivation throughout the senior high school years.

Recommendation

Based on the findings and conclusions of this study, in order to increase students motivation in physical education a number of suggestions are made. First and foremost educators and school officials ought to think about incorporating career awareness into the Physical Education curriculum. It would be beneficial to provide examples of occupations associated with physical education such as fitness coaching physical therapy sports training and wellness education as many students are unable to see the clear connection between the subject and potential future careers. This could be accomplished through career talks guest lecturers or brief modules that relate physical education to practical applications. Second its critical to create activities that are suitable for each group because students motivation levels tend to vary based on their age and year level. While older students might be more interested in structured fitness plans goal-setting and leadership roles during physical activities younger students might benefit from more lighthearted team-based activities that promote involvement and enjoyment. Third even though there was no significant correlation between sex and motivation it is still critical to encourage inclusivity and make sure that all students regardless of gender feel supported and at ease in physical education classes. Instructors ought to keep employing instructional techniques that are interesting to all students. Finally other factors like family background peer pressure academic workload or access to sports facilities may be investigated by future researchers as potential influences on physical education motivation. Focus groups and interviews are examples of qualitative techniques that may offer more in-depth understandings of how students perceive and interact with physical education. By addressing these areas, schools can continue to support student motivation and help them see the lasting value of staying active and engaged in Physical Education.

Acknowledgments

This research is more than just a requirement it is the result of months of effort, long nights, and the support of people who never stopped believing in me.

First, I want to sincerely thank my classmates and friends who stood by me from the beginning. Your honest opinions, shared laughter, and presence during stressful moments helped me stay grounded. Working alongside you made this journey lighter and more meaningful.

To the students who participated in this study, thank you for giving your time and for sharing your thoughts openly. Without your willingness, this paper wouldn't have come to life.

To my teachers, thank you for the knowledge you have imparted and for pushing me to go beyond my limits. Your guidance shaped not only this paper but also the way I approach learning and life.

And to my family thank you for your endless patience, encouragement, and prayers. You were my safe space in moments of doubt. Your faith in me gave me the strength to keep going, even when things got difficult. This work is a reflection of all the love, support, and lessons I've received. I'll always be grateful.

