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Secondary Students' Demographic Profile, Amotivation, and Interpersonal Behavior in Learning Physical Education: A Hierarchical Correlation Study

Karen Jade P. Dabu

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**SECONDARY STUDENTS' DEMOGRAPHIC PROFILE, AMOTIVATION, AND
INTERPERSONAL BEHAVIOR IN LEARNING PHYSICAL EDUCATION: A
HIERARCHICAL CORRELATION STUDY**

A Thesis Paper Presented to the

Faculty of the Institute of Physical Education Health Recreation Dance and Sports

Philippine Normal University

In Partial Fulfillment of the Requirements for the Degree

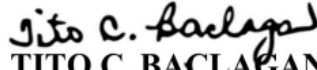
Master of Arts in Education Major in Physical Education

Karen Jade P. Dabu

January 2023

APPROVAL SHEET

This thesis entitled “**SECONDARY STUDENTS’ DEMOGRAPHIC PROFILE, AMOTIVATION, AND INTERPERSONAL BEHAVIOR IN LEARNING PHYSICAL EDUCATION: A HIERARCHICAL CORRELATION STUDY**” prepared and submitted by **KAREN JADE P. DABU** in partial fulfillment of the requirements for the degree of **Master of Arts in Education in Physical Education**, is hereby recommended for approval and acceptance.

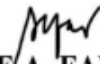

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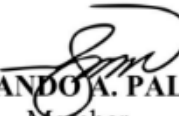
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“I can do all things through Christ which strengthened me.”

Philippians 4:13 KJV

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Soli Deo Gloria!

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ABSTRACT

Name: Karen Jade P. Dabu

Title: SECONDARY STUDENTS' DEMOGRAPHIC PROFILE,
AMOTIVATION, AND INTERPERSONAL BEHAVIOR IN
LEARNING PHYSICAL EDUCATION: A HIERARCHICAL
CORRELATION STUDY

Key Concepts: Amotivation, Demographic Profile, Extrinsic Motivation, Intrinsic
Motivation, Motivation

Degree: Master of Arts in Education Major in Physical Education

Adviser: Tito C. Baclagan, Ph.D

Amotivation is a state in which there is no discernible link between a student's activity and the outcome of his or her behavior. This research focuses on the various elements that contribute to Graceville National High School students' disinterest in the subject Physical Education. A total of 998 students (502 girls and 496 boys) completed the questionnaires of Bo Shen's Amotivation Inventory-Physical Education (AI-PE) and Pelletier's Interpersonal Behavior. The scale from the Amotivation Inventory-Physical Education (AI-PE) was used to measure Amotivation in PE, and the Interpersonal Behavior Scale (IBS) was used to measure Teachers' Social-Support. Frequency and percentage, weighted mean, and Pearson Product Correlation Coefficient are the statistical approaches employed. The findings provided solid support for the many characteristics of amotivation in physical education, showing that amotivation may be caused by a range of factors.

The key findings revealed that pupils interest in participating in physical education depends on the characteristics of the tasks and level of teachers' support in terms of autonomy and relatedness. To improve students' participation in physical education, these should be noticed, appreciated, and addressed in the classroom in order to engage students in physical education for the sake of their health. Evidence from a number of studies seems to support the hypothesis that the experience of students in physical education have successfully motivated students themselves, providing perceptions of competence, and enjoying themselves in doing physical activity in school. It is recommended that the multiple dimensions of amotivation should be distinguished and instructionally managed during teaching and learning.

CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

1.1 Background of the Study

According to the most current data, children and adolescent inactivity during physical activities is a severe issue that can be noticed across the world. In this respect, a lack of physical exercise has been linked to a variety of dangerous medical ailments as well as mental problems, which has been the subject of much research. Despite the fact that this demographic has a desire to be more active, the external (environmental) variables have a substantial effect on the ultimate choice to devote less time to beneficial physical activity.

Alongside the efforts of families and professionals, public policies in general and specific educational policies from authorities play a decisive role in the promotion of active and healthy habits. This is due to the fact that public policies are determined by public health (Pate & Dowda, 2019). In the context of education, Physical Education (PE) is the most significant topic to study in order to accomplish this objective since, in comparison to other subject areas; it offers distinctive active and practical frameworks. The topics covered in this area of study are broken down into a variety of subfields in accordance with the educational requirements of each nation's system. As a result, it advocated the creation of the content for all of the disciplines via the use of the holistic model of competence included within the framework for the Definition and Selection of Competencies. Recently, Escalié et al. (2017), stressed that each piece of material strives to promote holistic students' development taking into consideration the pedagogy of integration with the rest of the disciplines.

The purpose of physical education (PE) is to encourage children to participate in enjoyable, real-world physical exercise and to engage them and urge them to do so in order to foster a healthy and active lifestyle. Developing students' intrinsic motivation is essential to both getting and keeping them motivated in physical education (PE), and this new window will open in a new purpose. The joy that students experience as a result of actively participating in or successfully completing an activity is an example of intrinsic motivation.

Physical activity in childhood and adolescence improves physical fitness through developing strong bones and muscles, controlling weight, reducing anxiety and stress, increasing self-esteem, and lowering blood pressure and cholesterol levels. Increased mental alertness, improved academic accomplishment, and a lower level of stress and depression are all linked to such activities. Physical activity can also improve one's ability to function and reduce the risk of developing chronic diseases. Young individuals aged 6 to 17 should engage in at least 60 minutes of physical activity each day, according to experts. According to studies, the most intensive ages in physical activity education are between the ages of 13 and 18. However, according to recent surveys, the number of adolescents who participate in physical activities is declining. Adolescence is a critical period during which people either become avid participants in physical activities or become utterly non-participants.

The school is an important location where young people can participate in more physical activity. Participation in school-based physical education (PE) has been connected to individuals' general involvement in physical activities, as well as their overall health, particularly with regard to weight concerns. According to Hagger (2012), one of the primary purposes of physical education is to provide young individuals with the necessary skills, knowledge, and competencies, and that participating in physical activities is linked to fitness and safety in leisure time.

Ntoumanis (2005), on the other hand, believes that a high level of motivation is required for youngsters to actively participate in physical activities.

Establishing and maintaining classroom motivation was among the most essential tasks assigned to educators, and it necessitates constant attention and careful consideration because motivation has been linked and attributed to the human feelings experienced by learners in the class, and if such altruism is regarded or realized as interacting and optimistic by pupils, it can increase their interest to learn well enough and behave accordingly (Graham, 2018).

Pertaining to one investigation, the characteristic and effectiveness of teacher involvement which they were prepared to do something for their pupils could be used as a criterion of the types of learners that they'll have, and also getting an impact on educational accomplishment; and if the instructor does not pay close attention and impose a strive to give a school environment that is amenable and suitable for the fulfillment of their pupils' educational needs, they would have an impact on the learners' academic levels of competence (Barr, 2016).

In fact, one solution established by the Department of Education to promote an effective learning climate for students is the issuance of Department of Education Order No. 36, series of 2016 which pertains to Policy Guidelines for the K-12 Curriculum Programme for official private and government schools in the Philippines.; such order is aimed for schools to recognize outstanding performance and achievement of learners in various aspects of student development.

Motivation is a common issue in sports and exercise research, psychology study, and literature research (Biddle, 1997). In the context of physical activity, different sorts of motivation are suggested for a shift in the form of cognitive, affective, and behavioral experiences (Vallerand, 2001). Motivation is described as the direction and strength from one's endeavor (Sage, 1977), and

it pertains to how an individual search out, pursues, or is drawn to a particular situation, as well as how much effort they put forth in that context (Weinberg, 2003). Deci and Ryan's (2000), self-determination theory is a general explanation of motivation. The best method to understand motivation is to use self-determination theory, which describes the various influences that motivate behavior and depicts the progression from extrinsic to intrinsic motivation. Students who are engaged (intrinsically motivated) in an activity for reasons of knowledge, successes, and stimulations are at the highest level. The kids who are less self-motivated (extrinsically motivated) in an activity for fewer intrinsic reasons are next on the continuum (outcomes and external rewards). Amotivation, which occurs when an individual is neither intrinsically nor extrinsically motivated and hence has emotions of incompetence and lack of regulation (lack of self-determination), is at the extreme end of the spectrum (Huber, 2012).

According to this view, human conduct can be intrinsically motivated, extrinsically motivated, or amotivated in any manner. Intrinsic motivation is demonstrated when people willingly engage in fascinating and enjoyable activities that provide opportunities for learning or task completion (Vallerand et al., 1995). Extrinsic motivation, on the other hand, is presumed when people participate in an activity because they value the related outcomes, such as fame and extrinsic incentives, over the activity itself. Amotivation, on the other hand, refers to the lack of both intrinsic and extrinsic motivation, as well as a complete lack of self-determination and interest in the behavior in question (Deci & Ryan, 2000). A demotivated student may believe that PE serves no purpose, resulting in boredom, low attendance, or merely passive involvement in class (Ntoumanis, 2009).

Because there are few studies on amotivation, Ntoumanis (2004), relies on Carlson's (1995), alienation study. Carlson (1995), utilizes the term alienation (Dean, 1961) to explain emotions of

meaninglessness, powerlessness, and isolation among middle and high school students in the United States. Amotivation and alienation is not the same thing. The researchers feel that meaninglessness and helplessness can lead to a sense of amotivation, based on the research conducted by Pelletier et al. (1999). Carlson (1995), discovered that alienated pupils believe PE is unimportant. Students' evaluations of competence were low, and they disliked competitive circumstances. They cited a lack of activity options and a significant sense of isolation from their peers as contributing factors. Passive participation in class ("wallflower approach"), feigning illness or injury, or nonattendance was also used to demonstrate alienation.

On the other hand, the current study wants to see if gender disparities in physical education affect motivation. Through an interview, Coakley and White (1992), conducted an initial investigation of amotivation to physical education. They spoke with young men and women about their previous PE experiences. Some women stated that they were unmotivated. They loathed gym clothes and the changing and showering rituals in PE. Any of the men's poor PE experiences failed to identify such elements. Flintoff and Scraton (2001), discovered that many girls avoided optional activities like swimming, even if they enjoyed them, in order to avoid unwelcome attention from the boys in another qualitative study of students' experiences in British physical education.

According to a collected data, a small percentage of students received an outstanding grade in Physical Education, few were extremely satisfied and satisfied, respectively while 32.1 percent were somewhat satisfied, and 7.3 percent did not meet expectations.

Adolescents who have poor self-efficacy and commitment to physical education (Carlson, 1995) are more likely to participate passively, pretend to be wounded or unwell, and indulge in

inadequate amounts of fitness exercise beyond the school (Ntoumanis et.al., 2004). A dearth of drive, or procrastination, is undeniably has become severe issue.

The purpose of this study was to look at the effects of teachers' efforts, students' ability views, and a lack of school facilities and equipment on high-school students' amotivation in physical education.

1.2 Literature Review

This section discusses the related literature and studies pertaining to topics and issues about amotivation, and interpersonal behavior in learning physical education as a foundation to give light on the relevance of the investigation.

Amotivation

Amotivation refers to a state in which individuals cannot perceive a relationship between their behavior and that behaviors' subsequent outcome (Shen et al., 2010). In the study of Shen et al. (2010), they developed an amotivation model to validate in beliefs that amotivation is a multidimensional construct that reflects the complexity of motivational deficits in physical education.

According to the Self-Determination Theory (Deci & Ryan, 2002), individuals' behavior can be effectuated through intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation shows enjoyment and interest-related motives in activity, extrinsic motivation used

instrumental motives, and last is amotivation or an absence of motivation in doing task or given activity. These three broad theoretical types of motivation can be located at some point on a continuum, representing the relative degree of self-determination of behavior (Ryan et al., 1989). Self-determined individuals can internalize and give a greater extent of executing given behavior rather than less self-determined as they involve in an activity. In the continuum, amotivation comprises the other extreme with the least amount of self-determination and represents a complete lack of volition with respect to the target behavior (Deci & Ryan, 2002).

According to Pelletier et al. (2001), amotivated individuals cannot perceive a relationship between their actions and subsequent outcomes of those actions. They may feel lacking control of their actions, disintegrated, and invest little effort or energy to finish a task. Boredom and poor concentration in class, poor psychosocial adjustment, high perceived stress at school (Baker, 2004), and school dropout (Pelletier et al., 2001) have all been associated to amotivation (Vallerand et al., 1993).

Shen et al. (2010), stated that in physical education, some researchers have also examined amotivation. Carlson (1995), for example, uses the term alienation to describe middle and high school students' amotivation. Interviews conducted in class observations found out those students who are alienated felt that physical education was not personally important. Those students had low perceptions of competence and adherence. They were more likely to be passively participating in class, faking illness, and choosing to be absent. Ntoumanis et al. (2004), has a similar study wherein that explored British school children's perception of amotivation which resulted from learned helplessness beliefs and was often displayed absenteeism, low engagement in class, and low intention to participate in physical activity and became physically active outside school.

Amotivation in Physical Education

According to Peak and Jones (1955), outlook and inspiration have long been considered to be inextricably linked concepts. Satisfaction is regarded as an emotional element associated with self-determined desire to engage in physical exercise (Hashim et al., 2008 & Yli-Piipari et al., 2009). A conceptual foundation known as Self-Determination Theory (Deci & Ryan, 2000) has often been used to analyze pupils' responses to PE by analyzing the existence of identity motivation (Van den Berghe et al., 2012). SDT is a meta-theory that incorporates several mini-theories in attempt to explain individual motives (Vansteenkist et al., 2010). One of the primary aims of SDT has been to get a more distinct form of motivation by questioning what type of motivation is being expressed at any particular time.

Peak and Jones went on to say that for a long time, attitude and motivation were thought to be inextricably related notions. Satisfaction is one of the emotional characteristics connected with identity desire to engage in physical exercise (Hashim et al., 2008 & Yli-Piipari et al., 2009). Self-Determination Theory (Deci & Ryan, 2000) is a theoretical basis that has commonly been shown to measure the students' orientations to PE by examining the existence of self-determined drive (Van den Berghe et al., 2012). SDT is a schema that combines multiple mini-theories to explain human motivation and behavior. One of SDT's main goals has been to get a more unique approach to motivation by asking what type of motivation is displayed at any given time.

People with the need for competency try to involve with their environment successfully in order to feel capable in obtaining desired results and avoiding unfavorable circumstances (Deci & Ryan, 1985). A need for liberty refers to the interpersonal relationships and connections formed between persons, and it is founded on a basic need to be in connection with each other (Guay et

al., 2000). And a need for connectedness focuses on interpersonal connections and bonds formed between individual people and are predicated on a base instinct to be in interaction with one another (Guay et al., 2000).

Deci and Ryan (2000), observed that settings that foster autonomy, competence, and relatedness result in greater internalization and integration than circumstances that inhibit these requirements, but that each factor drives motivation differently. In papers and books, these forms of drives are referred to as self-efficacy and perceived control, and they are ranked on a spectrum of strong to low levels of self-determination (Vansteenkiste et al., 2010). Managed motivation is connected with stress and compulsion to believe, act, or conduct in specific ways, while autonomy support combines behavioral management with perceptions of choice, psychological freedom, and introspective identity.

Amotivation or loss of enthusiasm to participate in a given behavior that is initiated and handled by circumstances outside of the human's conscious control is distinguished from independent and regulated motivation. Moreover, both independent and managed motivation may govern involvement in a certain activity environment, and both can lead to high participation; nevertheless, the two motivations vary. The point at which an individual is self-motivated is a marker of desire satisfaction and, as a result, developmentally wellness, with consequences for education, productivity, personal observations, and well-being (Vallerand et al., 1999).

The relationship between demands fulfillment and drive is one of the main cornerstones of SDT (Deci & Ryan, 2000). Van den Berghe et al. (2012), subsequently corroborated this in an assessment of PE studies. Notwithstanding the research that indicates that several pupils have their essential human needs fulfilled and are thus independently motivated to participate in Physical

education classes, plenty of others take part in federally mandated PE classes mainly since they have to, and this dearth of need assistance improves controlled motivation further while lowering autonomous motivation (Barkoukis et al., 2010).

In a research of teenage amotivation, Ntoumanis et al. (2004), discovered that amotivation, manifested as non-attendance and poor engagement was primarily driven by reinforced weak views and poor need fulfillment. Students called for a greater focus on beneficial impact, need fulfillment, and fundamental changes to counteract indifference. Hashim et al. (2008), proposed, using Ntoumanis' study, that pupils in physical education should be able to show their physiological competence with whichever approach is most appropriate for them.

Furthermore, according to Hagger (2015), the theory's goal is to explain human motivation and behavior through individual differences in motivational orientations, contextual influences on motivation, and interpersonal perceptions. The distinction between self-determined or autonomous forms of motivation and non-self-determined or controlling kinds of motivation is central to self-determination theory. Experimental research on how rewards affect motivation in educational settings gave rise to self-determination theory. Cognitive assessment theory arose from study into the impact of incentives and internal motivation on behavior (Deci, 1972). The concept implies that a person who participates in a behavior for positive externalities such as monetary gain will remain to do so as much as the benefit remains prevalent. If the prize is stripped away, opposition is probable. The diminishing effect happens when an incentive is offered that significantly diminishes intrinsic motivation.

Thus according to self-determination theories, external forces such as incentives do not necessarily have to lead in a drop in internal drive. The instructive nature of rewards can mitigate

the destabilizing influence of incentives. The demoralizing impact can be minimized by delivering incentives in such a manner that they are just informational of ability rather than conditional on behavior (Ryan et al., 1983). Ryan's critical studies, like Deci's first free-choice paradigm tests, rewarded individuals for engaging in interesting activities. He did, though, propose a scenario in which individuals commented on their competence in addition to the award. The evaluation on competency made it apparent that the award was for 'doing very well' on the task and those individuals were reaching their personal objectives. When contrasted to those who just got the award, individuals in the criticism group did not exhibit the utilizing. This established the framework for an expansion of cognitive assessment theory that considered the function of social agents in the environment in supporting or suppressing inner drive. The extension had far-reaching ramifications for the theory's development, particularly its use as a tool for altering and behavior modification.

Whereas the diminishing impact and informative role of rewards in cognitive appraisal theories have been demonstrated to be a persistent impact in social psychology (Tang & Hall, 1995), the concept has limited direct applicability in practical contexts such as healthy behaviours. One plausible scenario is that health activities are rarely to be undertaken just for monetary motivation or external circumstances. Other sorts of antecedents, as well as the impacts of extrinsic or regulating types of incentives, may play a role in behavioural control in health-related circumstances.

As an outcome, while cognitive appraisal theory serves as a preliminary step for recognizing the impact of environmental factors on behavior patterns, such as health-related behaviors, it is the extended form of the theory, which facilitates means sub-theories, that serves as the foundation for more thorough rationalizations of intrinsically motivated and numerous impacts

(Deci & Ryan, 2000). Sub-theories explain how actions are integrated and become independently inspired in biological theoretical approach, the beginnings of types of motivation in basic necessities theory, and the influence of individual variation in autonomy and governed motivation and engagement on behavior in co-integrating orientations theory.

For involvement or engagement in an activity, there are two types of motivation: intrinsic and extrinsic motives (Williams, 2006). According to Deci and Ryan (1985), there are many sorts of intrinsic and extrinsic motivation that vary along an ego continuum. Amotivation is the least compelling motive kind on the motivation spectrum. These are athletes or students who lack a feeling of control regarding their engagement in sports or physical activities and have no extrinsic or intrinsic drive to do so. Unmotivated athletes or students are confused why they participate in sports or physical activity. Extrinsic motivation is the next phase along the continuum, in which people believe that external causes influence their engagement in sports or physical activities. They engage in an activity in order to attain a goal or obtain something they desire. Finally, at the opposite end of the spectrum is the typical condition of intrinsically motivated, in which a learner or a player participates in a sport for the inherent pleasure it offers. It is completely self-sufficient and represents the ideal state or type of self-determination philosophy (Ryan & Deci, 2000).

Deci and Ryan argued that all athletes or students should meet the needs of being competent, autonomous, and linked in a sports setting. There will be more intrinsic motivation, investment, and well-being in the sports or physical activity setting if those three criteria are met. Athletes who are unmotivated, on the other hand, are likely to demonstrate maladaptive motivational habits (Williams, 2006). Athletes who participate in sports for fewer ego reasons report lower levels of happiness and tend to be more vulnerable to maladaptive reactions such as overtraining and burnout (Lemyre et al., 2004). If the extrinsic incentives that keep them engaged

in the action disappear, such athletes are less likely to try harder or drop out. This is due to the fact that they do not choose to participate in sports.

The Self-determination theory focuses on the extent to which activities are deliberate, volitional, or self-determined, according to Anshel (2003), in *Sport Psychology from Theory to Practice* (4th Edition). Humans have a need for competence and autonomy, according to this notion. Strong IM is accompanied by high self-determination. Furthermore, the intrinsically driven individual believes that they are responsible for any gains derived from this action. In contrast to sentiments of high contribution, a team member who does not believe they contribute to the team's success would experience less self-determination and, as a result, will be less intrinsically motivated. Coaches, on the other hand, can encourage students' emotions of self-determination and personal responsibility for outcomes by soliciting input from players. Encourage "full engagement" by athletes and avoid feelings of alienation are key to boosting self-determination and IM. Excessive externally based control and feelings of helplessness in athletes generate estrangement, which reduces or eliminates IM.

Students' Demographic Profile and Amotivation

According to Säfvenbom et al (2014), research, learning is essentially a future concern. In Norway, for instance, the course content for everyone declared that education must give learners opportunity to learn. Furthermore, Physical Education must encourage resistance training in all aspects of life and foster lifelong pleasure of physical activity (Utdanningsdirektoratet, 2012). As a consequence of this purpose, elements such as fun, optimism, and motivation to continue participating are prevalent all across the curriculum's beginning.

The Physical Education program includes lifelong delight, good attitudes, and identity determination, which seems to correspond with one major challenge that Western societies confront. In relation to past generations, today's modern prolonged status is more based on an innate decision than on a necessity, and as a result, positive movement encounters (Agans et al., 2013), have emerged as a major public health priority (Kwan and Bryan 2010). This implies that for young people in particular, mobility and engagement in mobility circumstances should be associated with pleasure (Dismore & Bailey, 2011), fulfilment of fundamental emotional factors, and ego motivation (Deci & Ryan, 2000).

A. Socio Economic Status

Socio-economic status is the combination of economic and sociological measures of an individual work experience and economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status (Bhat et.al., 2016). Socio-economic status partitioned into three categories, high socio-economic status, middle socioeconomic status, and low socio-economic. To point out individuals' classification any or majority of the three variables such as income, education, and occupation can be evaluated.

Socio-economic status is the mix of monetary and sociological proportions of an individual or family in association with others on the start of pay, instructive level and word related status (Bhat et al., 2016). According to Kala et al. (2017), socio-economic status alludes to instructive capability, assignment, wage, riches, education, and status of a person in the public. He found out that those high socio-economic individual longs for accomplishing high class calling. Socio-

economic people with medium class consider calling with normal increment and low socio-economic status people may accomplish for calling of low-level classifications.

Socio-economic status impacts the academic motivation of students (Camus et al., 2018). Teese (2003), found that there is a clear and consistent trend for children with lower socio-economic status families to have lower Victorian Certificate of Education or VCE scores. Kala et al. (2017), stated that families who live in higher socio-economic status areas are more likely to have a more stimulating cognitive home environment, resulting in students with higher academic motivation than students who live in lower socio-economic status areas. In the study of Bhat (et al., 2016), it was stated that students with high socio-economic status have higher academic achievement than students with low socio-economic status. Thus, the hypotheses that there is a significant difference on achievement of students between high and low socio-economic statuses was accepted. They concluded that socio-economic status is a significant factor in academic achievement.

However, Fleming et al. (2001), stated that higher socio-economic status did not cause greater academic motivation rather suggested positive relationship. SES directly filtered to the child through proximal environment, that is, families of relatively higher socio-economic status are more likely to furnish a cognitively stimulating home facilitating the development of academic intrinsic motivation. Bhat et al. (2016), concluded that irrelevant distinction was found between the understudies with center and low socio-economic status in regard to scholastic accomplishment. Thus, understudies from lower and higher SES families don't contrast in academic motivation states of mind (Turcinskaite-Balciuniene et al., 2015).

Ogunshola (2012), discussed in his study that socio-economic and education background of parents are not significant factors in students' academic performance. However, educational qualification of parents and health status are significant factors that affect the academic performance of students. In the summary of the research findings of Ogunshola, the first two hypothesis i.e. academic performance of students in relationship to the parental socio-economic background and educational background were not statistically significant. However, the students' mean score was examined to be higher with educated parents and high socio-economic status compared with students from parents of low socio-economic status that the students from uneducated parents and belonging to a low-economic status.

B. Age

Most of the study on amotivation in PE focused on secondary school students specifically those who are between 14-16 years old (Ntoumanis et al., 2004; Shen et al., 2010). Research suggested that motivation and physical activity declines during adolescence. Physical activity levels decrease dramatically during adolescence particularly in girls aged 8-10 (Aaron et al., 2002). This period between the final year of primary and beginning of secondary school are crucial to observe changes in psychosocial factors, which may or may not influence physical activity levels in the future. The transition from primary to secondary is probably one of the greatest sources to not continue the education of pupils (Katene, 2000). For instance, pupils encounter lots of changes like being the oldest in the school in year 6 to being the youngest in year 7, being taught by specialist teachers in all subjects, and in PE, being taught with full size equipment.

Amotivation is present among boys and girls from year 7 to 11. It is a big concern that students who have been amotivated in PE in year 6 may continue to be amotivated in secondary level. The following reasons like low ability and effort beliefs, not valuing the subject and finding activities

boring are negative experiences of students during primary level. Jackson (2016), did a study and investigated amotivated students' experiences of PE in primary school, as well as their expectations and feelings towards PE in secondary level to clearly understand why pupils are being disappointed in PE at such early ages of development.

In the findings, presented are some of the general dimensions and higher order themes that were taken from existing theories and research on self-determination, amotivation and peer motivational climate, reviewed in the background of the study. The four amotivation dimensions, students' perceptions of teacher need support, performance climate and peer motivational climate were established as the main themes (general dimensions) and were supported by analyses.

C. Sex

In the study "Understanding Amotivation in Physical Education Among Filipino Students," Abella et al. (2014), probed the main reason why kids feel amotivated in physical education. The study examined into the interactions of amotivation of pupils from primary and secondary schools, in addition to sexual dimorphism. The study included 386 Grade 9 students from two high schools in NCR. To fill a questionnaire method, they were handed the Amotivation Scale in Physical Education and the Instructor's Relational Behaviour Index. As per the results, competence views were regarded as the most important element in Filipino Grade 9 learners' lack of willpower in physical education, trailed by efforts, job features, and value. Ultimately, learners at school systems noted a lack of drive as the primary factor. Educators, according to the results of the study, must focus on increasing learners' capability perceptions in order to lessen emotions of disengagement in school.

The inclusion of physical education in the school curriculum is thought to be ideal for improving student attitudes, not only by assisting in the improvement of physical strength and endurance, but also by allowing students to learn and experience attitudes that they would not be able to learn or experience within the four walls of their classroom. Cooperation and teamwork are two examples of attitudes that kids should learn. By incorporating games into physical education lessons, learners might become more conscious of the importance of constantly interacting with their colleagues or members in order to establish goals, such as defeating other competitors or squads (Sprake & Temple, 2016).

As an outcome, behaviors related to physical education learning must be highlighted furthermore in order for the staff to fulfill their rights in incorporating the benefits of understanding these perceptions into their daily lessons; even if most learnings in physical education class are involved with going 'physiological,' it is crucial to know that schoolchildren are not only doing or achieving an assignment but are also acquiring knowledge. Therefore, the children will have a specific vision and comprehension of what they're doing why it's essential; it'll be similar to providing them a purpose and focus, lessening the probability that they'll think like they're performing things as they're ordered to (Palmer et al., 2014).

It has been shown that students who regard school activities to be beneficial to them have a higher likelihood of achieving a high proportion of student engagement and cooperation in the implementation of such activities. If students perceive a physical education activity as a way to improve their self-discipline, there is a good chance they will participate (Morris, 2017).

Another evidence related to gender assimilation in physical education operations is the concept that all these athletics as well as other sports exercise could provide opportunities for

participants to impose boundaries for themselves, or in other sayings, can enable each other to greater constitute and create their feeling of self, because the greatest effect the prerequisites of the physical program that they've been in, the further they'll be required to put boundaries for oneself, for instance (Ennis et al., 2017).

D. Academic Achievement

According to Sternberg (2015), academic performance at school measures the final score of the student. It has been traditionally studied and explained by individual variables, mainly intellectual, but also by personality and contextual factors. Poropat (2020), stated that other researchers suggested that the cognitive variables are the most important predictor of academic achievement and explaining most of the phenomena. However, some of the authors support that the study of contextual and personality variables provides a better and more complete explanation of academic performance. A recent study by Banos et al. (2020), based on the individual satisfaction a predictive model of academic performance was presented. Study shows that student motivation is a relevant variable due to the learning goals of students, which brings up different mental situations in students, resulting having a positive and negative attitude toward study. This determines the effort invested to achieve learning and academic performance. Chatzipanteli et al. (2015), Kirby et al., (2015), and Sevil et al. (2017), stated that in the subject Physical Education, academic performance and metacognitive skills have been predicted by motivation variables in previous research. Barkoukis et al. (2014), indicated in his longitudinal study that a more self-determined motivation obtained higher academic performance in PE and, in addition, a less self-determined motivation explained lower qualifications.

Calver et al. (2020), stated that despite the high correlation found in their study between the PE grades and overall grades, autonomous motivation toward PE did not act as a significant

predictor of overall academic performance. According to Wentzel et al. (2017), these results are not in line with previous studies in that self-determined motivation predicted academic performance in other subjects. As demonstrated in a large based literature positive relationships of the most autonomous forms of classroom motivation with academic outcomes (Howard et al., 2017). Taylor et al. (2014), conducted specifically a meta-analysis highlighted the significant role of intrinsic motivation in predicting school achievement. The instruments used in the study may be due to the result, where motivation of specific subject like PE was analyzed. It was proposed that the motivation measure from a more contextual point of view, assessing the possible level of prediction of the students' motivation on their specific and overall academic performance. The results of the study by Calver et al. (2020), was in line with the Hierarchical Model of Motivation by Vallerand (2001). It emphasizes the importance of antecedents in the emergence of more self-determined motivation forms and consequences. It is also providing a more complete knowledge of the motivational process underlying disciplined behaviors and the academic performance of PE secondary students.

Barkoukis et al. (2014), stated that the prediction of school students' academic engagement and achievement is a focal issue in educational psychology. Most of the research related to the study aims to understand different mechanism such as motivational climate, motivational regulations, and learning strategies. Boiche et al. (2008), stated that these can lead to increased academic engagement and achievement of students. One of the most important factors that can affect academic achievement is motivation (Tucker et al., 2002). However, longitudinal research evidence is limited in exploring the effects of different types of motivation in academic achievement one of such is the amotivation or the absence of motivation.

Barkoukis et al. (2014), showed that increases in students' amotivation were associated with lower PE grades. Also, students who reported higher average levels of amotivation relative to their classmates achieved lower PE grades, compared to students who reported lower average levels of amotivation. Lastly, classes with higher average levels of amotivation achieved lower grades, compared to classes who reported lower average levels.

Findings pertaining to amotivation were consistent with the hypothesis of Barkoukis et al. (2014), and previous research findings. A negative relation between amotivation in PE grades was found at all three levels of analysis. According to Ntoumanis et al. (2004), highly amotivated students are identified by helplessness that show no interest, do not participate and worst do not attend PE class. Amotivated students reported not exerting effort in the lessons due to the reason that they think they had the competence to do well in PE, or because they did not give importance to it. Lower grades from their teachers were much likely the result. In addition, Ntoumanis (2005), found that amotivated students were more likely to opt out from non-compulsory PE.

Interpersonal Behavior and Amotivation

Shen et al. (2010), conducted a research that used spearman rank correlation coefficients to discover that a lack of social support is related to the lack of motivation in physical education. Social factors or motivational climates impact not only the level of enthusiasm, but also the degree of amotivation. Physical education amotivation is a distinct entity, a dynamic and multifaceted process. Furthermore, the data show that amotivation, which stems from a lack of competence, autonomy, and relatedness support, might affect motivation outcomes. It is critical that physical educators recognize and treat the reasons of amotivation through instruction. Creating a pleasant

interpersonal climate between teachers and students may help to reduce apathy in the classroom (Furrer & Skinner, 2003).

Teachers must create a learning environment that is warm, loving, sensitive, dedicated to attention and time, and emotionally available in order to give relatedness support (Furrer & Skinner, 2003). A relatedness-supportive teacher uses democratic engagement methods, sets standards for student activities based on individual differences, demonstrates a "compassion" approach to their own job, and gives valuable criticism, all of which are comparable to educational love and care (Wentzel, 1997). According to the findings of the study, purposefully including connectedness supports in physical education helps individuals feel connected and relevant, and this feeling of connection or close relationships is critical for learners' overall motivated improvement (Shen, 2010).

As per Shen's study (2010), amotivation may be characterized as a condition of motivational deficiency (Deci & Ryan, 2002), or levels of loneliness and powerlessness in physical education (Ntoumanis et al., 2004). The results gave compelling evidence for the multimodal character of amotivation in physical education, demonstrating that amotivation can come from a variety of sources. Two schools revealed a broad trend in which teachers rated in-school effort, a good behavior construct in physical education, as expected by the predictive validity correlations. The overall relationships may represent the influence of the four amotivation concepts' common variance. The findings of this study support the idea that a student's level of motivation is linked to their participation in class.

Mazyari's work, "Students' Amotivation in Physical Education Activities and Instructors' Social Support," is another study on amotivation and teachers' social support. The major goal of

this study was to look into why students are unmotivated to participate in physical education activities and how it relates to the level of social support provided by physical education teachers. The findings revealed a link between social support loss and amotivation characteristics. It means that the social support and amotivation of physical education teachers, as well as their subscales, had a substantial and unfavorable relationship. According to Hsu et al. (2015), negative connotations of physical activities are associated with decreased levels of social help from family, as well as internally and externally impediments. Teachers are the most important variables in receiving information from students and supporting their talents in schools, therefore more companions between teacher and student are critical for enhancing students' motivation.

Educators should work collaboratively with their corresponding school heads and executives, as well as pupils' family members and the surrounding neighborhood, to address specific problems and address variables that are discovered to be making a contribution to students' learning problems in order to sustain and encourage an educational environment that is suitable and delighting to schoolchildren. This honest and collaborative conversation will enable each side to express their own thoughts and views, as well as devise the required activities to properly tackle, progress, and add to the kids' better learning opportunity. A good sample for an appropriate educational environment must be explored and examined in order for teachers or school managers to help determine the major factors influencing their pupils' educational performance as a result of one 's school climate, as well as to nourish and improve attitudes and actions that highlight the fulfillment and advantage of education (Hera et al., 2016; Magulod, 2019).

It is mentioned that an optimal learning environment that educators should provide for pupils is one that could improve their interest in understanding as well as greater interact them in numerous classroom and school operations that are being completed in their different classrooms;

the aim of reward and perfect learning climate is one that is extremely inspiring and suitable for the educational needs of each student; it is one in which the pupils will continue to feel that their education is valued (Sobejana, 2016).

A greater and much more optimistic educational environment not only lets learners become more eager to learn, but it also takes into account the advantages of a good educational environment in decreasing the probability of young students in adolescent and inappropriate behaviour and improve their general academic and student achievement in mathematics. It has been found that if pupils are more centered and enthralled in schoolwork, this is a making a contribution factor that helps reduce their habit of turning to violent act because they are more informed and also have an improved sense of right and wrong; and they will have the opportunity to guide their vitality and knowledge in just doing things that are for the larger and common good of everyone (Magulod, 2017).

Specific studies have also reported that in societies where pupils dedicate a high rate of violence and criminal acts, this has been credited to the concept that pupils are not well-educated, and that the educational climate and surroundings they have now in their respective societies are inadequate to maintain the differing learning necessities of their young generation, likely to result in a much poorer consequence, where pupils are found to be more deeply embedded. The educational environment is an essential issue that the educational sector and state should tackle since it not only lets instructors perform much better in their classrooms, but it also makes learners grow as individuals and achieve higher levels of academic achievement and productivity (Cuarto & Arenillo, 2015).

Students' poor educational success can be a slump for pupils, but this should be resolved quickly by their corresponding school personnel to enable learners have a valuable learning opportunity, one that they will recollect as contributing to their successful life and acquire new knowledge and comprehend that they needed to start understanding in order to succeed in life. As a direct consequence, an essential part of what is needed to enhance quality of teaching and make the students, in switch, can accomplish good academic results and accomplishment at the end of school year, as well as be allowed to apply the knowledge and skills in the classroom to actual events in the future, should be regarded as schooling is vital climate (Gorgonio, 2017).

The present study was based on the Self- Determination Theory (Deci & Ryan, 1985), wherein children may develop different kinds of motivational orientation based on their level of self-determination (Oga et al., 2017; Wang et al., 2019). Self -determination is the presence of willingness or voluntary participation in an activity, perceiving an internal locus of control, and without feeling any external pressure to perform physical activity (Deci & Ryan, 2000). According to Banerjee et al. (2021), different levels of self-determination lead to academic engagement and academic outcomes in different reasons. The first level is the intrinsic motivation where task is performed to gain satisfaction, pleasure without any kind of external pressure or incentives, and results in most adaptive educational outcomes (Deci & Ryan, 1985; Pelletier et al., 1995). The second level is the extrinsic motivation where performance occurs only on provision of material rewards or incentives. The third and the last level is the amotivation where self-determination is absent completely. Children do not perceive any intrinsic or extrinsic reason of engagement due to unwanted participation and it does not bring desired outcomes.

According to Markland (2004), some researchers have seen amotivation as unidimensional construct and completely opposite to both intrinsic and extrinsic orientation. Children who are

amotivated feels that their actions are controlled by social contexts and not voluntary (Ricard et al., 2016). This is the same with the concept of helplessness beliefs globally where the child has feelings of difficulty to influence the environmental situations by their actions (Pelletier et al., 1999). As a result, Mazyari et al. (2012), stated that lack of competence beliefs or control over situation leads to amotivation.

Researchers in later studies classified amotivation as a multidimensional construct with four factors such as: strategy beliefs, ability beliefs, effort beliefs and helplessness beliefs (Pelletier et al., 1999). The above classification was modified to suit academic domain by Legault et al. (2006). The four-fold classifications are amotivation due to low ability or Ability Beliefs, amotivation due to low effort or Effort Beliefs, amotivation from not valuing a task or Value Placed on Task, and last is the amotivation due to task characteristics or Task Character (Shen et al., 2010). The first domain of Amotivation is Ability Beliefs (Bandura, 1982), which gives desired outcome by individual beliefs; unfortunately, they have lack of ability to perform those necessary behaviors (Shen et al., 2013). The second domain is the Effort Beliefs which can cause amotivation when student lack the intention to expend effort because they believe it is not required to put effort or persist same amount of effort when face difficult situations (Vlachopoulos, 2013). The third domain is the value on academic task or Value Placed on Task. According to Ryan (1995), Value Placed on Task means there is no intrinsic or extrinsic incentive to participate that causes amotivation and avoidance of task. The last domain is the Amotivation-Task Characteristics or simply Task Characters. It occurs when tasks are boring or unappealing which are unable to develop interest in the classroom (Shen et al., 2013).

The present study investigated the influence of social support context in the form of home or school. Thus, the demographic profile of students is one of the predictors of the amotivation of

the students. According to Diseth et al. (2017), the basic psychological need theory by Deci and Ryan (2000), states that the level of self-determination is influenced and improved by supportive social context in the form of home or school. The demographic profile of students includes social economic status, sex, age, and academic achievement which are considered as predictors or factors that influence the amotivation of students.

Another influence of amotivation of students that the present study chose to investigate is the influence of teachers' social support or interpersonal behavior of students. Interpersonal behavior of students was assessed using the Interpersonal Behavior Scale adapted by Palletier et al. (2010). IBS is composed of 12 items divided into three subscales: Autonomy support versus control, Competence support versus incompetence, and Relatedness support.

Theorist of Self-determination Ryan and Deci (2000), believe that motivation is strongly influenced by key social agents in individual's environment. There are three social environmental factors: autonomy, competence, and relatedness which give satisfaction to the fundamental needs of human. If the following social factors are compromised it may lead to amotivation. First, autonomy support refers to the events and environments that provide choice and opportunity for self-direction with a minimal number of pressured evaluations, imposed goals, and demands (Reeve, 2002). Second is the competence support which refers to students' social network that supports their feelings of competence and mastery. According to Deci and Ryan (2002), individuals need to experience satisfaction in exercising to extend one's capabilities, as people seem to seek out challenges that are optimal for their level of development. Last is the relatedness support which refers to the social environments in which individuals can develop inspiring relationships with others.

1.3 Conceptual Framework

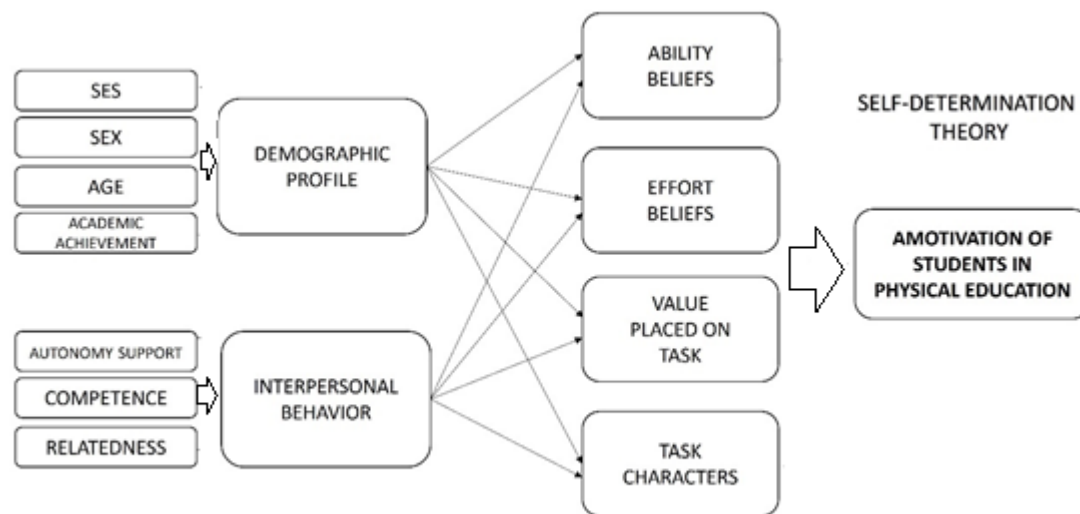
Self-determination theory is the most used set of systematic for studying motivation in physical education. As per self-determination theory, there are three sorts of behavioral rules with varying proportions of self-determined motivation: internal motivation, external motivation, and procrastination.

According to Deci and Ryan as stated by Shen (2010), self-determination states that an individual's behavior can be impacted by internal motivation, external motivation, and amotivation. These three sorts of motivation can be found on a spectrum or sequence of things that are slightly distinct from one another and exist between different possibilities, signifying the degree of behavior self-determination. When individuals are motivated by internal incentives, they become more self-determined, and when they are motivated by external rewards to avoid punishments, they become less self-motivated. Amotivation is the lowest level of self-determination on this scale, indicating a complete lack of recognized ability and/or a failure to value the action or its outcome.

The purpose of this study was to examine the different factors that affect the amotivation of students in Physical Education. The researchers hypothesized a model that integrated associations among demographic profile, interpersonal behavior, and amotivation as described in Figure 1. In this model, the demographic profile and interpersonal behavior of the learners which are autonomy, competence, and relatedness were hypothesized to influence the four subtypes of amotivation.

Figure 1

Conceptual Design to identify the different factors affecting Amotivation in Physical Education of Grade 8 - 10 Learners using the AI PE and Interpersonal and Interpersonal Behavior Scale.



Deci and Ryan, as referenced in Williams (2006), suggest that all sports make people and non-athletes experience independence, excellence, and linked with others in their multiple life realms. When those three requirements are satisfied, the study assumes to witness higher intrinsic drive, engagement, and well-being in sports and physical activity contexts (Reinboth et.al, 2004).

Individuals are amotivated, according to Vallerand (1992), when they do not recognize dependencies between outcomes and their own activities. They are not driven by intrinsic or external factors. When amotivated people have sentiments of ineptitude and expectancies of uncontrollability, they believe that their actions are the result of factors beyond their control. They believe they have been duped and begin to question why they are required to attend school. They may eventually quit taking part in intellectual or even physical activities.

Sallis and Mckenzie (Mazyari, 2012), claim that excellent physical education experiences can impact children's decision to maintain an active lifestyle for the rest of their lives, as well as improve society's public health. The students' belief in their talents may have an impact on their participation. Students who have a positive attitude about physical activities may wish to keep doing them. Students may continue to participate and be physically active as a result of their success in such activities. Students who do not feel successful in one activity, on the other hand, may not be drawn to physical education and may not want to continue engaging. Understanding the numerous components of amotivation in physical education is crucial, both intellectually and operationally. The lack of enthusiasm to participate in physical education might have serious consequences for society's public health. In affluent countries, where physical education is compulsory until a certain age, quitting a sport is never an option.

Overall, games and athletics are acknowledged for their abilities to assist students control their innate strong analytical reasoning abilities via the application of diverse plans and strategies. Games and sports also permit beginners to better use and operate their memory to make a decision on the next step or the next start moving which can be used to come out on top; games and sports are also identified for helping learners strap their inner strategic and critical thinking skills by the use of various strategy and techniques.

Aside from intellectual growth, sports activities are also attributed with enhancing a person's principles and behavior – while sports are often identified for having caused incremental changes in a person's attitude, they can also be helpful in terms of integrating important principles such as fair play, brotherhood, collaboration, and team spirit, which are also available in traditional street games played by kids. Such ideals, which are generally demonstrated when interacting with diverse groups of people, can be a valuable sign of a learner's attitudinal or behavioral gains,

enabling him or her to interact with a range of individuals while still displaying appropriate behavior and politeness.

1.4 Statement of Purpose

The main purpose of the study is to investigate the hierarchical correlation between secondary students' amotivation, demographic profile, and interpersonal behavior.

Specifically, the study tries to answer the following questions:

1. What are the students' amotivation in learning physical education?
2. What are the students' demographic profile in terms of SES, Age, Sex, and Academic Achievement?
3. What are the students' interpersonal behaviors in learning physical education?
4. Is there a significant relationships existing between the following?
 - a. Students' amotivation and demographic profiles
 - b. Students' amotivation and interpersonal behavior
5. Is there a significant relationship existing between students' amotivation, demographic profile, and interpersonal behavior in learning physical education?