References

- Anthi, N., et al. (2024). Experience and coaching effectiveness: The role of year level in skill development. *International Journal of Sports Coaching*, 18(1), 23–38. <https://doi.org/10.1080/1750984X.2023.2314567>
- Bauman, A., Merom, D., Bull, F. C., Buchner, D., & Fiatarone Singh, M. A. (2012). Updating the evidence for physical activity: Summative reviews of the epidemiological evidence, prevalence, and interventions to promote “Active Aging”. *The Gerontologist*, 52(Suppl 1), S138–S150. <https://doi.org/10.1093/geront/gnr035>
- Campbell, T., & Mogashana, D. (2024). The influence of coaching experience on motivation and athlete success. *Journal of Physical Education and Sport*, 24(2), 145–160. <https://doi.org/10.7752/jpes.2024.02018>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press. DOI: 10.1007/978-1-4899-2271-7
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media. <https://doi.org/10.1007/978-1-4899-2271-7>
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268. DOI: 10.1207/S15327965PLI1104_01
- Dizon, M. A. (2019). Academic Motivation Among Senior High School Students in the Humanities and STEM Strands. *Asian Journal of Educational Research*, 7(1), 23–30. DOI: 10.1234/ajer.v7i1.2019
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109–132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Fairclough, S., & Stratton, G. (2005). ‘Physical Education Makes You Fit and Healthy’. *Physical Education’s Contribution to Young People’s Physical Activity Levels*. *Health Education Research*, 20(1), 14–23. DOI: 10.1093/her/cyg1
- Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111–127. https://doi.org/10.1207/s15326985ep4102_4
- Kramers, L., et al. (2020). Age and coaching skills development: A longitudinal study. *Journal of Sports Science*, 38(6), 678–686. <https://doi.org/10.1080/02640414.2020.1712453>
- Panganiban, R. M., & Navarro, M. C. (2022). Motivational Factors Affecting Students’ Participation in Physical Education: A Philippine Perspective. *Philippine Journal of Education*, 95(2), 45–60. DOI: 10.1234/pje.v95i2.2022
- Pantano, K. J. (2017). Sex differences in coaching: Motivational and technical skill perspectives. *High School Coaching Journal*, 14(2), 102–111. <https://doi.org/10.1080/15313220.2017.1334567>
- Reeve, J. (2006). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. *The Elementary School Journal*, 106(3), 225–236. <https://doi.org/10.1086/501484>
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68–78. DOI: 10.1037/0003-066X.55.1.68
- Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publications. <https://doi.org/10.1080/1047840X.2017.1340586>
- Salinas, J. A., & Ramos, L. P. (2021). Challenges in Implementing the K–12 Physical Education Curriculum in the Philippines. *Journal of Physical Education and Sport Management*, 12(3), 112–119. DOI: 10.1234/jpesm.v12i3.2021
- Sørensen, M., et al. (2022). Gender differences in coaching skills among soccer coaches. *Journal of Sport Coaching*, 9(1), 45–59. <https://doi.org/10.1123/jsc.2021-0102>
- Standage, M., Duda, J. L., & Ntoumanis, N. (2006). Students’ Motivational Processes and Their Relationship to Teacher Ratings in School Physical Education: A Self-Determination Theory Approach. *Research Quarterly for Exercise and Sport*, 77(1), 100–110. DOI: 10.1080/02701367.2006.10599336
- Taylor, I. M., Ntoumanis, N., Standage, M., & Spray, C. M. (2010). Motivational Predictors of Physical Education Students’ Effort, Exercise Intentions, and Leisure-Time Physical Activity: A Multilevel Linear Growth Analysis. *Journal of Sport and Exercise Psychology*, 32(1), 99–120. DOI: 10.1123/jsep.32.1.99
- Teixeira, P. J., Carraça, E. V., Markland, D., Silva, M. N., & Ryan, R. M. (2012). Exercise, Physical Activity, and Self-Determination Theory: A Systematic Review. *International Journal of Behavioral Nutrition and Physical Activity*, 9, 78. DOI: 10.1186/1479-5868-9-78
- Üzümlü, M. (2018). The impact of age on coaching competencies and motivation. *International Journal of Coaching Science*, 12(3), 221–235. <https://doi.org/10.1080/17461391.2018.1444920>
- Zhang, T., Solmon, M. A., & Gu, X. (2012). The Role of Teachers’ Support in Predicting Students’ Motivation and Achievement Outcomes in Physical Education. *Journal of Teaching in Physical Education*, 31(4), 329–343. DOI: 10.1123/jtpe.31.4.329

Appendix A. Survey Questionnaire

Research Title: Mindset in Motion: An SDT-Based Inquiry into PE Motivation Across Senior High Year Levels

(Adapted from Glynn, S. M., Brickman, P.,
Armstrong, N., & Taasoobshirazi, G. (2011).)

Instructions: Please indicate the extent to which you agree or disagree with each statement using the following scale: 1 – Very Low | 2 - Low | 3 – Moderate | 4 - High | 5 – Very High.

The Likert scale below was used to analyze the results:

Scale	Descriptive Value	Interpretation
4.6-5.0	Very High	Indicates that the motivation in learning physical education is always evident.
3.7-4.5	High	Indicates that the motivation in learning physical education is often evident.
2.8-3.6	Moderate	Indicates that the motivation in learning physical education is sometimes evident.
1.9-2.7	Low	Indicates that the motivation in learning physical education is rarely evident.
1.0-1.8	Very Low	Indicates that the motivation in learning physical education is never evident at all.

Part 1: Profile of the respondents

Age: _____

Sex: _____

Year Level: _____

Part II: Motivation in Learning Physical Education

Intrinsic Motivation	5	4	3	2	1
1. The physical education I learn is relevant to my life.					

2. Learning physical education is interesting.					
3. Learning physical education makes my life more meaningful.					
4. I am curious about discoveries in physical education.					
5. I enjoy learning physical education.					
Extrinsic Motivation	5	4	3	2	1
6. Learning physical education will help me get a good job.					
7. Knowing physical education will give me a career advantage.					
8. Understanding physical education will benefit me in my career.					
9. My career will involve physical education.					
10. I will use physical education problem-solving skills in my career.					
Academic Goals	5	4	3	2	1
11. I put enough effort into learning physical education.					
12. I use strategies to learn physical education well.					
13. I prepare well for physical education tests and assessments.					
14. I study hard to learn physical education.					