1.5 Statement of Hypothesis

The researcher also tests the following hypothesis:

There is no significant relationship between

- a. Students' amotivation and demographic profile
- b. Students' amotivation and interpersonal behavior

There is no significant relationship existing between students' amotivation, demographic profile, and interpersonal behavior in learning physical education.

1.6 Significance of the Study

The study will be important to the following:

Teachers. This study will help PE teachers to adapt appropriate teaching strategies to motivate students to participate in physical activities and understand the needs of students to become beneficiaries of quality education.

Students. The results of this study will be advantageous to students to become physically educated individuals for their holistic development.

Parents. This study will help parents develop the awareness of the possible improvement of their children in terms of fitness and wellness.

Other Researchers. The study can serve as a guide to other researchers to conduct further studies.

Curriculum Makers. This study will give an apropos to curriculum planner and designer to conceptualize techniques and strategies in teaching Physical Education to help and encourage students in participating to physical activities

1.7 Scope and Limitations

The study focuses on the level of amotivation in learning Physical Education in Junior High School students from Graceville National High School in San Jose del Monte, Bulacan. The researcher gathered data among Grades 8, 9 and 10 students. The researcher used correlation design wherein it measures the relationship between students' amotivation and demographic profile and their amotivation and interpersonal behavior. The students amotivation was measured using Amotivation Inventory-Physical Education (AI-PE) and their interpersonal behavior was measured using Interpersonal Behavior Scale.

1.8 Definition of Terms

The following terms are defined conceptually and operationally:

Ability Beliefs. The first dimension of amotivation encompasses the idea that people have an expectation that their ability is too low to accomplish certain task. It represents student's views that they are not able to "do well" in PE. According to Wigfield and Eccles (2000), ability beliefs lead to amotivation when learners attributes their difficulties in academics to low perceived competence and when they have low self-efficacy about schoolwork. Students may know that participating in various physical activity would lead to a desirable result, but may not believe that they have the ability to bring required behaviors properly (Pelletier et al., 1999).

Academic Achievement. Measurement of the grades of students in Physical Education. Represents performance outcomes that indicate the extent to which a person has accomplished specific goals

that were the focus of activities in instructional environment, specifically in school, college, and university.

Age. It is the length of time a person has lived or existed. In writing, there are general principles to follow to ensure that the language is free of bias (Lindland et al., 2014). Age should be reported as part of the description of participants in the paper's Method section. Providing age ranges, means, and medians should be specific.

Amotivation. State of lacking any motivation to engage in an activity. Individuals who are unable to detect a link between their actions and the consequences of their actions are said to be in this state. According to Deci and Ryan (2002), it is incorporated with the lowest level of self-determination and shows a complete lack of preference with respect to the target behavior. Amotivated individuals cannot discern a relationship between their actions and subsequent outcomes of those actions (Pelletier et al., 2001). Ntoumanis et al. (2004) stated that learners may feel lacking causality and control of their actions and will thus manifest little effort or energy to complete the task.

Autonomy Support – Reeve (2002), stated that it is the events and environments that provide choice and opportunity for self-direction with a minimal amount of pressured evaluations, imposed goals, and demands. According to Shen (2009), autonomy supportive teachers might provide necessary information while encouraging them to use the information to solve a problem in their own way.

Competence Support – Deci and Ryan (2002), specified that it refers to students' social network that supports their feelings of competence and mastery. Learners need to experience satisfaction in doing one's capabilities to extend. People seek out challenges that are optimal for their level of

development. Feedbacks, communication, and rewards from social context during an action can enhance the feelings of competence (Deci & Ryan, 2000).

Demographic Profile – it is an information that allows to a better understanding of a certain background characteristic of the respondents whether it is their age, race, ethnicity, income, work situation, marital status, etc. Schuele et al. (2010), stated that demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are representative sample of the target population for generalization purposes.

Effort Beliefs. The second dimension of amotivation which a concept that looks whether a student is willing to invest effort into the activity. This is lack of involvement due to students not believing in their ability and that they are unable to sustain the effort required of them to fulfill the activity. Pelletier et al. (2006), stated that learners may assume to perform specific behavior if they are unable to sustain the required effort or if the behavior is difficult to be integrated in their lifestyle.

Interpersonal behavior – it is the behavior and actions that are present in human relationships. It is a way in which people communicate. It may include both verbal communication and nonverbal cues, such as body language or facial expression. Teachers' interpersonal behavior would relate to students' behavioral outcomes in physical education (Deci et al., 2017).

Motivation. Broadly said, it is the depth and focus of one's endeavors. The focus of one's activities, i.e. whether anyone seeks out, pursues, or is attracted to particular situations. In contrast, the intensity of efforts refers to how much effort a person expends in a certain scenario. Solmon (2003), stated that the area of motivation has been one of the most studied areas of research in physical education literature. Various theoretical frameworks have been implemented to

scientifically research the influence of various motivational factors on learning physical education (Chen, 2001).

Relatedness Support – it is referring to social environments in which individuals have the opportunity to develop inspiring relationship with others. Close, stable, secure, and nurturing relationship with significant authority figures like teachers is a critical factor for children and adolescent's development. In educational setup, learners' perception of relatedness with teachers can be cultivated if the teachers demonstrate their willingness to care for students and take pleasure in forming relationships and interacting with students (Shahar et al., 2003).

Self-determination theory. Theory stating that all people have the ability to grow and change for the better, and that conduct is the product of an individual's desire to grow or actualize. It is an individual's behavior that can be effectuated through intrinsic motivation, extrinsic motivation, and amotivation (Deci & Ryan, 2002). These three theoretical types of motivation are located at some point of continuum, showing the relative degree of self-determined behavior (Ryan & Connell, 1989).

Sex – the two major forms of individual that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structure. Newman (2021), refers sex to physical differences between people who are male or female. Shen (2015), thought that sex influence the development of amotivation in PE. It is essential to determine whether sex moderates associations between perceived controlling behavior and amotivation in PE. Identifying either male or female attributes in the process of amotivation development provides teachers in PE an information that is beneficial in influencing teaching and learning in their classes.

Socioeconomic Status (SES) – it is a way of describing people based on their education, income, and type of job. Socioeconomic status is usually described as low, medium, and high. People with lower socioeconomic status usually have less access to financial, educational social, and health resources than those with a higher socioeconomic status.

Task Characters. The last dimension of Amotivation where the level of amotivation of the learners depend on that characteristic of the task. The task itself must be interesting so that learners are more likely to engage in the activity. If the task is unappealing the more students are likely to be amotivated. Bernford et al. (2002), stated that individuals must experience some forms of satisfaction or interest to make a behavior effective. According to Legault et al. (2006), even though motivations rooted within the learners, lots of school task are not inspiring or interesting enough to motivate learners to engage and participate in physical activity to perform well.

Value Placed on Task. The third dimension of Amotivation where students do not value the activity they are doing in PE. Wigfield and Eccles (2000), suggested that not valuing school subjects may lead to deficit motivation. When learners perceive their environments as delivering negative information about the value of school, they are more likely amotivated.

CHAPTER II

METHODOLOGY

2.1 Research Design and Method

The descriptive method, namely Correlational Research, was used by the researcher. Correlational research, according to Creswell (2008), determines the degree to which two variables are related to one another, although it "does not prove" rather than "forms an association" between two or more variables. The relationship between two variables is simply defined as correlation. The goal of using correlations in research is to determine which variables are linked (Kowalczyk, 2015). A correlational study is a quantitative method of research in which two or more quantitative variables from the same set of participants are correlated (or covariates) between the variables (a similarity between the variables, not a difference in their means) (Waters, 2015).

Correlational research is beneficial since it explains and/or predicts anticipated effects from human behavior. Gender, group membership, racial features, birthplace, and age can all be investigated. It's also useful when it comes to ethical issues (Creswell, 2008). Correlation can predict the different predictors of students' amotivation in relation to their interpersonal behavior and demographic profile.

2.2 Sampling and Participants

The study's participants include Graceville National High School Grades 8, 9, and 10 junior high school students. Slovin's formula with a 5% mistake rate was used in at least three to five

portions. A table of random numbers was used. The researcher used columns of digits that have been manually generated to ensure a random number in this form of sampling. For identification purposes, the researcher counted all of the participants and assigned each one a number. In the random table, digits equivalent to the population's numbers will be used, and the entries in the table should be spread randomly as well. Using a lottery or fishbowl technique, the researcher wrote one number on each small slip of paper and picked from the respondents from the bowl.

2.3 Research Process

2.3.1 Instruments

Two surveys were conducted by the researcher. The Amotivation Inventory-Physical Education (AI-PE) was used to assess motivation in physical education see Appendix J, and the Interpersonal Behavior Scale (IBS) was used to assess teachers' social support see Appendix K. The researcher asked permission to the author to use the instruments in the study, see Appendix E. Since the questionnaire was written in foreign language, the panelist suggested to ask recommendations from three English experts to check if the students can understand the questions in the questionnaire, see Appendix F.

A. Amotivation Inventory-Physical Education

Students' motivations for not engaging or participating voluntarily in physical education were investigated using Amotivation Inventory-Physical Education (AI-PE) by Shen et al. (2010). AI-PE is assessing the four suggested elements of amotivation: (a) ability beliefs, (b) effort beliefs, (c) task characteristics, and (d) task value. Students were first asked how frequently they felt

unmotivated in physical education. Participants then were asked to score the grounds for not engaging or wishing to engage in physical education on a scale of 1 to 7 on a Likert-type scale.

Exploratory and confirmatory factor studies were used to validate the AI-PE (Shen et al., 2010). Shen et al. (2010), used the following procedures to preserve the correctness of the amotivation classification in physical education: first, they consulted a panel of six professionals regarding the questionnaire items before collecting data. One physical education coordinator from the school district and five experienced high school physical education teachers make up the panel (each of them has taught physical education over 15 years). On a 5-point Likert scale, the panel members were asked to read the items and grade their consistency with the categories (1 = highly inaccurate/inappropriate, 5 = very accurate/appropriate). They also looked at the instrument's phrasing and language usage, recommending that the two task characteristics questions and one item for effort beliefs be rewritten.

The panel's recommendation is that physical education classes better reflect the nature of students' learning. Finally, the average score for all items was over 4.5, indicating that the questionnaire has adequate content validity. Second, they conducted a pilot test on non-participating students in their physical education classes to fine-tune the AI-PE, with the first author administering the questionnaire and encouraging students to ask questions if they had trouble understanding the instructions or items in the questionnaire. During the AI-PE, the pupils did not ask any questions.

The means, standard deviations, and Chronbach's alpha coefficient were calculated for each subscale. According to Kline (1986), all subscales demonstrated good internal reliability ($\alpha > .82$). Coefficients for four dimensions of amotivation ranged from .82 to .92. The four dimensions of the AI-PE each had mean scores below 3.0.

B. Inter-personal Behavior Scale

The Interpersonal Behavior Scale (IBS) was created by Pelletier et al. (2016). The IBS is composed of items that are divided into three subdimensions: autonomy vs. control, competence vs. incompetence, and relatedness vs. incompetence. It has been established that the scale possesses suitable psychometric properties (i.e., factorial structure, construct validity, and reliability (Pelletier et al. 2016). Participants were asked to judge how well their teachers acted as expressed by the items on a Likert-type scale (1 for never; 7 for always).

The IBS was validated using Confirmatory Factor Analysis (CFA). CFA verified the three IBS topologies, with the corresponding model fit: CFI =.97, SRMR =.04, and RMSEA =.05. Cronbach alphas for the IBS subscales varied from .87 to .91 in this research.

2.3.2 Data Gathering Procedure

The three parts of the research methodology are as follows: Phase 1: Communication and preparation of the Online Survey Form; Phase 2: Administration of the Online Survey Form; and Phase 3: Data Analysis. Phase 1: Communication and preparation of the Online Survey Form. The questionnaire that the researcher developed was done with the use of a Google Form (please refer to Appendix L). Respondents were instructed to use either their Learners Reference Number or Student Number when filling out the Online Survey Form. This was done to ensure the respondents' privacy. Concerns and problems relating to ethics were examined and resolved before the full implementation of this project. Obtaining consent from the division research committee (see Appendix A and D), school heads for data collection in the assigned sections see Appendix

B, and parents of respondents in order for them to participate in the study are some of these requirements (see Appendix C). Respondents have the right to know why they are being asked to complete questionnaires and take part in interviews, as well as why they are being asked to take part in the study itself.

Participants were asked to fill out questionnaires, which were subsequently compiled, counted, examined, and presented. The phase of data analysis included the compiling and analysis technique of reactions, as well as the preparatory work of tables for the demonstration of collected data (see Appendix N). Ultimately, the phase concluded with the demonstration of gleaned research results, which included text-based and tabular presentation of survey results, as well as a discussion of the summary of findings.

2.3.3 Data Analysis

The following statistical tools were used to answer the objectives of the study:

1. Frequency and Percentage. These were used to compute for the demographic profile of the respondents.
2. Weighted Mean ($\bar{x}$). Because the alternatives for the questionnaire items are assigned scores, the weighted mean is regarded as the best estimate of normal distribution.
3. Standard Deviation. This was used to quantify the amount of variant or dispersion of a set of information values of students amotivation, demographic profile, and students' interpersonal behavior
4. Pearson Product Correlation Co-efficient or Simply Pearson r is used to determine the significant relationship between the students' demographic profiles and amotivation in learning physical education and students' amotivation and teachers' support they receive. A linear mixed-

effects approach for multiple testing was applied, which allowed multiple variables to be treated as stochastic process. Regression results with confidence intervals (CI) ranging from 0% to 95% are provided. The R (version 2.15.2) program is used to run statistical tests. When $P < 0.05$, the results were judged significant. It was used to determine the correlation between student's amotivation and demographic profile and students' amotivation and interpersonal behavior.

5. Hierarchal Linear Regression - After controlling for all other factors, hierarchical regression is used to determine if variables of interest explain a statistically significant amount of variation in your Dependent Variable (DV). If the addition of a variable results in a substantial increase in R-squared as measured by the F-statistic, proof of its predictive power may be found. Other rounds of variable entry take place until the optimal set of variables that accounts for the most common variation in the result is discovered. Once all iterations have been completed with all variables interacting or being discarded, a far more solid case for multivariate connections may be established between the student's amotivation and demographic profile and students' amotivation and interpersonal behavior.

2.4 Ethical Consideration

The following steps were taken to obtain consent in the study: (1) consent was given voluntarily, participants understood what was being asked of them, and involved persons were properly informed and consented (see Appendix L) (2) The participants were informed about the research, had complete control over the information, and had the freedom to choose whether or not to participate. (3) The respondents agreed to take part in this study only following a thorough explanation of the research methods. Everyone who took part had to sign a permission form (see Appendix M for the samples of permission form with signature of the participants). Participants

were approached by their peers, who described the purpose of the study and the data gathering method. They have several opportunities to ask questions and express their concerns. Because their participation was voluntary, refusing to join or withdrawing from the study while it was ongoing would have no impact on their grade. The participants' anonymity and confidentiality were scrupulously protected. Their names and identities were kept hidden during the study's data gathering, analysis, and reporting. The participants' privacy and anonymity were carefully guarded when filling out the Google form questionnaire, analyzing the data, and disseminating the findings.

CHAPTER III

RESULTS AND DISCUSSIONS

The purpose of this chapter is to discuss the empirical findings from this study. The data analysis mainly concerns the data collected in the form of questionnaires which entails to investigate the hierarchical correlation between secondary students' amotivation, demographic profile, and interpersonal behavior distributed among the Secondary Students taking up Physical Education subject. The following is presented based on the objectives of the study: (1) students' amotivation in learning Physical Education (2) students' demographic profile in terms of SES, Age, Sex, and Academic Achievement (3) students' interpersonal behavior in learning Physical Education (4) significant relationship; students' amotivation and demographic profiles, students' amotivation and interpersonal behavior (5) relationship existing between students' amotivation, demographic profiles, and interpersonal behavior in learning Physical Education. The findings are presented in tables below.

3.1 Students' Amotivation in Learning Physical Education

The data in Table 1 show the amotivation in learning Physical Education of the selected Grades 8, 9, and 10 secondary students.

Table 1*Students' Amotivation in Physical Education*

AI-PE	Item No.	Grade Level							
		Grade 8		Grade 9		Grade 10		Overall	
		M (SD)	Interpretation	M (SD)	Interpretation	M (SD)	Interpretation	M (SD)	Interpretation
Ability Beliefs	2	3.99 (0.74)	Corresponds moderately	4.02 (0.74)	Corresponds moderately	3.97 (0.76)	Corresponds moderately	4.00 (0.75)	Corresponds moderately
	6	3.99 (0.74)	Corresponds moderately	4.02 (0.74)	Corresponds moderately	3.97 (0.76)	Corresponds moderately	4.00 (0.75)	Corresponds moderately
	13	3.07 (1.32)	Corresponds moderately low	3.12 (1.29)	Corresponds moderately low	3.01 (1.35)	Corresponds moderately low	3.07 (1.32)	Corresponds moderately low
	16	4.07 (1.32)	Corresponds moderately high	4.12 (1.29)	Corresponds moderately high	4.01 (1.35)	Corresponds moderately high	4.07 (1.32)	Corresponds moderately high
Effort Beliefs	3	3.86 (1.46)	Corresponds moderately	3.93 (1.44)	Corresponds moderately	3.83 (1.46)	Corresponds moderately	3.88 (1.45)	Corresponds moderately
	7	3.51 (1.25)	Corresponds moderately	3.56 (1.24)	Corresponds moderately	3.50 (1.26)	Corresponds moderately	3.53 (1.25)	Corresponds moderately
	11	3.69 (1.21)	Corresponds moderately	3.74 (1.20)	Corresponds moderately	3.64 (1.23)	Corresponds moderately	3.69 (1.21)	Corresponds moderately
	14	3.86 (1.46)	Corresponds moderately	3.93 (1.44)	Corresponds moderately	3.83 (1.46)	Corresponds moderately	3.88 (1.45)	Corresponds moderately

Value Place on Task	1	3.89 (1.52)	Corresponds moderately	3.94 (1.51)	Corresponds moderately	3.86 (1.55)	Corresponds moderately	3.90 (1.52)	Corresponds moderately
	4	3.32 (1.30)	Corresponds moderately	3.36 (1.29)	Corresponds moderately	3.28 (1.29)	Corresponds moderately	3.32 (1.29)	Corresponds moderately
	5	3.97 (0.85)	Corresponds moderately	4.00 (0.85)	Corresponds moderately	3.95 (0.85)	Corresponds moderately	3.97 (0.85)	Corresponds moderately
	9	3.59 (1.30)	Corresponds moderately	3.64 (1.29)	Corresponds moderately	3.56 (1.30)	Corresponds moderately	3.60 (1.30)	Corresponds moderately
Task Character	8	3.96 (1.36)	Corresponds moderately	4.02 (1.34)	Corresponds moderately	3.92 (1.38)	Corresponds moderately	3.97 (1.36)	Corresponds moderately
	10	3.59 (1.83)	Corresponds moderately	3.66 (1.81)	Corresponds moderately	3.53 (1.86)	Corresponds moderately	3.60 (1.83)	Corresponds moderately
	12	3.39 (2.05)	Corresponds moderately	3.46 (2.05)	Corresponds moderately	3.31 (2.05)	Corresponds moderately low	3.39 (2.05)	Corresponds moderately
	15	4.21 (1.77)	Corresponds moderately high	4.29 (1.79)	Corresponds moderately high	4.17 (1.78)	Corresponds moderately high	4.22 (1.77)	Corresponds moderately high

Table 1 represents the level of Amotivation in terms of physical education. The computed standard deviation is less than 1 which means that the data are closer to the mean, while those computed standard deviation greater than 1, it means the data are likely far from the mean or the data are more widely spread out from the mean.

The respondents were sometimes amotivated doing physical education. The leading predictors of students amotivation is in the domain of Task Character item no. 15 which stated “Because the activities in PE are not stimulating” with overall weighted mean 4.22, standard deviation of 1.77, and interpreted corresponds moderately high. Followed by item no.16 in the domain of Ability Beliefs which stated “Because the tasks demanded of me in PE surpass my ability” with overall 4.07 mean, 1.32 SD, and interpreted corresponds moderately high.

Low Task Character initiate amotivation, especially when the task is not integral components or important in student’s life (Ryan, 1995). Different situational influences or specific features of a task can provide feelings of amotivation (Ntoumanis et al., 2004). Uninteresting characteristic of the learning task may lead to students not to engage in the activity. Many schools task are not motivating or inspiring enough to make students engaged to perform and participate. When students perceive the task as unappealing or not stimulating, amotivation possibly occur (Harackiewicz, 2000).

According to Sallis and McKenzie (2012), excellent physical education experiences can motivate youngsters to choose an active lifestyle for the rest of their lives, as well as improve society's public health. The students' belief in their talents may have an impact on their participation. Students who have a positive attitude about physical activities may wish to keep doing them. Students may continue to participate and be physically active as a result of their success in such activities. Students who do not feel successful in one activity, on the other hand,

may not be drawn to physical education and may not want to continue engaging. It is critical to understand the many components of amotivation in physical education, both conceptually and practically. A lack of enthusiasm to participate in physical education might have serious consequences for society's public health.

3.2 Students' demographic profile in terms of SES, Age, Sex, and Academic Achievement

The data in Table 2 show the demographic profile of the selected secondary student-respondents from Grades 8, 9, and 10 in terms of their SES, Age, Sex, and Academic Achievement.

Table 2

Students' Demographic Profiles

Demographic Profile		Grade 8	Grade 9	Grade 10	Total
		<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
SES	Lower class	118 (34.91)	123 (35.24)	105 (33.76)	346 (34.67)
	Middle class	220 (65.09)	226 (64.76)	206 (66.24)	652 (65.33)
	Upper Class	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Sex	Male	163 (48.2)	169 (48.42)	164 (52.73)	496 (49.70)
	Female	175 (51.87)	180 (51.58)	147 (47.27)	502 (50.30)
Age	13-15 y/o	287 (84.91)	310 (88.83)	172 (55.31)	769 (77.05)
	16-17 y/o	50 (14.79)	28 (8.02)	111 (35.69)	189 (18.94)
	18 y/o above	1 (0.30)	11 (3.15)	28 (9.00)	40 (4.01)
Academic Achievement	With honors	171 (50.59)	175 (50.14)	156 (50.16)	502 (50.30)
	Without honors	167 (49.41)	174 (49.86)	155 (49.84)	496 (49.70)

Social Economic Status or SES represents the profile of the respondents based on their parents' monthly income. Zoleta (2022), stated that there are three primary social classes that exist in the Philippines: the low-income class, the middle-income class, and the high-income class. Low-income class have a monthly income of 20,962 below, middle-income class have 20,963 to 73,367 monthly incomes, and the upper or high-income class have a monthly income of 73,368 and above.

Most of the monthly income of the students' parents were between PHP 20,962 and PHP 41,924 which classify them as middle class with 220 out of 338, 226 out of 349 and 206 out of 311 total of 652 out of 998 respondents.

The results revealed that pupils' academic performance was substantially influenced by their families' income. Among the recommendations made was that the government should prioritize assistance methods such as increasing family income among families to improve academic performance in school settings, among other things. The views expressed are entirely those of the author and do not necessarily reflect any institutions in which the parents of the participants are or were affiliated.

With regard the profile of the respondents, there are more female than male Grades 8 and 9 students with 175 out of 338 and 180 out of 349 respondents. While in Grade 10, most respondents were male with 164 out of 311 respondents. It was assumed that female students were currently enrolled in the school year 2020-2021.

Getting female pupils to participate in physical education (PE) has been identified as a problem for high school physical education instructors (Slater & Tiggemann, 2010). Young women have traditionally been framed as the problem, and they have frequently been blamed for their lack of engagement in the physical activity element of physical education. Scholars in

physical education have progressively recognized that 'the issue' is more frequently situated in the curriculum and pedagogical settings within which females are required to engage, and that it is related to the social construction of gender via physical education" throughout time.

The profile of the respondents based on their age was composed of 338 students for Grade 8 level, majority of them were aged 15 years old with 183 out of 338 respondents. For Grade 9 respondents composed of 349 respondents, the majority of them were aged 14 years old with 178 out of 349 total respondents. For Grade 10 respondents composed of 311 students, the majority of them were aged 15 years old also with 111 out of 311 respondents.

It was assumed that all respondents are in the right age to be in that grade level. The experts recommend that young people from ages 6 to 17 participate in at least 60-minute physical activity daily. In industrial countries, studies show that the most intensive ages in education related to physical activity is from 13-18. However, recent studies state that the level of adolescents that engage in physical activities is decreasing. Adolescence is an important period from which individuals turn out to either be an inveterate participant of physical activities or be a completely nonparticipant of such.

Lastly, the respondents based on their achievements last school year from Grades 8, 9 and 10 level, majority of them did not receive honors with 167 out of 338, 174 out of 349 and 155 out of 311 respondents.

Individuals become more self-determined when driven by internal rewards while they become less self-determined to do the activity as a means to an end or to earn external rewards to avoid punishments. On this scale, amotivation has the lowest level of self-determination and demonstrates a total lack of recognized competence as well as a failure to appreciate the action or its consequence.

3.3. Students' interpersonal behavior in learning Physical Education

The data in Table 3 show the interpersonal behavior in learning Physical Education of the selected Secondary Students from Grades 8, 9, and 10-year level.

Table 3

Students' Interpersonal Behavior

Interpersonal Behavior	Item No.	Grade Level							
		Grade 8		Grade 9		Grade 10		Overall	
		M (SD)	Interpretation	M (SD)	Interpretation	M (SD)	Interpretation	M (SD)	Interpretation
Autonomy	3	4.46 (0.89)	Sometimes	4.44 (0.90)	Sometimes	4.45 (0.90)	Sometimes	4.45 (0.90)	Sometimes
Support	5	5.66 (0.89)	Always	5.62 (0.87)	Always	5.69 (0.91)	Always	5.65 (0.89)	Always
	10	5.38 (1.16)	Always	5.34 (1.14)	Always	5.41 (1.19)	Always	5.38 (1.16)	Always
	12	5.55 (0.67)	Always	5.56 (0.67)	Always	5.51 (0.65)	Always	5.54 (0.66)	Always
Competence	4	5.73 (1.14)	Always	5.70 (1.14)	Always	5.75 (1.16)	Always	5.73 (1.15)	Always
	7	5.38 (0.49)	Always	5.36 (0.48)	Always	5.39 (0.49)	Always	5.37 (0.48)	Always
	9	5.44 (0.91)	Always	5.44 (0.90)	Always	5.45 (0.90)	Always	5.44 (0.90)	Always

	11	5.63 (0.48)	Always	5.62 (0.49)	Always	5.64 (0.48)	Always	5.63 (0.48)	Always
Relatedness	1	5.93 (0.79)	Always	5.90 (0.78)	Always	5.97 (0.80)	Always	5.93 (0.79)	Always
	2	4.42 (1.23)	Sometimes	4.46 (1.22)	Sometimes	4.37 (1.23)	Sometimes	4.42 (1.23)	Sometimes
	6	5.28 (1.14)	Always	5.24 (1.13)	Always	5.33 (1.18)	Always	5.28 (1.15)	Always
	8	5.28 (0.97)	Always	5.28 (0.98)	Always	5.23 (0.95)	Always	5.26 (0.97)	Always

The interpersonal behavior conduct of the respondents is depicted in Table 2. The lowest interpersonal behaviors of the students that they received from their teachers are item no. 2 and item no. 3. Item no. 2 “My PE teacher does not care if I succeed or fail” has an overall weighted mean of 4.42, standard deviation of 1.23, and interpretation of sometimes. Item no. 3 “When I ask my PE teacher to help me with a problem, s/he asks me what I think before giving me their opinion” with overall mean 4.45, 0.90 SD, and interpretation sometimes.

The level of motivation is not only to be considered in the motivational climates of the students but also the level of amotivation which is influenced by social circumstances. Physical education amotivation is a distinct entity, a dynamic and multifaceted process. Furthermore, the findings of the study show that amotivation, which stems from a lack of competence, autonomy, and relatedness support, might affect motivation outcomes. It is critical that physical educators recognize and treat the reasons of amotivation through instruction. Creating a pleasant interpersonal climate between teachers and students may help to reduce apathy in the classroom (Furrer & Skinner, 2003; Ryan & Deci, 2000).

3.4. Significant relationship; students' amotivation and demographic profiles, students' amotivation and interpersonal behavior

The data in Table 4 show the significant relationship in terms of students' amotivation and demographic profiles, students' amotivation and interpersonal behavior in learning Physical Education of the selected Secondary Students from Grades 8, 9, and 10.

Table 4.1*Significant Relationship between Students' Amotivation and Demographic Profiles*

Dimension of Amotivation										
Demographic	Ability Beliefs		Effort Beliefs		Value Placed on Task		Task Characters		Overall	
	R	Interpretation	R	Interpretation	r	Interpretation	r	Interpretation	r	Interpretation
SES	r = -0.040 p = 0.203	There is no significant relationship	r = -0.056 p = 0.080	There is a significant negative relationship at the 0.05 level (2 – tailed)	r = -0.067 p = 0.036	There is a significant negative relationship at the 0.05 level (2 – tailed)	r = -0.070 p = 0.028	There is a significant negative relationship at the 0.05 level (2 – tailed)	r = -0.061 p = 0.054	There is no significant relationship
Sex	r = 0.011 p = 0.720	There is no significant relationship	r = 0.010 p = 0.756	There is no significant relationship	r = 0.014 p = 0.652	There is no significant relationship	r = 0.017 p = 0.600	There is no significant relationship	r = 0.014 p = 0.667	There is no significant relationship
Age	r = 0.002 p = 0.945	There is no significant relationship	r = -0.010 p = 0.746	There is no significant relationship	r = -0.018 p = 0.573	There is no significant relationship	r = -0.020 p = 0.537	There is no significant relationship	r = -0.013 p = 0.685	There is no significant relationship
Academic Achievement	r = -0.030 p = 0.336	There is no significant relationship	r = -0.030 p = 0.346	There is no significant relationship	r = -0.028 p = 0.369	There is no significant relationship	r = -0.028 p = 0.374	There is no significant relationship	r = -0.030 p = 0.347	There is no significant relationship

Note. Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient of the relationship between the students' demographic profile and overall dimension of amotivation shows that there is no significant relationship with $r = 0.061$ and $p = 0$ in SES, $r = 0.014$ and $p = 0.667$ in sex, $r = 0.013$ and $p = .0685$ in age, and $r = 0.030$ and $p = 0.347$ in academic achievement. However, there is a significant negative relationship between SES and Effort Beliefs with $r = 0.056$ and $p = 0.080$ and SES and Value Placed on Task with $r = 0.0067$ and $p = 0.036$. A negative, or inverse correlation, between two variables, indicates that one variable increases while the other decreases, and vice-versa. This relationship may or may not represent causation between the two variables, but it does describe an observable pattern. A negative correlation can be contrasted with a positive correlation, which occurs when two variables tend to move in tandem (Hayes, 2021). Thus, low SES and has significant relationship with high level of students' amotivation specifically in the domain of effort beliefs and value placed on task.

A person's perception of the importance of certain behaviors to his or her own growth is a key component of the psychological and social process known as motivation. Because both internal and external influences have the potential to influence a person's own interests or wants about the completion of a determining activity, these behaviors may alter the amount of time spent thinking about a certain subject. Both behaviors and motivation are subject to change throughout time, which can have an impact on an individual's level of performance. For this reason, it is necessary to classify the different kinds of motivations that have an effect on the conduct of humans. A final definition of amotivation describes a state in which there is no motivation of any type present in the performance of any tasks. It occurs when participants in an activity behave in a passive manner throughout the experience.

Table 4.2*Significant Relationship between Students' Amotivation and Interpersonal Behavior*

Interperson al Behavior Scale	Dimension of Amotivation									
	Ability Beliefs		Effort Beliefs		Value Placed on Task		Task Characters		Overall	
	R	Interpretation	R	Interpretation	r	Interpretation	r	Interpretation	r	Interpretation
Autonomy Support	r = -0.851 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.826 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.711 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.668 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.771 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)
Competence	r = -0.813 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.671 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.532 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.494 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.624 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)
Relatedness	r = -0.601 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.478 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.312 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.258 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)	r = -0.402 p < 0.001	There is a significant negative relationship at the 0.01 level (2 – tailed)

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.2 show that at <0.001 p-values, by rule of rejection, the H_a will be accepted and reject the null hypothesis. Low level of interpersonal behavior affects the level of students' amotivation in all domains.

Thus, "students' amotivation" and "interpersonal behavior" has a significant relationship in learning physical education among all grade levels. It means that "interpersonal behavior" has an effect on the students' amotivation". The leading predictors of students amotivation is low relatedness with overall $r = -0.402$ and $p < 0.001$, followed by competence with overall $r = -0.624$ and $p < 0.001$, and last is the autonomy support with overall $r = 0.771$ $p < 0.001$.

Numerous studies that focus on physical education and sports highlight the fact that students (or athletes) who perceive higher levels of autonomy, competence, and relatedness exteriorize more self-determined forms of regulation and intrinsic motivation. These studies were conducted in the context of physical activity and sports. Students were evaluated both before and after the 8-month intervention on their perceptions of interpersonal teaching style, basic psychological requirements, self-determined motivation, and satisfaction gained from engaging in physical exercise. The evaluations were conducted using a variety of measures.

3.5. The Hierarchical Regression of Students' Amotivation

3.5.1. Relationship existing between students' amotivation, demographic profiles, and interpersonal behavior in learning Physical Education

After data was gathered and interpreted, it was found out that amotivation doesn't have a significant relationship in the students' demographic profiles. It was supported by the rejection of the null hypothesis and acceptance of H_a . The correlation coefficient of the relationship between the students' demographic profile and overall dimension of amotivation shows that there is no significant relationship. However, results also show the positive relationship between the students' amotivation and interpersonal behavior. Students' amotivation and interpersonal behavior have a significant relationship in learning physical education among all grade levels. It means that "interpersonal behavior" has an effect on students' amotivation.

The findings were also supported by data Hierarchical Model being formulated in terms of Amotivation and Demographic Profile and Amotivation and Interpersonal Behaviors. Tables are presented below to show the said data.

Table 5.1*Relationship between Amotivation and Demographic Profile*

	R	R Square	Adjusted R Square	Std. Error of the Estimation
OVERALL amotivation and all demographic profile	0.069	0.005	0.001	1.24100
Ability beliefs and all demographic profile	0.051	0.003	-0.001	0.99704
Effort Beliefs and all demographic profile	0.064	0.004	0.000	1.30274
Value Placed on Task and all demographic profile	0.075	0.006	0.002	1.09189
Task Character and all demographic profile	0.078	0.006	0.002	1.68748

Hierarchical regression of amotivation per domain and demographic profile first is the task character with 1.68748 Std. error of the estimation. Second, effort beliefs with 1.30274 std. error

of the estimation. Third is the value placed on task with 1.09189 std. error of the estimation and lastly, ability beliefs with 0.99704 std. error of the estimation.

The highest predictor of students' amotivation and demographic profile is the task character which learners do not like the activities in PE, they find it boring, it is always the same thing, and the activities in PE are not stimulating.

During childhood and adolescence, the physical education programs that are provided in schools may be the appropriate setting to provide the incentive and stimulation to engage in the practice of physical and sporting activities. During these years, it is important for children to develop healthy habits. Researchers who are interested in maximizing the motivation of young people in the context of school physical education have focused their attention on gaining an understanding of the various motivational processes that determine the levels of involvement in physical education or any other context involving sports. The aforementioned quality is one that can be considered a vital component in the process of improving one's skills. According to what they said, the most enjoyable part of the process was working to improve the team's abilities in practice so that they could perform better in games. They also noticed in their research that other aspects, such as the roles, and the affiliation to a team, created an increase in satisfaction and intrinsic drive. This was something that they found to be true.

3.5.2. Relationship existing between students' amotivation and Interpersonal Behavior

Table 5.2 report respectively the hierarchy regression of amotivation and Interpersonal Behaviors per domain. First is the task character with 0.13208 Std. error of the estimation. Second, ability beliefs with 0.12851 std. error of the estimation. Third are the effort beliefs on tasks with 0.07641 std. error of the estimation. Last, value placed with 0.07069 std. error of the estimation.

Table 5.2

Relationship between Amotivation and Interpersonal Behaviors

	R	R Square	Adjusted Square	R Std. Error of the Estimation
OVERALL amotivation and all Interpersonal Behavior	0.997	0.993	0.993	0.10164
Ability beliefs and all Interpersonal Behavior	0.992	0.983	0.983	0.12851
Effort Beliefs and all Interpersonal Behavior	0.998	0.997	0.997	0.07641
Value Placed on Task and all Interpersonal Behavior	0.998	0.996	0.996	.07069
Task Character and all Interpersonal Behavior	0.997	0.994	0.994	0.13208

The highest predictors of amotivation and all interpersonal behavior is the task character. This indicates that students find learning PE challenging on the basis of task character and how it significantly affects their amotivational level.

Researchers who are interested in optimizing young people's motivation in the context of physical education in schools have concentrated their efforts on understanding the different motivational processes that determine the levels of involvement in these activities. This is because physical education classes should include interventions that encourage physical activity from childhood to adolescence. Several studies have highlighted the necessity of intervention programs that involve instructional approaches and student participation as an effective strategy to boost the motivation of students to participate in physical education.

The Hierarchy of Linear Regression of amotivation and profiles of the respondents and amotivation and interpersonal behavior in learning physical education correlates each other. To examine the generalizability and strength of the component structure, the researcher used a multistep analysis of invariance approach. The model structure in both school samples was incorporated concurrently in a system of equations in the multistep modeling. Then, all of the equation's parameters that were identical across the two samples were gradually limited. Furthermore, the researcher assessed the correlations between students' amotivation and their in-class effort in order to give information on the predictive validity of amotivation and respondent profiles, as well as amotivation and interpersonal behavior in studying physical education. All elements of amotivation were anticipated to be adversely linked with their in-class effort. This research supports the use of this instrument in physical education settings, signaling that a consideration of amotivation as a component in classroom learning may also be relevant in

physical education learning and teaching models. Such approaches have the potential to broaden our understanding of this vast collection of information by elucidating the mechanisms involved in physical education motivation. The amotivation taxonomy in physical education may aid future researchers in assessing and investigating how students' amotivation and self-determined motivation impact their cognition and behavior in physical education settings. During teaching and learning, the varied character of amotivation in physical education must be examined and handled instructionally.

3.6 Implication of the Study

The study creates awareness about the fact that not all behaviors can be intrinsically or extrinsically motivated especially if students are not interested in an activity given to them (Seligman, 1975), not valuing task assigned to them (Ryan, 1995), and not confident enough about their own efficacy (Deci, 1975). Further, it emphasizes that teachers should not only focus on increasing motivation but must also consider how to reduce the amotivation of their students. This study was able to analyze the importance of intervention of different trainings and programs focusing on interpersonal behavior of students. Students also give awareness about the level of their own amotivation and identify the causes behind it. Being aware gives realization to students to conduct self-motivation. Schools on the other hand can modify education policies for infrastructure improvement, teacher quality enhancement, and classroom teaching learning process. Parents can also be aware of the level of amotivation of their children to collaborate with schools and teachers on how to address the issue.

Several studies have shown that students' motivation in learning physical education plays an important role in understanding the participation of school-age students' physical activity and learning skills in physical education. It should come as no surprise that elements that motivate students to participate in physical education classes have a significant impact on that participation. Students have the opportunity to engage in motivating aspects that either encourage or discourage them when participating in sports and physical education. The chance to discover new things is frequently what drives children's participation in physical education classes. The child's natural curiosity about the world around them serves as a powerful motivator for them to persist in finding solutions to challenges, gaining a grasp of movement skills, and maintaining performance. There is evidence from a number of studies that seems to support the hypothesis that the experience of students in physical education who have been successful in motivating students themselves, providing perceptions of competence, and enjoying themselves is a significant factor in the participation of high school students in physical activity. According to the findings, those students who were successful in boosting their level of autonomic motivation in physical education participated in a variety of physical activities during their moments of rest.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusions, and the recommendations by the researcher.

4.1 Summary of the Study

The goal of this study was to identify the many sources of amotivation in high school physical education classes. The findings provide compelling evidence for the numerous dimensions of amotivation in physical education, implying that amotivation can stem from a variety of causes.

The findings reveal that employing the Amotivation Inventory in PE and the Interpersonal Behavior Scale in high school physical education were appropriate. The findings also reveal that children were uninterested in participating in physical education.

4.2 Summary of the Results

Of the 338 Grade 8 respondents, majority of them were aged 15 years old with 183 out of 338 respondents. Of the 349 Grade 9 respondents, majority of them were aged 14 years old with 178 out of 349 total respondents. Of the 311 Grade 10 respondents, majority of them were aged 15 years old as well with 111 out of 311 respondents.

Both Grades 8 and 9 respondents have more female than male with 175 out of 338 and 180 out of 349 respondents. While in Grade 10, the majority of the respondents were male with 164 out of 311 respondents. Among the respondents, the majority of them did not receive honors with 167 out of 338, 174 out of 349 and 155 out of 311 respondents.

Among the 338 Grade 8 respondents, majority of their parents' highest educational attainment were college level with 126 out of 338 respondents. Among the 349 Grade 9 respondents, majority of their parents' highest educational attainment were college level, which is 129 out of 349 total respondents. Among the 311 Grade 10 respondents, majority of their parents' highest educational attainment with professional degree and college level with 103 out of 311 respondents. Majority of their parents' occupations as head of family were semi-professional with 114 out of 338, 121 out of 349 and 121 out of 311 respondents. Majority of their parents' monthly income were Between PHP 20,962 and PHP 41,924/41,924 with 134 out of 338, 138 out of 349 and 130 out of 311 respondents.

The Grades 8, 9 and 10, respondents were sometimes amotivated doing physical education with weighted mean of 3.75, 3.08 and 3.71 respectively. The leading predictors of students amotivation is in the domain of task character. The Grades 8, 9 and 10, respondents always practice their interpersonal behavior with weighted mean of 5.34, 5.33 and 5.35 respectively. The Grade 8, Grade 9, and Grade 10 students' demographic profiles and student amotivation were not significantly related. The Grade 8, Grade 9, and Grade 10 students' amotivation and teachers' support were significantly related. Amotivation and interpersonal behavior can be variables under the predictors of Learning Physical Education.

4.3 Conclusion

This research provided a greater understanding that the amotivation of learners in learning physical education is the characteristic of the task. Characteristic of the task is one of the dimension of amotivation where the level of students' amotivation depends on the quality of the task given to them. Specific feature of task in learning physical education can give feelings of amotivation. When the task is not important to a learner's life, it results to amotivation and minimal interest in performing physical activity. In addition, this study has shown that learners are also amotivated due to the low level of teachers' support in terms of autonomy and relatedness support. Diminished interpersonal behavior or teachers' social support is associated with amotivation in Junior High School students in learning Physical Education. The findings revealed that the level of motivation from teachers can also be a function of amotivation, which coming from the dimension of interpersonal behavior such as autonomy, competence, and relatedness support. It is very important that the teachers in Physical Education would identify and address the amotivation of learners. If the interpersonal behavior is established between teachers and learners, amotivation in class may diminish (Skinner, 2003). It is suggested that providing sufficient interpersonal support in Physical Education promotes students' willingness for involvement in physical activity and learning the given task in Physical Education (Shen, 2009). Teachers who are autonomy-supportive might provide students with necessary information while encouraging them to use the information to solve a problem in their own way. Also, students' perception of relatedness with teachers can be cultivated if the teachers demonstrates their willingness to care for students and take pleasure in forming relationships and interacting with students (Shen, 2009). A highly autonomy-supportive

learning climate in physical education can improve students' perceived autonomy, competence, and relatedness and promotes greater learning (Ryan & Deci, 2000).

In summary, the hierarchical correlation between secondary students' amotivation, demographic profile, and interpersonal behavior distributed among the Secondary Students taking up Physical Education subject. The study concluded that amotivation in terms of students' demographic profile (Social-Economic Status (SES), Gender, Age, Achievements), has no significant relationship with each other. However, low SES has a significant relationship with high level of students' amotivation specifically in the domain of effort, beliefs and value placed on tasks. On the other hand, it was determined that students' interpersonal behavior has a significant and positive influence towards their learning amotivation.

The study enriched the understanding of SDT in physical education. The findings confirmed that interpersonal behavior can significantly influence students' amotivation. In turn, autonomy, competence, and relatedness in physical education will facilitate students' achievement. It appears that improving teaching approaches in providing more support for students' autonomy and active participation gives enhancement to students' learning physical education. Teachers with high level of interpersonal behavior to students are responsive, supportive, flexible, and motivate learners by instilling interest.

A negative, or inverse correlation, between two variables, indicated that one variable increased while the other decreased, and vice-versa. This relationship may or may not represent causation between the two variables, but it does describe an observable pattern. A negative correlation can be contrasted with a positive correlation, which occurs when two variables tend to move in tandem (Hayes, 2021). Assessment of these hierarchical correlations is very essential for

the part of the students 'and teachers in order for them to evaluate and put actions to where to improve and adjusts in order to maximize work productivity.

Despite the fact that this study successfully highlighted the impact of the hierarchical correlation between secondary students' motivation, demographic profile, and interpersonal behavior among the Secondary Students taking up Physical Education subject, it has a number of shortcomings that limit the study and should be noted by future researchers. In particular, the impact of school's support such as providing proper equipment for the subject for learning purposes or factors such as pressure or stress that can cause the amotivation of students toward learning Physical Education. In future research, it would be better to see if such factors have a mediating impact. Furthermore, age differences in amotivation should be examined as well since there is evidence that the domain of amotivation increases from Grade 8 to Grade 10. Social Economic Status and Low Relatedness are predictors in the amotivation of students. The influence of parents and peers should be examined where evidence shows that parental and peer influence is a significant predictor of young people's attitudes and degree of involvement in physical activity (Welk, 1999). It would be helpful to know how teachers cope with amotivated students. Intervention programs are needed to be tackled, and this is a challenge to all aspiring Physical Education Teachers or any other subject-teachers in general.

4.4 Recommendations

Based on the study conducted, the following recommendations were made for students, teachers, school, and future researchers.

School Administrations. They must provide workshops and classes for teachers in order to boost the interest that pupils have in participating in physical education. In addition, a number of the components that contribute to students' level of learning motivation truly need to be taken into consideration and treated in the appropriate manner.

Students. It was recommended that they should understand and evaluate what influences their amotivation level in terms of learning Physical Education or any other subjects in general. There are more factors that can be considered that were not mentioned in this study. With these, they are able to do some adjustments as well as assessments in order to have excellent output and productivity.

Teachers. It is recommended that they should monitor and evaluate their students in order to understand students' problems and difficulties in learning Physical Education or any other subjects as this will serve as a guideline to maximize their performance, motivation level, and learning experiences.

Curriculum Developer. They should choose appropriate teaching methods, define time frames, and provide training materials in both physical and digital versions for activities that are part of contemporary physical education.

Future researchers. They should also undertake a study to further analyze the amotivation level of students in terms of learning Physical Education or any other subjects, as it seems to possess a

broad range of scope in productivity of learning. Furthermore, the school's level of support was not evaluated in this study. Lastly, future researchers could look at or evaluate schools' support such as providing proper equipment for the subject for learning purposes or factors such as pressure or stress that can cause the amotivation of students toward learning.

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Appendix A: Request of Endorsement from the School Division

March __, 2020

Philippine Normal University
The National Center for Teacher Education
Taft Ave. Manila, Philippines

Schools Division Superintendent
Division of City of San Jose Del Monte

Dear Madam:

I am Karen Jade P. Dabu, Teacher II at Graceville National High School and is currently enrolled at Philippine Normal University, taking up Master of Arts in Education Major in Physical Education. As part of the requirements leading to the attainment of the degree, I am conducting a study on **“Dealing With Amotivation in Physical Education Among Grade-10 Junior High School Students”**.

In line with this, I am respectfully asking permission from your good office to allow me to conduct my research at Graceville National High School to elicit insights regarding the above-mentioned study. I intend to use Grade 10 learners, as respondents.

Rest assured that the data and information gathered will be treated with highest professional accord.

Your positive response to this request is highly appreciated.

Respectfully yours,


Karen Jade P. Dabu
Researcher

Noted by:

Research Adviser

Appendix B: Request for Permission to Conduct Research to the School

March 6, 2020

Philippine Normal University
The National Center for Teacher Education
Taft Ave. Manila, Philippines

School Head
Graceville National High School
Hacienda Caretas, Barangay Graceville San Jose del Monte

SUBJECT : Permission to Conduct Research Study

Dear M

I am writing to request permission to conduct a research study to your institution. I am currently enrolled at Philippine Normal University taking Master of Education Major in Physical Education, and I am in the process of writing my Master's Thesis. The study is entitled "Dealing With Amotivation in Physical Education Among Grade - 10 Junior High School Students.

I hope that the school administration will allow me to recruit ~~100~~ boys and ~~100~~ girls ages 16-18 years old to complete 3-page questionnaire. Due to the nature of the study, the students who will participate will be given a consent form to be signed by their parent or guardian and return to the primary researcher at the beginning of the survey process.

If approval is granted, student participants will complete the survey in a classroom or other quiet setting on the school site. The survey process should take no longer than 20 minutes. The survey results will be pooled for the thesis project and individual result in this study will remain absolutely confidential and anonymous. Should this study be published, only results will be incurred by either your school/center or the individual participants.

Your approval to conduct this study will be greatly appreciated.

If you agree, kindly sign below and return the signed form.

Sincerely,

Karen Jade P. Dabu
Researcher

Noted by:

Research Adviser

Principal

Date: _____

Appendix C: Informed Consent Form to the Participants

Petsa : March 6, 2020

Philippine Normal University
The National Center for Teacher Education
Taft Ave. Manila, Philippines

Minamahal na magulang,

Mabuhay!

Ako po ay mag-aaral mula sa Philippine Normal University na may kursong Master of Education major in Physical Education. Kasalukuyan po akong nagsusulat ng aking thesis na pinamagatang **"Dealing with Amotivation In Physical Education Among Grade - 10 Junior High School Students"**.

Kalakip po nito, nais ko pong humingi ng pahintulot na maging parte ang inyong anak sa aking pag-aaral at sagutan ang survey questionnaire. Malaki po ang maitutulong nito para sa pagkumpleto ng aking thesis. Makakaasa po kayo na ang tugon ng inyong mga anak ay mananatiling pribado.

Ang inyo pong positibong tugon ay mahalaga para sa tagumpay ng aking pag-aaral at lubos ko po itong pinapahalagahan.

Pauna na po ang aking pasasalamat.

Lubos na gumagalang,


Karen Jade P. Dabu
Researcher

Pinagt:

Tugon ng magulang

Pangalan ng mag-aaral : _____ Pangkat : _____

_____ Binibigyan ko ng pahintulot ang aking anak na sagutan ang survey questionnaire at lumahok sa pag-aaral na ito.

_____ Hindi ko binibigyan ng pahintulot ang aking anak na sagutan ang survey questionnaire at lumahok sa pag-aaral na ito.

Pangalan ng magulang : _____

Lagda ng magulang : _____

Petsa : _____

Appendix D: Endorsement Letter from the School Division

	Republic of the Philippines DEPARTMENT OF EDUCATION Schools Division of San Jose del Monte City	
1st Indorsement March 6, 2020		DO CSJDM RELEASED 5789 MAR 09 2020 By: <u>S. 415</u> Records Unit
Respectfully returned to KAREN JADE P. DABU, Researcher, Philippine Normal University, interposing no objection on the herein request to administer questionnaires to the Grade 10 learners of Graceville National High School, this Schools Division, as part of the study entitled <i>"Dealing with Amotivation in Physical Education Among Grade 10 Junior High School Students"</i>, provided that:		
1. it shall be coordinated with the school head/s; 2. no government resources shall be used in the conduct of the research; 3. no classes shall be disrupted in the collection of data; 4. information gathered shall be used solely for research purposes and be treated with utmost confidentiality; 5. ethical considerations shall be adhered to; and 6. findings of the study be furnished to this Office for information.		
Further, stipulations in Republic Act No. 10173, also known as "Data Privacy Act of 2012", shall be strictly adhered to.		
For guidance and compliance.		
_____ : PhD, CESO VI Officer-in-Charge Office of the Schools Division Superintendent		
osds/sds/mpo/jdsm on 2020-03-160		
 San Ignacio St., Poblacion, San Jose del Monte City, Bulacan www.depedcsjdm.weebly.com • sanjosedelmonte.city@deped.gov.ph • (044)307-3614  Quality Management System ISO 9001:2015 Certificate Registration No. 50500738 QM15		

Appendix E: Permission to Use an Existing Instrument

3/5/2020

Gmail - LETTER SEEKING PERMISSION TO USE SURVEY/ QUESTIONNAIRE TOOL



karen jade dabu <plukkarenjadedabu@gmail.com>

LETTER SEEKING PERMISSION TO USE SURVEY/ QUESTIONNAIRE TOOL

3 mga mensahe

karen jade dabu <plukkarenjadedabu@gmail.com>
Kay: boshen@wayne.edu

Oktubre 15, 2019 nang 11:51 PM

Philippine Normal University
Taft Ave. Manila

To :

Wayne State University
441 Education Bldg. Detroit, MI 48202
College of Education

Subject : LETTER SEEKING PERMISSION TO USE SURVEY/ QUESTIONNAIRE TOOL

Dear Sir:

I am Karen Jade Dabu, masteral student from Philippine Normal University writing my thesis entitled "Dealing With Amotivation in Physical Education Among Junior High School Students" under the direction of my thesis adviser Dr. Tito C. Baclagan.

I would like your permission to use the Amotivation Inventory-Physical Education and Interpersonal Behavior Scale survey/questionnaire instrument in my research study. I would like to use and print your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through email :
kajapilicarpiodabu@gmail.com / kharenjadedabu@yahoo.com.ph

Sincerely,

Karen Jade Dabu
Masteral Candidate

<https://mail.google.com/mail/u/1?ik=44b67e2183&view=pt&search=all&permthid=thread-a%3Ar6599756981557309702&simpl=msg-a%3Ar56991...> 1/2

Oktubre 16, 2019 nang 12:33 AM

Kay: karen jade dabu <plukkarenjadedabu@gmail.com>

Hi Karen,

Thanks for your email. I am glad that you can use the instrument for your study. Good luck.

Bo

From: karen jade dabu <plukkarenjadedabu@gmail.com>**Sent:** Tuesday, October 15, 2019 11:51 AM**To:** Bo Shen <boshen@wayne.edu>**Subject:** LETTER SEEKING PERMISSION TO USE SURVEY/ QUESTIONNAIRE TOOL

[Nakatago ang tekstong may panipi]

Oktubre 16, 2019 nang 4:20 AM**karen jade dabu** <plukkarenjadedabu@gmail.com>

Kay: Bo Shen <boshen@wayne.edu>

Thank you for your response. This will be a big help! Thanks and regards!

[Nakatago ang tekstong may panipi]

Appendix F: Recommendation of Instruments from the Expert

Instruments Recommendation from the Experts

Raters: Three English Licensed Professional Teacher

Instruments: AI PE and Interpersonal Behavior Scale

- | | |
|----------------------|--|
| 1. Content | Enough evidence and reasoning and range of ideas |
| 2. Vocabulary | Use of sophisticated and correct words in sentence. |
| 3. Grammar | Grade 8,9, & 10 students can comprehend and easily understand the words use in a sentence. |

Appendix G: Authenticity Certificate



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: January 17, 2022
Result Code: 2022-0829
Submission ID: 1742822943
Title of Output: Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education: A Hierarchical Correlation Study
Author (s): Karen Jade Dabu

Authenticity Report:

Similarity Report: 10%

- Interpretation: A similarity of 10% means that 10% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (8%), publications (4%), and student papers (5%) for the remaining similarity percentage.

- Highlighted text in the Manuscript:

- Red marks and highlights are set of texts directly or exactly copied from online sources.
- Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Director

PNU-MN-2016-PUB-QM-001
Revision No.: 01

Effective Date: August 10, 2017

Appendix H: Language Editor's Certificate



De La Salle Araneta University

CERTIFICATION OF ENGLISH CRITIQUE

This is to certify that the undersigned has read, reviewed, and edited the research paper entitled *Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education: A Hierarchical Correlation Study* submitted by **Karen Jade P. Dabu** in partial fulfillment of the requirements for the degree **Master of Arts in Education Major in Physical Education**. This further certifies that the scope of editing is within the technical preparation of manuscript only.

This certification is issued to the aforementioned researcher this 20th day of August in the year of our Lord, two thousand and twenty-one.

Signed by:

Prof.

(Master in Communication)
English Critic / Proofreader
University Assistant Professor Languages Dept.
Digital Media and Public Relations Associate
De La Salle Araneta University

Owner/ English Critic / Grammarian/ Translator
Speech, Thesis Editing, Proofreading Services (STEPS)

303 Victoneta Avenue, Potrero,
Malabon, Philippines 1475
(+632) 330-9128 to 30

Appendix I: Certificate of Compliance

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 ▲ eprdc@pnu.edu.ph ▲ www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPR	CERTIFICATE OF COMPLIANCE	QAC No.	CC-09242018-027

BASIC INFORMATION

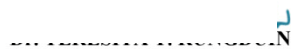
REC Code:	08162021-79
Title of the Research Project/Thesis/Dissertation:	Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education: A Hierarchical Correlation Study
Researcher/Project Leader and Designation/Affiliation:	Karen Jade Dabu Tan

The following items [v] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☒ Thesis
☐ Dissertation
☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **August 16, 2021**


 Secretary
 Research Ethics Committee


 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix J: Amotivation Inventory-Physical Education

How often do you find that you do not want to participate in PE activities?							
	Never		Sometimes		Always		
	1	2	3	4	5	6	7
Using the scale provided, please indicate the extent to which each statement corresponds to your own reasons for not wanting to participate in PE activities.							
I don't participate in PE activities...	Does not correspond at all		Corresponds moderately		Corresponds exactly		
Because, for me, PE holds no interest	1	2	3	4	5	6	7
Because, I'm not good at PE	1	2	3	4	5	6	7
Because I'm not energetic enough for PE	1	2	3	4	5	6	7
Because participating in PE is not important for me	1	2	3	4	5	6	7
Because participating in PE is not valuable to me	1	2	3	4	5	6	7
Because I don't have what it takes to do well in PE	1	2	3	4	5	6	7
Because I'm a bit lazy	1	2	3	4	5	6	7
Because I don't like the activities being played in PE	1	2	3	4	5	6	7
Because I have no good reason to participate in PE	1	2	3	4	5	6	7
Because I find that the activities being play is boring	1	2	3	4	5	6	7
Because I don't like to invest the effort that is required for PE	1	2	3	4	5	6	7
Because I have the permission that it's always the same thing in PE everyday	1	2	3	4	5	6	7

. Because I don't have the knowledge/skill required to succeed in PE	1	2	3	4	5	6	7
. Because I don't have the energy to participate in PE	1	2	3	4	5	6	7
. Because the activities in PE are not stimulating	1	2	3	4	5	6	7
. Because the tasks demanded of me in PE surpass my ability	1	2	3	4	5	6	7

Ability beliefs: 2,6,13,16; Effort beliefs: 3,7,11,14; Value of task 1,4,5,9; Task characteristics: 8,10,12,15

Appendix K: Interpersonal Behavior Scale

How often do you find that you do not want to participate in PE activities?							
	Never		Sometimes		Always		
I feel that my PE teacher sincerely cares about me	1	2	3	4	5	6	7
My PE teacher does not care if I succeed or fail	1	2	3	4	5	6	7
When I ask my PE teacher to help me with a problem, s/he ask me what I think before giving me their opinion	1	2	3	4	5	6	7
The feedback I get from my PE teacher makes me feel confident in my ability to learn in PE	1	2	3	4	5	6	7
My PE teacher encourages me to be myself.	1	2	3	4	5	6	7
I feel that my PE teacher honestly enjoys spending time with me	1	2	3	4	5	6	7
The feedback I get from my PE teacher takes the form of useful information for learning	1	2	3	4	5	6	7
My PE teacher seems to be genuinely interested in what I do	1	2	3	4	5	6	7
My PE teacher only tells	1	2	3	4	5	6	7
. My PE teacher provides me with lots of opportunity to make personal decisions in what I do	1	2	3	4	5	6	7
. My PE teacher send me the message that I'm capable of learning in PE	1	2	3	4	5	6	7
. My PE teacher openly acknowledges my thoughts and feelings although they may be different from theirs	1	2	3	4	5	6	7

Support of autonomy: 3,5,10,12; Support of Competence: 4,7,9,11; Support of relatedness:1,2,6,8; Reverse scoring: 2,9

Appendix L: Sample Online Survey Form

8/13/2021 Student's Demographic Profile

Student's Demographic Profile

Answer the following questions.
* Required

1. Email *

2. LRN - Learners Reference Number *

3. Birth date *

Example: January 7, 2019

4. Age *

5. Sex *

Mark only one oval.

☐ Male

☐ Female

<https://docs.google.com/forms/d/1SK2N-ha-SkylBCTBNJhBndhP9RwVv4yfa6kNZ7dBA/edit>

1/11

8/13/2021 Student's Demographic Profile

6. Achievement last school year (S.Y. 2019-2020) *

Mark only one oval.

☐ With High Honors

☐ With Honors

☐ With Special Awards

☐ None

7. Education of head of family *

Mark only one oval.

☐ Professional degree

☐ College Level

☐ Vocational Level

☐ High School Level

☐ Elementary Level

☐ Other: _____

8. Occupation of head of family *

Mark only one oval.

☐ Professional (white collar)

☐ Semi-professional

☐ Clerical, show-owner/farm

☐ Skilled Worker

☐ Semi-skilled worker

☐ Unskilled worker

☐ Unemployed

☐ Other: _____

<https://docs.google.com/forms/d/1SK2N-ha-SkylBCTBNJhBndhP9RwVv4yfa6kNZ7dBA/edit>

2/11

8/13/2021 Student's Demographic Profile

9. Monthly Income of Family *

Mark only one oval.

☐ Less than PHP 10,481

☐ Between PHP 10,481 and PHP 20,962

☐ Between PHP 20,962 and PHP 41,924

☐ Between PHP 41,924 and PHP 73,367

☐ Between PHP 73,367 and 125,772

☐ PHP 209,620 and above

☐ Other: _____

Minamahal na magulang,

Mabuhay!

Ako po ay mag-aaral mula sa Philippine Normal University na may kursong Master of Education major in Physical Education. Kasalukuyan po akong nagsusulat ng aking thesis na pinamagatang "Dealing with Amotivation in Physical Education Among Grade - 10 Junior High School Students".

Kalakip po nito, nais ko pong humingi ng pahintulot na maging parte ang inyong anak sa aking pag-aaral at sagutan ang mga tanong sa survey questionnaire. Malaki po ang matutulung nito para sa pagkumpleto ng aking thesis.

Ang inyong pong positibong tugon ay mahalaga para sa tagumpay ng aking pag-aaral at lubos ko po itong pinapahalagahan.

Pauna na po ang aking pasasalamat.

Lubos na gumagalang,

Karen Jade P. Dabu

Researcher

Parental Consent

10. Tugon ng magulang

Check all that apply.

☐ Binibigyan ko ng pahintulot ang aking anak na sagutan ang survey questionnaire at lumahok sa pag-aaral na ito.

☐ Hindi ko binibigyan ng pahintulot ang aking anak na sagutan ang survey questionnaire at lumahok sa pag-aaral na ito.

<https://docs.google.com/forms/d/1SK2N-ha-SkylBCTBNJhBndhP9RwVv4yfa6kNZ7dBA/edit>

3/11

8/13/2021 Student's Demographic Profile

11. Signature - Kindly take a picture of your signature and upload.

Files submitted:

How often do you find that you do not want to participate in PE activities? On the scale of 1-7,

1-2 NEVER, 3-4 SOMETIMES, 5-7 ALWAYS

Using the scale provided, please indicate the extent to which each statement corresponds to your own reasons for not wanting to participate in PE activities.

I don't participate in PE activities ...

1 - 2 Does not correspond at all

3 - 4 Corresponds moderately

5 - 7 Corresponds exactly

Amotivation Inventory - Physical Education

12. 1. Because, for me, PE holds no interest. *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

13. 2. Because, I'm not good at PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

<https://docs.google.com/forms/d/1SK2N-ha-SkylBCTBNJhBndhP9RwVv4yfa6kNZ7dBA/edit>

4/11

8/13/2021 Student's Demographic Profile

14. 3. Because I'm not energetic enough for PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

15. 4. Because participating in PE is not important to me. *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

16. 5. Because participating in PE is not important to me *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

17. 6. Because I don't have the abilities to do well in PE. *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

<https://docs.google.com/forms/d/15K2N-ho-Skj8CTBNJhBmdP9RwVv4yfabANZ7dBA/edit> 5/11

8/13/2021 Student's Demographic Profile

18. 7. Because I'm lazy *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

19. 8. Because I don't like the activities being played in PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

20. 9. Because I have no reason to participate in PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

21. 10. Because I find out that the activities being played is boring. *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

<https://docs.google.com/forms/d/15K2N-ho-Skj8CTBNJhBmdP9RwVv4yfabANZ7dBA/edit> 6/11

8/13/2021 Student's Demographic Profile

22. 11. Because I don't like to exert the effort that is required to succeed in PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

23. 12. Because I have the idea that it's always the same thing in PE everyday *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

24. 13. Because I don't have the knowledge/skill required to succeed in PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

25. 14. Because I don't have the energy to participate in PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

<https://docs.google.com/forms/d/15K2N-ho-Skj8CTBNJhBmdP9RwVv4yfabANZ7dBA/edit> 7/11

8/13/2021 Student's Demographic Profile

26. 15. Because the activities in PE are not interesting *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

27. 16. Because the tasks demanded of me in PE challenge my ability *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

Interpersonal Behavior Scale

How often do you find that you do not want to participate in PE activities?
On the scale of 1-7; 1-2 NEVER, 3-4 SOMETIMES, 5-7 ALWAYS

28. 1. I feel that my PE teacher is sincerely care about me *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

29. 2. My PE teacher does not care if I succeed or fail. *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

<https://docs.google.com/forms/d/15K2N-ho-Skj8CTBNJhBmdP9RwVv4yfabANZ7dBA/edit> 8/11

8/13/2021 Student's Demographic Profile

30. 3. When I ask my PE teacher to help me with a problem, s/he ask me what I think before giving me their opinion. *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

31. 4. The feedback I get from my PE teacher makes me feel confident in my ability to learn in PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

32. 5. My PE teacher encourages me to be myself *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

33. 6. I feel that my PE teacher honestly enjoys spending time with me *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

8/13/2021 Student's Demographic Profile

34. 7. The feedback I get from my PE teacher takes the form of useful information for learning *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

35. 8. My PE teacher seems to be. Be genuinely interested in what I do *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

36. 9. My PE teacher only tells me about my fault. *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

37. 10. My PE teacher gives me with lots of opportunity to make personal decisions in what I do *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

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9/11

<https://docs.google.com/forms/d/15KN-iSkgBCTBNjBmdIPRRe/VvYfIabAZ7yBA/edit>

10/11

8/13/2021 Student's Demographic Profile

38. 11. My PE teacher told me that I'm capable of learning PE *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

39. 12. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs *

Mark only one oval.

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ Always

40. Other reason for not participating in PE activities. *

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Google Forms

<https://docs.google.com/forms/d/15KN-iSkgBCTBNjBmdIPRRe/VvYfIabAZ7yBA/edit>

11/11

94

<https://mail.google.com/mail/u/37k=a705d63e0b&view=pt&search=all&permthid=thread-f%3A1707681294472023352&simpl=msg-f%3A1707681294...> 4/10

8/10/2021

Gmail - Student's Demographic Profile

3. Because I'm not energetic enough for PE *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

4. Because participating in PE is not important to me. *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

5. Because participating in PE is not important to me *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

6. Because I don't have the abilities to do well in PE. *

1 2 3 4 5 6 7

Never ☐ ☐ ☒ ☐ ☐ ☐ ☐ Always

7. Because I'm lazy *

1 2 3 4 5 6 7

Never ☐ ☐ ☒ ☐ ☐ ☐ ☐ Always

<https://mail.google.com/mail/u/3/?ik=a705d63e0b&view=pt&search=all&permthid=thread-Ff3A1707681264472023352&siml=msg-Ff3A1707681264...>

5/10

8/10/2021

Gmail - Student's Demographic Profile

8. Because I don't like the activities being played in PE *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

9. Because I have no reason to participate in PE *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

10. Because I find out that the activities being play is boring. *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

11. Because I don't like to exert the effort that is required to succeed in PE *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

12. Because I have the idea that it's always the same thing in PE everyday *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☒ ☐ ☐ Always

<https://mail.google.com/mail/u/3/?ik=a705d63e0b&view=pt&search=all&permthid=thread-Ff3A1707681264472023352&siml=msg-Ff3A1707681264...>

6/10

8/10/2021

Gmail - Student's Demographic Profile

13. Because I don't have the knowledge/skill required to succeed in PE *

1 2 3 4 5 6 7

Never ☐ ☐ ☒ ☐ ☐ ☐ ☐ Always

14. Because I don't have the energy to participate in PE *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

15. Because the activities in PE are not interesting *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

16. Because the tasks demanded of me in PE challenge my ability *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

Interpersonal Behavior Scale

How often do you find that you do not want to participate in PE activities?
On the scale of 1-7; 1-2 NEVER, 3-4 SOMETIMES, 5-7 ALWAYS

1. I feel that my PE teacher is sincerely care about me *

<https://mail.google.com/mail/u/3/?ik=a705d63e0b&view=pt&search=all&permthid=thread-Ff3A1707681264472023352&siml=msg-Ff3A1707681264...>

7/10

8/10/2021

Gmail - Student's Demographic Profile

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

2. My PE teacher does not care if I succeed or fail *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☒ ☐ ☐ Always

3. When I ask my PE teacher to help me with a problem, s/he ask me what I think before giving me their opinion. *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

4. The feedback I get from my PE teacher makes me feel confident in my ability to learn in PE *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☒ ☐ ☐ Always

5. My PE teacher encourages me to be myself *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

<https://mail.google.com/mail/u/3/?ik=a705d63e0b&view=pt&search=all&permthid=thread-Ff3A1707681264472023352&siml=msg-Ff3A1707681264...>

8/10

8/10/2021 Gmail - Student's Demographic Profile

6. I feel that my PE teacher honestly enjoys spending time with me *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

7. The feedback I get from my PE teacher takes the form of useful information for learning *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

8. My PE teacher seems to be. Be genuinely interested in what I do *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

9. My PE teacher only tells me about my fault. *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☐ ☒ ☐ ☐ Always

10. My PE teacher gives me with lots of opportunity to make personal decisions in what I do *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

<https://mail.google.com/mail/u/0/?ik=a705663e0b&view=pt&search=all&permthid=thread-Pf3A170768129447202352&simpr=msg-Pf3A1707681294...> 9/10

8/10/2021 Gmail - Student's Demographic Profile

11. My PE teacher told me that I'm capable of learning PE *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

12. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs *

1 2 3 4 5 6 7

Never ☐ ☐ ☐ ☒ ☐ ☐ ☐ Always

Other reason for not participating in PE activities. *

wala naman

Create your own Google Form
Report Abuse

<https://mail.google.com/mail/u/0/?ik=a705663e0b&view=pt&search=all&permthid=thread-Pf3A170768129447202352&simpr=msg-Pf3A170768129...> 10/10

Appendix N: Responses to Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education: A Hierarchical Correlation Study Survey Form Grade 8 (Raw Data)

[illegible]

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																															
B81 =IFERROR(_xluid.DUMMYFUNCTION("COMPUTED_VALUE"),104572130037)																															
Timestamp	LRN - Learners Reference Number	Birthdate	Age	Sex	Adjustment for school year (SY, 2019-2020)	Education of head of family	Occupation of head of family	Monthly income of family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not important to me	5. Because participating in PE is not fun	6. Because I don't have the abilities to do PE	7. Because I'm lazy	8. Because I don't like the activities in PE	9. Because I have no reason to participate in PE	10. Because I find our PE activities boring	11. Because I have the idea that it's not the same thing in PE everyday	12. Because I don't have the energy to participate in PE	13. Because the activities in PE are not interesting	14. Because the demands of me in PE challenge my ability to do PE	1. I feel that my PE teacher is sincerely care about me	2. My PE teacher does not care if I have a problem, she said me that I think I'm going to miss my PE teacher makes me feel confident in my ability to learn in PE	3. My PE teacher encourages me to be a better person	4. I feel that my PE teacher honestly takes the time of useful information for me	5. My PE teacher seems to be a genuine interest in what I do	6. My PE teacher only tells me about my opportunity to make personal decisions in what I do	7. My PE teacher gives the skills of opportunity to make personal decisions in what I do	8. My PE teacher recognizes my thoughts and feelings although they may be different from hers	
44	4/28/2021 12:03:44	104572130095	3/19/2007	15	Female	Vith Honors	Vocational Level	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
45	4/28/2021 12:05:26	10462120009	5/11/2007	15	Female	None	High School Level	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
46	4/28/2021 12:06:11	107265100076	10/27/2005	16	Female	None	College Level	Clerical, show-own/earn	Between PHP 10,481 and PHP 20,962	6	5	5	4	5	5	4	5	4	5	4	5	4	3	4	5	4	3	4	5	4	5
47	4/28/2021 12:06:36	10459510046	7/25/2006	15	Male	Vith Special Awards	Professional degree	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
48	4/28/2021 12:04:14	104572130013	1/19/2007	14	Female	Vith Honors	Vocational Level	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	3	2	2	3	2	2	2	2	4	6	4	5	6	5	6	5
49	4/28/2021 12:14:14	104595100026	9/25/2007	14	Female	Vith Honors	College Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
50	4/28/2021 12:14:53	104576100038	8/25/2020	14	Male	None	College Level	Clerical, show-own/earn	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	4	5
51	4/28/2021 12:20:45	10462130089	12/19/2006	17	Male	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
52	4/28/2021 12:21:45	104572120085	9/9/2007	14	Female	Vith Honors	Professional degree	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
53	4/28/2021 12:25:55	107137130077	10/3/2007	14	Male	None	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
54	4/28/2021 12:33:49	104572120010	2/19/2007	17	Female	None	Vocational Level	Semi-professional	Between PHP 10,481 and PHP 20,962	6	5	5	3	4	5	5	4	5	4	5	4	5	4	3	4	5	4	5	4	5	
55	4/28/2021 12:39:02	104621300007	10/20/2007	14	Male	None	High School Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
56	4/28/2021 12:41:19	15600100011	2/9/2004	16	Male	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
57	4/28/2021 12:44:41	104572120134	8/20/2007	14	Male	Vith Special Awards	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	
58	4/28/2021 12:44:49	104572120134	8/20/2007	14	Male	Vith Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
59	4/28/2021 12:44:25	15200100022	5/21/2005	16	Male	None	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	2	2	2	2	2	2	4	6	4	5	6	5	6	5	
60	4/28/2021 12:45:19	15200100039	4/7/2007	15	Female	None	Professional degree	Semi-professional	Less than PHP 10,481	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
61	4/28/2021 12:52:04	15600100061	1/19/2004	15	Female	Vith Special Awards	Professional degree	Skilled Worker	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	
62	4/28/2021 13:06:56	104616100039	3/14/2007	15	Female	Vith Honors	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
63	4/28/2021 13:05:12	10726510069	7/7/2006	16	Male	Vith Honors	High School Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
64	4/28/2021 13:11:39	15600100026	2/17/2007	17	Male	None	College Level	Clerical, show-own/earn	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
65	4/28/2021 13:33:10	104572120085	9/9/2007	14	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
66	4/28/2021 13:33:20	104572120082	11/26/2006	15	Male	Vith Special Awards	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	
67	4/28/2021 13:44:19	300704120023	1/15/2007	15	Male	Vith Honors	High School Level	Skilled Worker	Less than PHP 10,481	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
68	4/28/2021 13:45:20	104572120147	1/19/2006	15	Female	None	College Level	Clerical, show-own/earn	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	2	2	2	2	2	2	2	4	6	4	5	6	5	6	
69	4/28/2021 13:46:11	104572120085	9/9/2007	14	Female	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
70	4/28/2021 13:55:11	104572120102	3/17/2007	17	Female	Vith Special Awards	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	
71	4/28/2021 13:54:41	104616100031	6/27/2007	14	Male	Vith Honors	Professional degree	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
72	4/28/2021 14:01:12	104576120016	9/27/2007	14	Male	Vith Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
73	4/28/2021 14:06:23	136915120089	1/4/2007	17	Female	None	Vocational Level	Skilled Worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
74	4/28/2021 14:11:34	10542100059	10/23/2006	17	Female	None	High School Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	
75	4/28/2021 14:20:21	104616100050	5/12/2007	15	Female	Vith Honors	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
76	4/28/2021 14:22:15	104576120027	5/21/2007	15	Female	None	Professional degree	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
77	4/28/2021 14:23:53	11457610069	10/21/2005	16	Female	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	
78	4/28/2021 14:35:06	104576100042	7/23/2007	14	Male	None	High School Level	Semi-professional	Less than PHP 10,481	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
79	4/28/2021 14:34:09	104576100026	1/19/2007	17	Female	None	College Level	Skilled Worker	Less than PHP 10,481	3	4	2	2	3	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
80	4/28/2021 15:30:15	104616100004	9/12/2007	14	Male	Vith Special Awards	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
81	4/28/2021 15:46:54	104572130037	3/24/2007	15	Male	Vith Honors	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	

Ready 78%

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RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																													
B235 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE"),104572120132)																													
Timestamp	LRN -Learners Reference Number	Birthdate	Age	Sex	Adolescent has school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly income of family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not important to me	5. Because participating in PE is not fun	6. Because I don't have the abilities to do PE	7. Because I'm lazy	8. Because I don't like the activities	9. Because I have no reason to participate in PE	10. Because I find out that the activities are boring	11. Because I have the idea that it's also the same thing in PE everyday	12. Because I don't have the energy to participate in PE	13. Because the activities in PE are not interesting	14. Because the activities in PE are not fun	15. Because the activities in PE are not fun	16. Because the activities in PE are not fun	17. Because the activities in PE are not fun	18. Because the activities in PE are not fun	19. Because the activities in PE are not fun		
1																													
236	4/28/2021 13:24:46	104572120132	2/23/2007	15	Male	Vith Special Awards	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5	6	6	5
237	4/28/2021 16:30:55	104576120040	3/12/2007	15	Female	Vith Honors	Professional degree	Skilled Worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	
238	4/28/2021 16:42:34	15000120009	6/12/2009	15	Male	Vith Honors	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
239	4/28/2021 15:10:04	104572120097	12/25/2006	15	Male	None	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	2	2	7	3	5	7	7	6	
240	4/28/2021 15:32:54	104572130061	6/8/2007	15	Female	Vith Special Awards	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	
241	4/28/2021 15:53:14	104572130064	7/26/2020	14	Female	Vith Honors	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
242	4/28/2021 20:15:59	10459120004	8/5/2007	14	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
243	4/28/2021 21:39:04	104576130051	10/12/2007	14	Male	None	Professional degree	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	1	2	2	2	7	3	5	7	7	6	5	
244	4/28/2021 22:05:16	13677100079	1/5/2004	15	Male	Vith Special Awards	Vocational Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
245	4/28/2021 10:42:35	104576120012	12/24/2006	15	Male	Vith Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
246	4/28/2021 15:46:32	15000130074	10/20/2007	14	Male	None	College Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5	6	5	
247	4/28/2021 15:46:43	15000130074	10/20/2007	14	Male	None	Professional degree	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
248	4/28/2021 15:44:12	15000130074	10/20/2007	14	Male	None	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
249	4/28/2021 19:59:04	15000120002	4/15/2007	15	Male	Vith Honors	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
250	4/28/2021 10:05:30	105507120016	1/17/2006	15	Female	None	Vocational Level	Clerical, show-ownself	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	1	2	2	2	7	3	5	7	7	6	5	
251	4/28/2021 10:55:22	10459080025	2/16/2007	15	Female	None	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
252	4/28/2021 13:16:44	10459410117	7/18/2007	14	Male	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	1	2	2	2	7	3	5	7	7	6	5	
253	4/28/2021 14:41:15	105507120016	6/9/2007	14	Male	None	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
254	4/28/2021 9:23:43	10459080025	1/5/2006	15	Male	Vith Special Awards	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
255	4/28/2021 11:05:20	104587120023	5/10/2007	15	Female	Vith Honors	College Level	Professional (white collar)	Less than PHP 10,481	2	3	2	2	3	3	2	2	1	2	2	2	7	3	5	7	7	6	5	
256	4/28/2021 11:30:09	10459130074	1/23/2007	15	Male	Vith Special Awards	College Level	Semi-professional	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5	6	5	
257	4/28/2021 16:46:35	104600120102	3/25/2006	15	Female	Vith Honors	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
258	4/28/2021 10:11:34	104621201332	5/3/2007	15	Male	None	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
259	4/28/2021 20:12:30	104576130043	8/16/2007	14	Female	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	1	2	2	2	7	3	5	7	7	6	5	
260	4/28/2021 13:32:45	104572130039	5/16/2007	15	Male	Vith Special Awards	High School Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
261	4/28/2021 14:21:16	105507120016	10/4/2005	15	Female	Vith Honors	College Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
262	4/28/2021 14:21:30	10459080025	10/4/2005	15	Female	Vith Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
263	4/28/2021 14:30:23	105507120016	10/4/2005	15	Female	None	Vocational Level	Clerical, show-ownself	Less than PHP 10,481	2	3	2	2	3	3	2	2	1	2	2	2	7	3	5	7	7	6	5	
264	4/28/2021 19:04:15	10459080025	1/5/2004	15	Male	None	High School Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
265	4/28/2021 20:31:49	104572120143	2/4/2007	15	Male	Vith Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
266	4/28/2021 9:25:13	10459130074	12/10/2006	15	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	1	2	2	2	7	3	5	7	7	6	5	
267	4/28/2021 9:43:44	104572120055	10/4/2005	15	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5	6	5	
268	4/28/2021 9:55:49	105507120022	10/4/2005	15	Male	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
269	4/28/2021 10:25:54	10459130074	3/16/2005	15	Male	None	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
270	4/28/2021 13:30:16	104587130009	12/25/2006	15	Female	Vith Special Awards	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	1	2	2	2	7	3	5	7	7	6	5	
271	4/28/2021 21:04:34	10459130074	3/16/2007	15	Male	Vith Honors	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
272	4/28/2021 4:31:56	104592120176	7/7/2007	14	Female	Vith Special Awards	Professional degree	Skilled Worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
273	4/28/2021 4:32:09	104592120176	7/7/2007	14	Female	Vith Honors	Professional degree	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																							
B273 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE",104592120116))																																							
Timestamp	LRN - Learners Reference Number	Birthdate	Age	Sex	Admission last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly income of family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because, I'm not energetic enough for PE	4. Because participating in PE is not important to me	5. Because participating in PE is not fun	6. Because I don't have the abilities to do with in PE	7. Because I'm lazy	8. Because I don't like the activities	9. Because I don't have the motivation to participate in PE	10. Because I find out that the activities are boring	11. Because I have the idea that it's also not the same thing in PE everyday	12. Because I don't have the energy to participate in PE	13. Because the activities in PE are not interesting	14. Because the activities demands of me in PE challenge my ability	1. I feel that my PE teacher is sincerely care about me	2. My PE teacher does not care if I have a problem, she ask me what I think	3. When I ask my PE teacher to help me with a problem, she ask me what I think	4. The PE teacher encourage me to learn PE	5. The PE teacher encourage me to be a leader	6. I feel that my PE teacher honestly	7. The feedback I get from my PE teacher takes the form of useful information for me	8. My PE teacher seems to be fair	9. My PE teacher only tells me about my mistakes	10. My PE teacher gives the skills of my opportunity to make personal decisions in what I do	11. My PE teacher seems to be fair	12. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs					
1																																							
274	4/28/2021 4:44:19	10457210027	9/3/2007	14	Female	None	Vocational Level	Semi-professional	Less than PHP 10,481	2	3	2	2	3	2	2	2	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
275	4/28/2021 10:42:13	10457210029	9/18/2006	15	Male	None	College Level	Clerical, show-ownfarm	Between PHP 20,962 and PHP 41,924	4	4	5	5	4	4	5	5	5	5	6	4	5	5	6	5	5	6	5	5	5	5	5	5	5	5	5			
276	4/28/2021 11:44:34	10457210061	10/2/2006	15	Male	Vith Special Awards	College Level	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	5	5	4	3	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4			
277	4/28/2021 13:19:52	10457210026	5/27/2007	14	Male	Vith Honors	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
278	4/28/2021 13:36:24	10457210026	5/27/2007	14	Male	Vith Honors	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
279	4/28/2021 14:54:05	15800730016	5/27/2007	15	Male	None	Professional degree	Professional (white collar)	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5	6	5	5	5	5	5	5	5	5	5			
280	4/28/2021 14:46:25	10457210038	10/29/2006	15	Male	None	Vocational Level	Professional (white collar)	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	4	4	4	4	4			
281	4/28/2021 14:53:14	10482120042	1/16/2007	15	Male	Vith Honors	High School Level	Semi-professional	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
282	4/28/2021 15:14:52	104576120013	6/3/2006	16	Male	None	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5		
283	4/28/2021 15:22:35	104566130039	8/20/2007	14	Male	None	Professional degree	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
294	4/28/2021 15:41:16	10462120025	6/19/2007	15	Male	None	Vocational Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5	6	5	6	5	6	5	6	5	6	5	6		
295	4/28/2021 19:50:30	10500730016	8/17/2007	14	Male	None	High School Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	4	4	4	4	4	4		
296	4/28/2021 20:01:55	10458090025	10/27/2007	14	Male	Vith Special Awards	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
297	4/28/2021 9:34:49	10461100024	4/17/2006	16	Male	Vith Honors	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
298	4/28/2021 9:56:16	10461100044	7/27/2007	14	Female	Vith Honors	Professional degree	Clerical, show-ownfarm	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5		
299	4/28/2021 19:42:13	10500730016	5/25/2007	15	Male	None	Professional degree	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	5	5	5	6	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4	4		
299	4/28/2021 5:55:13	10458090025	6/23/2004	15	Male	Vith Special Awards	Vocational Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
299	4/28/2021 13:44:49	10461100034	3/17/2003	15	Male	Vith Honors	High School Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5		
299	4/28/2021 14:15:52	10461100012	9/12/2006	15	Male	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	
299	4/28/2021 14:19:24	10276120054	5/13/2007	15	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	4	3	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4	4	4	
299	4/28/2021 9:29:04	10712090027	10/9/2003	16	Male	Vith Special Awards	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
299	4/28/2021 9:29:11	10712090027	10/9/2003	16	Male	Vith Honors	High School Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	4	5	6	5	6	5	6	5	6	5	6	5	6		
299	4/28/2021 10:00:39	104594130003	10/23/2007	14	Male	Vith Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	4	3	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4	4	4	
299	4/28/2021 16:35:30	10457210062	9/22/2006	16	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
299	4/28/2021 16:46:55	10461720048	3/28/2007	15	Female	None	Professional degree	Skilled Worker	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
299	4/28/2021 14:14:54	10467120027	9/27/2006	16	Female	Vith Honors	Vocational Level	Semi-professional	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	
300	4/28/2021 20:50:39	10457210066	8/5/2007	14	Male	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4	4	
301	4/28/2021 16:15:06	136436120169	12/6/2006	15	Male	None	College Level	Clerical, show-ownfarm	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	
302	4/28/2021 16:34:44	136436120169	12/6/2006	15	Male	None	College Level	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	5	5	4	3	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4	4		
303	4/28/2021 15:00:12	15800730027	6/19/2007	15	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
304	4/28/2021 15:25:55	15800730026	6/22/2007	15	Male	Vith Special Awards	Professional degree	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	
304	4/28/2021 21:16:54	104698150053	7/5/2007	15	Female	Vith Honors	Vocational Level	Professional (white collar)	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4		
306	4/28/2021 5:45:13	10457210031	11/5/2006	14	Female	Vith Honors	College Level	Professional (white collar)	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
307	4/28/2021 11:42:13	104589130032	12/2/2006	17	Female	None	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
308	4/28/2021 20:13:14	104589140123	3/27/2007	14	Female	Vith Special Awards	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4	4	4	
309	4/28/2021 23:02:02	6719130021	6/19/2006	16	Male	Vith Honors	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	5	4	3	4	5	5	6	4	3	4	5	4	4	4	4	4	4	4	4	4	4	
310	4/28/2021 1:50:40	104572120138	10/20/2006	15	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
311	4/28/2021 13:04:45	10461720017	2/7/2006	15	Female	None	Vocational Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4																							

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																								
B311 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE"),10461120017)																																								
Timestamp	LRN - Learners Reference Number	Birthdate	Age	Sex	Adolescent last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly income of family	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK				
1									1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not important to me	5. Because participating in PE is not fun	6. Because I don't have the abilities to do PE	7. Because I'm lazy	8. Because I don't like the activities that I have to do in PE	9. Because I have no reason to participate in PE	10. Because I find out that the activities being taught in PE are not the effort that is required to succeed in PE	11. Because I have the idea that it's also not the same thing in PE everyday	12. Because I don't have the energy to participate in PE	13. Because the activities in PE are not interesting	14. Because the activities demands of me in PE challenge my ability to learn about me	1. I feel that my PE teacher is sincerely care about me	2. My PE teacher does not care if I have a problem, she ask me what I think	3. When I ask my PE teacher to help me with a problem, she ask me what I think	4. The PE teacher encourages me to learn in PE	5. My PE teacher encourages me to be a good person	6. I feel that my PE teacher honestly takes the form of useful information for me	7. The feedback I get from my PE teacher is helpful	8. My PE teacher seems to be Bar	9. My PE teacher only tells me about my	10. My PE teacher gives the with lots of opportunity to make personal decisions in what I do	11. My PE teacher encourages me that I'm capable of learning PE	12. My PE teacher openly recognizes my thoughts and feelings although they may be different from hers						
312	4/28/2021 11:15:02	136997120693	7/17/2007	15	Male	With Special Awards	High School Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			
313	4/28/2021 13:34:51	40063250027	6/22/2007	15	Female	With Honors	College Level	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	5	5			
314	4/28/2021 6:35:44	104595120044	3/19/2008	14	Male	With Honors	Professional degree	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	1	2	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	5		
315	4/28/2021 10:24:13	163003120703	4/3/2006	16	Female	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	6	5	5	5	5	5	5	6	5	6	5	6	5	6	5	
316	4/28/2021 19:49:13	10461120033	10/26/2007	14	Male	With Special Awards	High School Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	5	5	5		
317	4/28/2021 19:32:29	104597120006	10/2/2006	16	Male	With Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	5	
318	4/28/2021 13:30:21	104637020078	12/8/2004	17	Male	None	College Level	Semi-professional	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5	6	6	5	6	7	6	5	7	6	5	7	6	5	
319	4/28/2021 13:42:21	15800120043	9/14/2005	16	Female	None	College Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5	5	5	5	6	5	6	5	6	5	6	5	6	5	
320	4/28/2021 15:54:21	104654120271	2/16/2005	15	Male	With Special Awards	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	5	5	5	5	
321	4/28/2021 20:10:34	104572120058	12/12/2007	15	Female	With Honors	Professional degree	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	5	
322	4/28/2021 12:26:51	104533030020	2/25/2003	18	Male	With Honors	Vocational Level	Clinical, show-own/entham	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	5	6	5	5	5	6	5	6	5	6	5	6	5	6	
323	4/28/2021 13:42:45	104602120016	6/3/2006	16	Female	None	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	5	
324	4/28/2021 14:04:23	105057120016	12/26/2001	18	Female	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	5	6	5	6	5	6	5	6	
325	4/28/2021 15:25:45	104589080025	10/30/2006	15	Male	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	5	5	5	5	
326	4/28/2021 13:50:51	104580120067	10/30/2007	14	Female	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	5	
327	4/28/2021 14:04:16	104580120067	10/30/2007	14	Female	With Special Awards	High School Level	Semi-skilled worker	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7	6	5	7		
328	4/28/2021 14:14:40	104590120067	10/30/2007	14	Female	With Honors	College Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	5	6	5	6	5	6	5	6	
329	4/28/2021 13:00:11	104570120043	9/19/2006	15	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	5	4	5	5	6	4	3	4	5	4	5	4	4	5	5	5	5	5	5	5	
330	4/28/2021 13:44:44	10719120026	6/9/2020	15	Female	None	Professional degree	Professional (white collar)	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	5	
331	4/28/2021 21:44:05	100458120023	1/12/2007	15	Female	With Special Awards	Vocational Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	6	5	5	6	5	5	6	5	6	5	6	5	6	5	6	
332	4/28/2021 21:52:06	100459120023	1/12/2007	15	Female	With Honors	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	5	6	5	5	5	6	5	6	5	6	5	6	5	6	5
333	4/28/2021 14:35:24	136782402020	9/6/2007	15	Male	With Honors	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	5	5	5	5	5	5	5	
334	4/28/2021 15:24:45	104594120023	7/13/2007	15	Female	None	College Level	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	5	
335	4/28/2021 22:55:14	104594120064	5/17/2007	15	Female	None	Professional degree	Clinical, show-own/entham	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	5	6	5	5	5	6	5	6	5	6	5	6	5	6	5
336	4/28/2021 21:51:15	105057120016	8/15/2005	15	Female	With Honors	Professional degree	Skilled Worker	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	5	5	5	5	
337	4/28/2021 21:51:24	104589080025	8/15/2006	15	Female	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	5	
338	4/28/2021 10:49:05	160071200025	9/13/2005	16	Male	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7	6	5	7	6	5
339	4/28/2021 12:59:25	104572120012	7/20/2006	16	Female	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	5	6	5	6	5	6	5	6	5

Appendix O: Responses to Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education: A Hierarchical Correlation Study Survey Form Grade 9 (Raw Data)

[illegible]

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																							
B40 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE",104621110080))																																							
Timestamp	LRN - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.V. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because I'm not interested	2. Because I'm not good at PE	3. Because I'm not motivated enough for PE	4. Because participating in PE is not important to me	5. Because participating in PE is not fun	6. Because I don't have the abilities to do well in PE	7. Because I'm lazy	8. Because I don't like the activities	9. Because I have no reason to participate in PE	10. Because I find out that the activities being played being boring	11. Because I don't see the value in what is required to succeed in PE	12. Because I have the idea that it's not my thing in PE	13. Because I don't have the knowledge/skill required to succeed in PE	14. Because I don't have the energy to participate in PE	15. Because the activities in PE are not interesting	16. Because I don't have the ability to participate in PE	17. I feel that my PE teacher is actually care about me	18. My PE teacher does not care if I participate in PE	19. When I ask my PE teacher to help me with a problem, she said me what I think before giving me their feedback	20. The feedback I get from my PE teacher makes me feel confident in my ability to learn PE	21. My PE teacher encourages me to enjoy spending time with me	22. I feel that my PE teacher honestly gives me the information to help me with a problem, she said me what I think before giving me their feedback	23. The feedback I get from my PE teacher takes the form of useful information to learning	24. My PE teacher is always giving me information in that I do	25. My PE teacher only tell me about my fault	26. My PE teacher always give me information to help me with a problem, she said me what I think before giving me their feedback	27. My PE teacher told me that I'm capable of learning PE	28. My PE teacher copy my feelings although they may be different from theirs			
41	4/29/2021 10:44:09	10458910010	5/9/2006	M	Female	None	Professional degree	Semi-professional	Between PHP 20,362 and PHP 41,324	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
42	4/29/2021 10:46:04	10457012046	12/5/2005	M	Female	None	Vocational Level	Clerical, show-own/ham	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	7	
43	4/29/2021 10:46:24	10457610028	3/10/2005	M	Female	With Special Awards	High School Level	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	5	6	5	6	5	5	5	6	6	5	6	6	5	
44	4/29/2021 10:49:05	10457210001	8/12/2006	M	Female	With Honors	College Level	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	5	
45	4/29/2021 10:49:12	15007120067	3/16/2006	M	Female	With Honors	Professional degree	Semi-professional	Between PHP 20,362 and PHP 41,324	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5	
46	4/29/2021 10:53:15	10457120009	1/15/2006	M	Female	None	Professional degree	Semi-professional	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5	6	5	6	5	5	5	6	6	5	6	5	6	
47	4/29/2021 10:55:22	10459100045	3/12/2006	M	Male	With Special Awards	Vocational Level	Semi-professional	Between PHP 20,362 and PHP 41,324	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
48	4/29/2021 10:55:55	10458912002	1/12/2006	M	Female	With Honors	College Level	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5	
49	4/29/2021 10:59:42	10459100003	2/2/2006	M	Female	With Honors	College Level	Semi-skilled worker	Between PHP 41,324 and PHP 73,367	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7		
50	4/29/2021 11:00:00	10459410024	1/19/2005	M	Male	None	College Level	Semi-professional	Between PHP 41,324 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	6	5	6	5	5	5	6	6	5	6	5	6		
51	4/29/2021 11:02:04	10457610019	1/12/2005	M	Male	None	Professional degree	Skilled Worker	Between PHP 20,362 and PHP 41,324	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5		
52	4/29/2021 11:04:24	10385912007	1/20/2006	M	Female	With Honors	Professional degree	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	5	6	6	5	6	6		
53	4/29/2021 11:04:45	15007100028	3/8/2006	M	Male	None	Vocational Level	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5		
54	4/29/2021 11:05:20	10457012046	12/5/2005	M	Female	None	College Level	Clerical, show-own/ham	Between PHP 20,362 and PHP 41,324	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	7	
55	4/29/2021 11:09:03	10457210021	8/16/2006	M	Male	None	College Level	Semi-professional	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	5	6	5	6	7	6	5	7		
56	4/29/2021 11:09:12	10459412033	8/12/2006	M	Male	None	College Level	Semi-professional	Between PHP 41,324 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	5	6	6	5	6	6	5	
57	4/29/2021 11:10:54	50302500510	7/19/2001	M	Male	With Special Awards	Professional degree	Semi-professional	Between PHP 41,324 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
58	4/29/2021 11:13:04	10461612003	4/11/2004	M	Male	With Honors	Professional degree	Professional (white collar)	Between PHP 20,362 and PHP 41,324	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5	
59	4/29/2021 11:15:02	125393120039	10/19/2006	M	Male	None	Vocational Level	Professional (white collar)	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6	5	6	5	5	5	5	6	6	5	6	6	5	
60	4/29/2021 11:20:20	15007100016	2/3/2006	M	Female	None	High School Level	Semi-professional	Between PHP 41,324 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	6	5	6	5	5	5	6	6	5	6	5	6	6	
61	4/29/2021 11:20:24	15007100014	4/27/2006	M	Female	With Special Awards	College Level	Semi-skilled worker	Between PHP 41,324 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
62	4/29/2021 11:22:21	10459212062	7/28/2006	M	Female	With Honors	Professional degree	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5	
63	4/29/2021 11:22:34	10459212062	7/28/2006	M	Male	With Honors	Vocational Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	6	5	6	5	5	5	5	6	6	5	6	6	5	
64	4/29/2021 11:24:31	10946210074	3/22/2006	M	Male	None	High School Level	Skilled Worker	Between PHP 20,362 and PHP 41,324	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
65	4/29/2021 11:24:54	10457210023	10/5/2006	M	Female	None	College Level	Semi-professional	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	5	6	6	5	6	5	6	
66	4/29/2021 11:30:20	15007100023	9/20/2020	M	Male	With Special Awards	College Level	Semi-professional	Between PHP 20,362 and PHP 41,324	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
67	4/29/2021 11:30:21	15007100023	9/20/2020	M	Male	With Honors	Professional degree	Clerical, show-own/ham	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5	
68	4/29/2021 11:33:49	10458910022	5/7/2006	M	Female	None	Professional degree	Semi-professional	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7		
69	4/29/2021 11:34:16	10458710002	3/28/2006	M	Female	None	Vocational Level	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	6	5	6	5	5	5	6	6	5	6	5	6	6	
70	4/29/2021 11:34:23	104589120091	8/22/2020	M	Female	With Special Awards	High School Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5		
71	4/29/2021 11:34:24	104589120091	8/22/2020	M	Male	With Honors	College Level	Semi-professional	Between PHP 20,362 and PHP 41,324	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5	
72	4/29/2021 11:35:46	10462112028	5/11/2005	M	Male	With Special Awards	Professional degree	Semi-professional	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	5	6	6	5	6	6	5	
73	4/29/2021 11:41:22	15007100002	5/15/2006	M	Female	With Honors	Vocational Level	Semi-professional	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	5	5	6	6	5	6	6	
74	4/29/2021 11:42:13	10459210050	8/4/2006	M	Female	None	High School Level	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
75	4/29/2021 11:42:45	10457210051	1/12/2006	M	Female	None	College Level	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5	
76	4/29/2021 11:43:14	10713912003	9/14/2006	M	Female	With Special Awards	Professional degree	Semi-professional	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	5	6	6	5	6	6	5	
77	4/29/2021 11:44:34	10713910009	5/12/2006	M	Female	With Honors	Professional degree	Skilled Worker	Between PHP 41,324 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	4	4	5	5	
78	4/29/2021 11:44:53	10461100003	3/25/2006	M	Male	With Honors	Vocational Level	Semi-professional	Between PHP 41,324 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	6	5
79	4/29/2021 11:																																						

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																											
B79 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE",104576110015))																											
Timestamp	LRN - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.V. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because I'm not good at PE	2. Because I'm not good at PE	3. Because I'm not good at PE	4. Because I'm not good at PE	5. Because I'm not good at PE	6. Because I'm not good at PE	7. Because I'm not good at PE	8. Because I'm not good at PE	9. Because I'm not good at PE	10. Because I'm not good at PE	11. Because I'm not good at PE	12. Because I'm not good at PE	13. Because I'm not good at PE	14. Because I'm not good at PE	15. Because I'm not good at PE	16. Because I'm not good at PE	17. Because I'm not good at PE	18. Because I'm not good at PE	
1	4/29/2021 11:49:13	104576129945	7/22/2006	13	Male	None	College Level	Clerical, show-own/rent	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
81	4/29/2021 11:52:05	104591100062	1/12/2006	14	Male	With Special Awards	College Level	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
82	4/29/2021 11:52:20	104572120126	2/28/2005	15	Female	With Honors	College Level	Skilled Worker	Between PHP 10,481 and PHP 20,962	3	4	2	2	3	4	2	3	2	2	3	2	2	2	4	6	4	5
83	4/29/2021 11:54:13	104572110002	6/10/2005	13	Female	None	Professional degree	Clerical, show-own/rent	Between PHP 20,962 and PHP 41,924	4	4	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5
84	4/29/2021 11:55:35	104611100002	12/31/2006	13	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3
85	4/29/2021 11:55:46	104591100009	10/13/2005	14	Male	With Special Awards	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
86	4/29/2021 11:56:36	104595100056	2/19/2006	14	Female	With Honors	High School Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	5	5	5
87	4/29/2021 12:00:19	104591100045	3/12/2006	14	Male	With Honors	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	5	5	5
88	4/29/2021 12:01:32	10462110131	9/24/2006	13	Female	None	College Level	Skilled Worker	Between PHP 10,481 and PHP 20,962	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
89	4/29/2021 12:03:41	104572120001	1/16/2004	15	Female	None	College Level	Clerical, show-own/rent	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
90	4/29/2021 12:03:44	104591100085	2/21/2006	14	Female	None	Professional degree	Professional (white collar)	Between PHP 10,481 and PHP 20,962	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	5	5	5
91	4/29/2021 12:04:14	104572120036	2/23/2005	15	Female	None	Professional degree	Professional (white collar)	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
92	4/29/2021 12:04:45	104572120004	3/3/2006	14	Male	With Honors	Vocational Level	Skilled Worker	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	
93	4/29/2021 12:05:19	104572120044	1/12/2006	14	Female	None	High School Level	Clerical, show-own/rent	Between PHP 10,481 and PHP 20,962	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	5	5	5
94	4/29/2021 12:05:26	104591100022	2/21/2006	14	Female	None	College Level	Professional (white collar)	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
95	4/29/2021 12:05:45	104571101023	3/18/2006	13	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
96	4/29/2021 12:06:11	104591100005	5/11/2006	14	Female	With Honors	Vocational Level	Semi-skilled worker	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	4	6	4	5	6	6	5	7
97	4/29/2021 12:06:36	104589120094	4/16/2005	15	Male	With Honors	High School Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	5	5	5
98	4/29/2021 12:11:31	104611100037	9/24/2006	13	Male	None	College Level	Skilled Worker	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
99	4/29/2021 12:11:31	104576120042	4/15/2004	16	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
100	4/29/2021 12:12:13	104591100039	1/17/2005	14	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	5	5	5
101	4/29/2021 12:12:44	104591100006	12/24/2005	14	Female	None	Vocational Level	Semi-skilled worker	Between PHP 10,481 and PHP 20,962	4	4	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5
102	4/29/2021 12:14:14	104572120045	7/13/2006	13	Male	With Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
103	4/29/2021 12:14:53	104591100002	3/17/2006	13	Female	None	College Level	Semi-professional	Between PHP 10,481 and PHP 20,962	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	5	5	5
104	4/29/2021 12:15:14	104572120048	6/22/2006	13	Female	None	College Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
105	4/29/2021 12:20:45	104572120008	3/4/2006	13	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
106	4/29/2021 12:21:45	104587100015	7/7/2006	13	Male	None	Professional degree	Professional (white collar)	Between PHP 10,481 and PHP 20,962	3	4	2	2	3	4	2	3	2	2	3	2	2	2	4	6	4	5
107	4/29/2021 12:22:54	104572120070	12/18/2005	14	Male	With Honors	Vocational Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5
108	4/29/2021 12:25:40	104594120016	10/5/2006	13	Female	None	College Level	Skilled Worker	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
109	4/29/2021 12:25:46	104572120055	4/5/2006	14	Male	None	College Level	Clerical, show-own/rent	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
110	4/29/2021 12:25:55	104621102034	6/10/2004	15	Male	With Special Awards	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5
111	4/29/2021 12:26:51	104621102053	1/12/2005	14	Female	With Honors	Professional degree	Professional (white collar)	Between PHP 10,481 and PHP 20,962	4	4	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5
112	4/29/2021 12:33:43	104572120054	7/6/2006	13	Male	With Honors	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	4	5	4	4	3	4	5	5	5	5	5	5
113	4/29/2021 12:39:02	104591100028	10/24/2006	13	Male	None	Vocational Level	Semi-professional	Between PHP 10,481 and PHP 20,962	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
114	4/29/2021 12:41:19	104594100013	10/23/2006	13	Male	None	High School Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5
115	4/29/2021 12:44:25	104621100044	7/30/2006	13	Male	With Honors	College Level	Clerical, show-own/rent	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5
116	4/29/2021 12:44:41	104591100010	12/12/2002	17	Female	None	Professional degree	Professional (white collar)	Between PHP 10,481 and PHP 20,962	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5
117	4/29/2021 12:44:49	104594100022	1/11/2005	14	Male	With Special Awards	Vocational Level	Professional (white collar)	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3
118	4/29/2021 12:45:19	104621101041	4/22/2006	14	Male	With Special Awards	High School Level	Skilled Worker	Between PHP 10,481 and PHP 20,962	3	4	2	2	3	4	2	3	2	2	3	2	2	2	2	4	6	4

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																													
B118 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE",104621110141))																													
Timestamp	LRN - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.V. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because I'm not good at PE	2. Because I'm not good at PE	3. Because I'm not good at PE	4. Because I'm not good at PE	5. Because I'm not good at PE	6. Because I'm not good at PE	7. Because I'm not good at PE	8. Because I'm not good at PE	9. Because I'm not good at PE	10. Because I'm not good at PE	11. Because I'm not good at PE	12. Because I'm not good at PE	13. Because I'm not good at PE	14. Because I'm not good at PE	15. Because I'm not good at PE	16. Because I'm not good at PE	17. Because I'm not good at PE	18. Because I'm not good at PE	19. Because I'm not good at PE	20. Because I'm not good at PE	
1																													
119	4/29/2021 12:49:02	10739120008	12/8/2006	Female	With Honors	College Level	Clerical, show-own/ant	Between PHP 20,362 and PHP 41,324	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
120	4/29/2021 12:52:04	10460312001	10/21/2005	Male	With Honors	College Level	Professional (white collar)	Between PHP 20,481 and PHP 20,363	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
121	4/29/2021 12:54:10	10459510062	9/6/2006	Male	None	College Level	Professional (white collar)	Between PHP 20,362 and PHP 41,325	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
122	4/29/2021 12:59:25	10462110006	5/4/2006	Female	None	Professional degree	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
123	4/29/2021 13:00:11	10454510063	7/10/2005	Female	With Honors	Professional degree	Semi-professional	Between PHP 20,481 and PHP 20,362	4	4	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
124	4/29/2021 13:04:19	105010004	4/12/2006	Female	None	Vocational Level	Skilled Worker	Between PHP 20,362 and PHP 41,324	6	5	5	5	5	4	5	5	5	4	5	4	3	4	5	5	4	5	4	4	5
125	4/29/2021 13:04:45	10455300041	10/3/2003	Female	With Special Awards	High School Level	Skilled Worker	Between PHP 41,324 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
126	4/29/2021 13:05:12	10457610036	4/18/2006	Female	With Honors	College Level	Clerical, show-own/ant	Between PHP 20,481 and PHP 20,362	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
127	4/29/2021 13:05:13	10461110040	4/13/2006	Male	None	Professional degree	Professional (white collar)	Between PHP 20,362 and PHP 41,324	6	5	5	5	5	4	5	5	4	5	4	3	4	5	5	5	6	4	4	4	5
128	4/29/2021 13:06:56	10460312001	10/21/2005	Male	None	Vocational Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
129	4/29/2021 13:12:54	10460310055	8/5/2006	Male	With Special Awards	College Level	Skilled Worker	Less than PHP 10,481	6	5	5	5	5	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5
130	4/29/2021 13:15:53	10502810010	8/22/2006	Male	With Honors	College Level	Clerical, show-own/ant	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
131	4/29/2021 13:15:53	10462110064	7/9/2005	Male	With Honors	College Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	3	4	2	2	3	4	2	3	2	2	3	2	2	3	2	2	4	6	4	5	6
132	4/29/2021 13:19:52	10502810010	8/22/2006	Male	None	Professional degree	Professional (white collar)	Between PHP 41,324 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
133	4/29/2021 13:21:33	10454410016	7/25/2006	Male	None	Professional degree	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	6	5	5	5	5	4	5	5	5	5	4	3	4	5	5	5	6	4	3	4	5
134	4/29/2021 13:23:52	10459110039	12/18/2005	Female	With Honors	Vocational Level	Semi-professional	Between PHP 20,481 and PHP 20,362	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
135	4/29/2021 13:24:15	10469610020	9/7/2005	Female	None	High School Level	Skilled Worker	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
136	4/29/2021 13:24:46	10458910033	2/14/2006	Male	None	College Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
137	4/29/2021 13:26:22	10457210053	10/20/2006	Male	None	College Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	6	5	5	5	5	4	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4
138	4/29/2021 13:26:45	10459110039	10/22/2006	Female	None	College Level	Semi-skilled worker	Between PHP 20,362 and PHP 41,324	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
139	4/29/2021 13:30:16	105010002	7/28/2006	Female	With Special Awards	College Level	Semi-skilled worker	Between PHP 41,324 and PHP 73,367	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	5
140	4/29/2021 13:32:45	10458910084	10/6/2006	Female	With Honors	Professional degree	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
141	4/29/2021 13:33:10	10815100002	7/16/2006	Female	With Honors	Professional degree	Skilled Worker	Less than PHP 10,481	6	5	5	5	5	4	4	5	5	4	4	3	4	5	5	5	6	4	3	4	5
142	4/29/2021 13:33:20	10461110020	4/11/2006	Female	None	Vocational Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
143	4/29/2021 13:34:51	10695010043	5/22/2003	Female	With Special Awards	High School Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
144	4/29/2021 13:36:24	10457210053	5/22/2006	Female	With Honors	College Level	Clerical, show-own/ant	Between PHP 41,324 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
145	4/29/2021 13:42:21	10461110006	7/23/2006	Male	With Special Awards	Professional degree	Professional (white collar)	Between PHP 41,324 and PHP 73,367	6	5	5	5	5	4	4	5	5	4	3	4	5	5	5	6	4	3	4	5	5
146	4/29/2021 13:43:24	10462110021	8/22/2006	Female	With Honors	Vocational Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
147	4/29/2021 13:44:19	10457610022	8/10/2006	Female	None	High School Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
148	4/29/2021 13:44:44	105010001	4/4/2006	Female	None	College Level	Clerical, show-own/ant	Between PHP 20,362 and PHP 41,324	6	5	5	5	5	4	4	5	5	4	3	4	5	5	5	5	6	4	3	4	5
149	4/29/2021 13:44:49	10460310091	10/21/2005	Female	With Special Awards	College Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
150	4/29/2021 13:45:20	10459410056	1/14/2005	Female	With Honors	College Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
151	4/29/2021 13:46:11	10461110001	10/23/2005	Female	With Honors	Professional degree	Semi-skilled worker	Less than PHP 10,481	6	5	5	5	5	4	4	5	5	4	3	4	5	5	5	5	6	4	3	4	5
152	4/29/2021 13:50:51	1045934027	6/21/2006	Female	None	Professional degree	Semi-professional	Between PHP 20,362 and PHP 41,324	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
153	4/29/2021 13:54:41	10469510060	2/19/2003	Female	None	Vocational Level	Skilled Worker	Between PHP 20,362 and PHP 41,324	6	5	5	5	5	4	4	5	5	4	3	4	5	5	5	5	6	4	3	4	5
154	4/29/2021 13:55:11	10459110020	7/28/2001	Male	With Honors	High School Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	6
155	4/29/2021 13:56:44	10458910028	10/21/2006	Male	None	College Level	Professional (white collar)	Between PHP 41,324 and PHP 73,367	3	4	2	2	3	4	2	3	2	2	3	2	2	2	2	4	6	4	5	6	5
156	4/29/2021 14:01:12	10462110025	3/23/2006	Male	None	Professional degree	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
157	4/29/2021 14:01:50	10461110025	4/12/2006	Male	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	5	5	4	4	5	5	4	3	4	5	5	5	5	6	4	3	4	5

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RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																										
B235 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE",104572110017))																										
Timestamp	LRN - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.V. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because I'm not good at PE	2. Because I'm not good at PE	3. Because I'm not good at PE	4. Because I'm not good at PE	5. Because I'm not good at PE	6. Because I'm not good at PE	7. Because I'm not good at PE	8. Because I'm not good at PE	9. Because I'm not good at PE	10. Because I'm not good at PE	11. Because I'm not good at PE	12. Because I'm not good at PE	13. Because I'm not good at PE	14. Because I'm not good at PE	15. Because I'm not good at PE	16. Because I'm not good at PE	17. Because I'm not good at PE	18. Because I'm not good at PE
236	4/29/2021 16:42:34	10707110023	6/16/2006	M	Male	With Special Awards	College Level	Sem-professional	Between PHP 20,362 and PHP 41,924	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
237	4/29/2021 16:42:49	1046110036	11/19/2005	M	Female	With Honors	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	6
238	4/29/2021 16:46:36	10459110038	11/04/2005	M	Male	With Honors	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	4	3	4	5	5	6	4
239	4/29/2021 16:46:55	10462110127	3/19/2006	M	Male	None	Vocational Level	Sem-professional	Between PHP 20,362 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7
240	4/29/2021 16:49:11	1046110026	2/26/2006	M	Female	With Special Awards	High School Level	Sem-skilled worker	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5
241	4/29/2021 16:49:16	1500710031	1/17/2005	M	Female	With Honors	College Level	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5
242	4/29/2021 16:51:10	10462110084	10/9/2006	M	Female	None	Professional degree	Sem-professional	Between PHP 20,362 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4
243	4/29/2021 16:55:54	10713910063	7/22/2004	M	Male	None	Vocational Level	Sem-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
244	4/29/2021 16:59:14	10457610010	7/19/2006	M	Male	With Special Awards	College Level	Sem-professional	Between PHP 20,362 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5
245	4/29/2021 19:04:15	10636110014	8/4/2006	M	Male	With Honors	College Level	Sem-professional	Between PHP 20,362 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5
246	4/29/2021 19:04:44	10462110035	9/28/2006	M	Male	With Honors	Professional degree	Clerical, show-own/ant	Between PHP 20,362 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	6	4	3
247	4/29/2021 19:05:12	10713910063	7/22/2004	M	Male	None	Professional degree	Sem-professional	Between PHP 20,362 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
248	4/29/2021 19:09:20	10713210405	10/31/2005	M	Male	None	Vocational Level	Sem-professional	Between PHP 20,362 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5
249	4/29/2021 19:11:15	104587120006	12/10/2005	M	Male	With Honors	High School Level	Sem-professional	Between PHP 20,362 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5
250	4/29/2021 19:14:40	10462100178	7/8/2005	M	Female	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	4	5	4	3	4	5	5	6	4	3
251	4/29/2021 19:21:20	10459110027	6/30/2006	M	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
252	4/29/2021 19:22:16	10459010054	6/30/2006	M	Male	None	Vocational Level	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	6
253	4/29/2021 19:23:51	10713410083	11/9/2005	M	Male	None	High School Level	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5
254	4/29/2021 19:23:51	10457610014	6/19/2004	M	Male	With Special Awards	College Level	Clerical, show-own/ant	Between PHP 20,362 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4
255	4/29/2021 19:24:35	10459409069	10/30/2020	M	Female	With Honors	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
256	4/29/2021 19:24:56	1500710033	8/7/2006	M	Male	With Special Awards	Professional degree	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	6
257	4/29/2021 19:25:05	10738110025	5/3/2006	M	Female	With Honors	College Level	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5
258	4/29/2021 19:32:29	10454010052	3/28/2006	M	Male	None	College Level	Sem-professional	Between PHP 20,362 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4
259	4/29/2021 19:42:13	10453410050	3/8/2005	M	Female	None	Professional degree	Sem-professional	Between PHP 20,362 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
260	4/29/2021 19:44:59	10453410053	8/10/2005	M	Male	With Special Awards	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	3	2	2	3	2	2	4	6	4	5
261	4/29/2021 19:45:05	10462030012	10/10/2003	M	Female	With Honors	Vocational Level	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5
262	4/29/2021 19:49:13	10458910045	11/5/2005	M	Female	With Honors	High School Level	Clerical, show-own/ant	Between PHP 20,362 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	6	4	3
263	4/29/2021 19:50:30	15800100048	10/6/2005	M	Female	None	College Level	Sem-professional	Between PHP 20,362 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
264	4/29/2021 19:52:55	10458710016	12/24/2020	M	Male	None	Professional degree	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5
265	4/29/2021 19:53:55	10461200093	11/6/2005	M	Male	With Honors	Vocational Level	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5
266	4/29/2021 19:54:01	15801100250	7/16/2006	M	Female	None	High School Level	Sem-professional	Between PHP 20,362 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	6	4	3
267	4/29/2021 19:54:41	10457610009	3/5/2005	M	Male	None	College Level	Sem-professional	Between PHP 20,362 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
268	4/29/2021 19:59:04	10462100003	5/28/2005	M	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5
269	4/29/2021 19:59:16	10713510223	3/23/2006	M	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4
270	4/29/2021 19:59:25	10457610016	3/5/2005	M	Female	With Special Awards	Vocational Level	Sem-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
271	4/29/2021 20:01:55	10457610017	7/14/2005	M	Male	With Honors	College Level	Sem-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	6	5
272	4/29/2021 20:02:31	1046110031	12/19/2005	M	Female	With Special Awards	College Level	Sem-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	6	4	3
273	4/29/2021 20:05:40	10461610012	6/15/2006	M	Female	With Honors	College Level	Sem-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3
274	4/29/2021 20:10:34	10457210026	9/24/2006	M	Female	None	Professional degree	Sem-professional	Between PHP 20,362 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6

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Physical Education: A Hierarchical Correlation Study Survey Form Grade 10 (Raw Data)

[illegible]

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																					
Timestamp	LRI - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not my thing	5. Because participating in PE is not important to me	6. Because I don't have the abilities to do well in PE	7. Because I'm lazy	8. Because I don't like the activities being played in PE	9. Because I have no reason to participate in PE	10. Because I find out that the activities being play is boring	11. Because I don't like to exert the effort that is required to succeed in PE	12. Because I have the idea that it's always the same thing in PE everyday	13. Because I don't have the knowledge/skill to participate in PE	14. Because I don't have the energy to participate in PE	15. Because the activities in PE are not interesting	16. Because the tasks demanded of me in PE challenge my ability	17. I feel that my PE teacher is sincerely care for me	18. My PE teacher does not care if I succeed or fail	19. When I ask my PE teacher to help me with a problem, she ask me what I think before giving me their opinion	20. My PE teacher encourages me to be confident in my ability to learn in PE	21. My PE teacher encourages me to be myself	22. I feel that my PE teacher honestly enjoys teaching me	23. The knowledge and know my PE teacher takes the form of useful information for learning	24. My PE teacher seems to be the genuinely interested in what I do	25. My PE teacher only tells me about my fail	26. My PE teacher gives me with lots of opportunity to make a personal decision in what I do	27. My PE teacher told me that I'm capable of doing more	28. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs	
34	4/30/2021 19:24:35	104575100215	3/26/2005	15	Female	With Special Awards	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	5	5	5	
35	4/30/2021 19:24:56	107017100060	12/14/2004	15	Male	With Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
36	4/30/2021 19:25:05	104572100116	9/22/2004	15	Female	None	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
37	4/30/2021 19:32:29	104821100187	12/11/2005	14	Female	None	Professional degree	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	5	5	5	5	5	6	4	5	5	5	6	5	6	5	5	5	6	5	6	5	6	
38	4/30/2021 19:42:13	104589100045	10/2/2020	14	Male	With Special Awards	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5
39	4/30/2021 19:44:59	104611100037	1/22/2005	15	Male	With Honors	Professional degree	Skilled Worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
40	4/30/2021 19:45:05	104594100015	8/18/2005	14	Female	With Honors	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	2	3	2	2	2	4	6	4	5	6	6	5	6	7	6	5	7	
41	4/30/2021 19:49:13	104578100029	2/28/2005	15	Female	None	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	6	5	6	5	5	5	5	6	6	5	6	6
42	4/30/2021 19:50:30	104572100074	2/24/2005	15	Female	With Special Awards	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5
43	4/30/2021 19:52:55	158001100017	9/8/2005	14	Female	With Honors	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
44	4/30/2021 19:53:55	104572100055	7/8/2005	14	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	5	6	5	6	5	5	5	6	6	5	6	6
45	4/30/2021 19:54:01	13687140968	9/29/2020	14	Male	None	Professional degree	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	6	5	6	5	5	6	6	5	6	6	
46	4/30/2021 19:54:41	104594090046	1/9/2004	16	Male	With Special Awards	Vocational Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	5	5
47	4/30/2021 19:59:04	104611100040	10/17/2005	14	Male	With Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
48	4/30/2021 19:59:16	104572100116	9/7/2020	14	Female	With Honors	College Level	Semi-professional	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7
49	4/30/2021 19:59:25	129009120162	1/1/2005	15	Female	None	College Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	6	5	6	5	5	5	5	6	6	5	6	6
50	4/30/2021 20:01:55	107125100208	2/22/2004	16	Female	None	Professional degree	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5
51	4/30/2021 20:02:31	104589100036	7/10/2004	15	Female	With Honors	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
52	4/30/2021 20:05:40	104589100005	1/11/2005	15	Male	None	Vocational Level	Clerical, show-owner/farm	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	5	6	6	5	6	6
53	4/30/2021 20:08:34	104594100031	5/19/2005	15	Male	None	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	6	5	6	5	6	5	5	6	6	5	6	6
54	4/30/2021 20:12:30	104578100037	4/10/2004	16	Female	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5
55	4/30/2021 20:13:14	104589100095	7/2/2005	14	Female	None	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
56	4/30/2021 20:14:45	104594124176	8/24/2020	15	Female	With Special Awards	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	6	5	5	6	5	5	5	6	6	5	6	6
57	4/30/2021 20:15:59	104589100008	12/3/2004	15	Male	With Honors	College Level	Professional (white collar)	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5
58	4/30/2021 20:21:33	104589100030	8/19/2004	15	Male	None	Vocational Level	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
59	4/30/2021 20:29:39	107014100017	3/27/2005	15	Female	None	College Level	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7
60	4/30/2021 20:24:03	158001100047	10/1/2004	15	Male	With Special Awards	College Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5	6	5	6	5	5	5	6	6	5	6	6
61	4/30/2021 20:24:26	104570000019	11/13/2005	17	Male	With Honors	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5
62	4/30/2021 20:31:49	104594100058	7/16/2004	15	Female	With Honors	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
63	4/30/2021 20:32:21	105891100020	12/31/2020	15	Female	None	Professional degree	Professional (white collar)	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	6	5	5	6	5	5	5	6	6	5	6	6
64	4/30/2021 20:40:04	104621100180	12/14/2005	14	Female	None	Vocational Level	Professional (white collar)	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5
65	4/30/2021 20:40:11	104578100021	1/28/2005	15	Female	With Honors	High School Level	Semi-professional	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	6	5	5	6	5	5	5	6	6	5	6	6

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																					
B97 =IFERROR(_xludf.DUMMYFUNCTION("""COMPUTED_VALUE""",10714572100074))																																					
Timestamp	LRI - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not important to me	5. Because participating in PE is not important to me	6. Because I don't have the abilities to do well in PE	7. Because I'm lazy	8. Because I don't like the activities being played in PE	9. Because I have no reason to participate in PE	10. Because I find out that the activities being play is boring	11. Because I don't like to exert the effort that is required to succeed in PE	12. Because I have the idea that it's always the same thing in PE everyday	13. Because I don't have the knowledge/skill to participate in PE	14. Because I don't have the energy to participate in PE	15. Because the activities in PE are not interesting	16. Because the tasks demanded of me in PE challenge my ability	17. I feel that my PE teacher is sincerely care for me	18. My PE teacher does not care if I succeed or fail	19. When I ask my PE teacher to help me with a problem, she ask me what I think before giving me their opinion	20. My PE teacher encourages me to be confident in my ability to learn in PE	21. My PE teacher encourages me to be myself	22. I feel that my PE teacher honestly enjoys teaching me	23. The teacher will help my PE teacher takes the form of useful information for learning	24. My PE teacher seems to be the genuinely interested in what I do	25. My PE teacher only tells me about my bad	26. My PE teacher gives me with lots of opportunity to make a personal decision in what I do	27. My PE teacher told me that I'm capable of	28. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs	
66	4/30/2021 20:43:44	104589100081	6/16/2005	14	Male	None	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	6	5	3	4	5	5	5	4	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	5	5	
67	4/30/2021 20:43:44	104589100080	9/4/2005	14	Female	None	Professional degree	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	
68	4/30/2021 20:46:35	104589100086	10/25/2005	14	Male	None	Vocational Level	Semi-professional	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	5	6	5	6	7	6	5	7
69	4/30/2021 20:50:39	158001100039	9/18/2004	15	Female	None	High School Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	6	5	5	6	5	5	6	5	6	5	6	6	5
70	4/30/2021 20:53:54	104591100083	7/11/2005	14	Female	With Special Awards	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	5
71	4/30/2021 20:54:06	104621100116	7/25/2005	14	Female	With Honors	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
72	4/30/2021 20:54:42	104589100074	6/20/2005	14	Male	With Honors	Professional degree	Clerical, show-owner/farm	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5	5	6	5	5	5	6	5	6	5	6	6
73	4/30/2021 21:04:34	106923100039	11/6/2003	16	Male	None	Professional degree	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	5
74	4/30/2021 21:05:32	104621100026	9/20/2005	14	Female	With Special Awards	Vocational Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
75	4/30/2021 21:20:02	158001100041	12/10/2004	15	Female	With Honors	High School Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
76	4/30/2021 21:26:35	105319100129	7/25/2005	14	Female	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	6	5	5	6	5	5	5	6	5	6	5	6	6
77	4/30/2021 21:33:04	164587100014	3/11/2005	15	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	5
78	4/30/2021 21:33:44	104589100094	11/30/2004	15	Female	With Special Awards	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
79	4/30/2021 21:36:54	104621100042	10/17/2004	15	Male	With Honors	High School Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	5	6	7	6	6	5	5	7
80	4/30/2021 21:44:05	158001100033	9/27/2005	14	Male	With Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	6	5	5	6	5	5	6	5	6	5	6	6
81	4/30/2021 21:51:15	105319100129	6/30/2005	14	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	5
82	4/30/2021 21:51:24	158001090002	7/2/2004	15	Male	None	Professional degree	Skilled Worker	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
83	4/30/2021 21:52:06	104576100030	5/29/2004	16	Male	With Honors	Vocational Level	Semi-professional	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5	5	6	5	5	5	6	5	6	5	6	6
84	4/30/2021 9:05:16	104542100046	2/16/2004	16	Female	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	5
85	4/30/2021 9:25:52	104542100046	2/16/2004	16	Female	None	College Level	Clerical, show-owner/farm	Less than PHP 10,481	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
86	4/30/2021 9:55:14	104542100046	2/16/2004	16	Female	None	College Level	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	5
87	4/30/2021 12:02:02	104616090009	8/18/2002	17	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
88	4/30/2021 12:41:24	104616090009	8/18/2002	17	Male	With Special Awards	Professional degree	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	5	6	5	5	6	5	5	5	6	5	6	5	6	6	6
89	4/30/2021 4:31:56	104616090009	8/18/2002	17	Male	With Honors	Vocational Level	Professional (white collar)	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	4	4	4	5	5	5	5
90	4/30/2021 4:32:09	104616090009	8/18/2002	17	Male	With Honors	College Level	Professional (white collar)	Less than PHP 10,481	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
91	4/30/2021 4:40:05	104616090009	8/18/2002	17	Male	None	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
92	4/30/2021 4:44:19	104616090009	8/18/2002	17	Male	With Special Awards	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	6	5	5	6	5	5	5	6	5	6	5	6	6
93	4/30/2021 5:13:54	158001090044	9/16/2003	16	Female	With Honors	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	5
94	4/30/2021 5:15:46	104576700014	7/20/2009	19	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	3	2	2	2	3	3	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	5
95	4/30/2021 5:33:25	104581100003	10/6/2005	14	Female	None	Vocational Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	5	6	7	6	6	5	5	7
96	4/30/2021 5:45:13	104589100019	11/3/2004	15	Male	With Special Awards	High School Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	6	4	5	5	5	6	5	5	6	5	5	5	6	5	6	5	6	6
97	4/30/2021 5:51:35	10714572100074	4/4/2005	15	Male	With Special Awards	College Level	Semi-professional	Less than PHP 10,481	6	5	5	3	4	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	4	4	4	5	5	5

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																						
B97 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE",10714572100074))																																						
Timestamp	LRI - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not my thing	5. Because participating in PE is not important to me	6. Because I don't have the abilities to do well in PE	7. Because I'm lazy	8. Because I don't like the activities being played in PE	9. Because I have no reason to participate in PE	10. Because I find out that the activities being played is boring	11. Because I don't like to exert the effort that is required to succeed in PE	12. Because I have the idea that it's always the same thing in PE everyday	13. Because I don't have the knowledge/skill to participate in PE	14. Because I don't have the energy to participate in PE	15. Because the activities in PE are not interesting	16. Because the tasks demanded of me in PE challenge my ability	17. I feel that my PE teacher is sincerely caring for me	18. My PE teacher does not care if I succeed or fail	19. When I ask my PE teacher to help me with a problem, she ask me what I think before giving me their opinion	20. My PE teacher encourages me to be confident in my ability to learn in PE	21. My PE teacher encourages me to be myself	22. I feel that my PE teacher honestly enjoys teaching me	23. The teacher will give my PE teacher takes the form of useful information for learning	24. My PE teacher seems to be genuinely interested in what I do	25. My PE teacher only tells me about my bad opportunity to make a personal decision in what I do	26. My PE teacher gives me with lots of opportunity to make a personal decision in what I do	27. My PE teacher told me that I'm capable of doing it	28. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs		
98	4/30/2021 5:55:13	104621100229	8/31/2005	14	Female	With Honors	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	3	3	2	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5		
99	4/30/2021 6:11:00	106763100042	12/16/2004	15	Female	None	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	5	6	5	6	6	
100	4/30/2021 6:35:44	104576100001	10/18/2004	15	Male	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	5	6	
101	4/30/2021 9:04:34	121364100017	5/12/2004	16	Male	With Special Awards	High School Level	Skilled Worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	5	5		
102	4/30/2021 9:05:43	104594100041	11/6/2004	15	Male	With Honors	College Level	Semi-professional	Less than PHP 10,481	2	3	2	3	3	2	2	2	1	2	1	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	6	
103	4/30/2021 9:12:45	158001100033	9/27/2005	14	Male	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	5	7		
104	4/30/2021 9:25:13	107122090029	1/6/2003	17	Female	None	Vocational Level	Clerical, show-owner/farm	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	6	5	6	5	5	6	5	6	5	6	6		
105	4/30/2021 9:25:44	104572100023	10/22/2005	14	Female	None	High School Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	5	5		
106	4/30/2021 9:29:04	107118090049	9/2/2004	15	Male	With Honors	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	3	3	2	2	2	1	2	1	1	1	2	2	7	3	5	7	7	6	5	6	7	6	5	6	6	
107	4/30/2021 9:29:11	104572100023	10/22/2005	14	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	6	5	6	5	6	6	
108	4/30/2021 9:34:49	104589100037	1/12/2000	15	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	6	5	6	5	6	6	
109	4/30/2021 9:36:09	104589100061	3/18/2005	15	Female	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	
110	4/30/2021 9:41:29	104576100008	2/7/2005	15	Male	None	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	6	
111	4/30/2021 9:43:44	104589100005	11/6/2004	15	Female	With Special Awards	College Level	Semi-skilled worker	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	5	6	
112	4/30/2021 9:45:34	104581100032	4/20/2005	15	Female	With Honors	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	
113	4/30/2021 9:46:24	106959590085	2/15/2004	16	Female	With Special Awards	Professional degree	Skilled Worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	
114	4/30/2021 9:55:49	104572100026	4/14/2005	15	Male	With Honors	Professional degree	Semi-professional	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7	
115	4/30/2021 9:56:16	104621100017	8/29/2005	14	Male	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	6	5	6	5	5	5	6	6	5	6	5	6	
116	4/30/2021 9:56:35	158001100053	8/27/2005	14	Female	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	
117	4/30/2021 9:56:40	180011000044	8/1/2004	15	Female	None	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	3	3	2	2	2	1	2	1	1	1	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	
118	4/30/2021 9:58:05	180011000044	8/1/2004	15	Female	With Special Awards	College Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	6	5	6	6	
119	4/30/2021 14:01:12	20050981	5/6/2005	15	Female	With Honors	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	
120	4/30/2021 14:01:50	105319100129	9/6/2005	14	Male	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	6	5	6	5	6	5	6	
121	4/30/2021 14:01:50	104621100017	8/29/2005	14	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	4	4	4	5	5		
122	4/30/2021 14:04:16	105225100054	8/14/2005	14	Male	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	
123	4/30/2021 14:04:12	104570100069	10/31/2005	14	Male	With Honors	High School Level	Semi-skilled worker	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	3	2	3	2	4	6	4	5	6	6	5	6	7	6	5	7	
124	4/30/2021 14:06:12	104594100021	11/26/2004	15	Female	None	College Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	6	5	5	6	5	6	6	
125	4/30/2021 14:06:36	104572100072	8/11/2004	15	Male	None	Professional degree	Skilled Worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	5	5		
126	4/30/2021 14:11:34	104594100045	5/6/2005	15	Male	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	6	5	6	7	6	5	6	5	
127	4/30/2021 14:12:42	158001100004	10/12/2005	14	Male	None	High School Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	6	5	6	5	6	5	6	
128	4/30/2021 14:12:54	104572100032	12/23/2004	15	Male	With Special Awards	College Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	6	5	6	5	6	5	6	
129	4/30/2021 14:14:05	104589080029	8/23/2003	16	Male	With Honors	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																							
B129 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE",104589080029))																																							
Timestamp	LRI - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because, for me, PE holds no interest 2. Because, I'm not good at PE 3. Because I'm not energetic enough for PE 4. Because participating in PE is not my thing 5. Because participating in PE is not important to me 6. Because I don't have the abilities to do well in PE 7. Because I'm lazy 8. Because I don't like the activities being played in PE 9. Because I have no reason to participate in PE 10. Because I find out that the activities being play is boring 11. Because I don't like to exert the effort that is required to succeed in PE 12. Because I have the idea that it's always the same thing in PE everyday 13. Because I don't have the knowledge/skill to participate in PE 14. Because I don't have the energy to participate in PE 15. Because the activities in PE are not interesting 16. Because the tasks demanded of me in PE challenge my ability 17. I feel that my PE teacher is sincerely care for me 18. My PE teacher does not care if I succeed or fail 19. When I ask my PE teacher to help me with a problem, she ask me what I think before giving me their opinion 20. My PE teacher encourages me to be confident in my ability to learn in PE 21. My PE teacher encourages me to be myself 22. I feel that my PE teacher honestly enjoys teaching me 23. The teacher will help my PE teacher takes the form of useful information for learning 24. My PE teacher seems to be the genuinely interested in what I do 25. My PE teacher only tells me about my bad opportunity to make a personal decision in what I do 26. My PE teacher gives me with lots of opportunity to make a personal decision in what I do 27. My PE teacher told me that I'm capable of doing it 28. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs																														
130	4/30/2021 14:14:40	104572100097	9/20/2004	15	Female	With Honors	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5		
131	4/30/2021 14:14:54	104616100020	7/22/2005	14	Male	None	Vocational Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5		
132	4/30/2021 14:15:52	104572100060	10/21/2004	15	Female	With Special Awards	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6	
133	4/30/2021 14:16:33	109021100034	11/12/2004	15	Female	With Honors	College Level	Semi-professional	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
134	4/30/2021 14:16:41	104621100039	8/1/2004	15	Female	None	College Level	Skilled Worker	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	1	2	1	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5	
135	4/30/2021 14:19:24	104616100016	3/5/2005	15	Female	None	College Level	Semi-professional	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	5	5	5	5	5	5	5	5	5	7	
136	4/30/2021 14:20:21	104611100024	7/16/2005	14	Male	With Special Awards	College Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	
137	4/30/2021 14:20:51	104589080053	7/27/2002	17	Male	With Honors	Professional degree	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
138	4/30/2021 14:21:16	104589080053	7/27/2002	17	Male	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	5	5	5	5	5
139	4/30/2021 14:21:30	158001100016	3/4/2005	15	Female	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
140	4/30/2021 14:21:53	104611100003	5/3/2005	15	Female	None	High School Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
141	4/30/2021 14:21:53	104511100003	5/3/2005	15	Female	With Honors	College Level	Professional (white collar)	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
142	4/30/2021 14:26:42	104589120036	1/18/2006	14	Female	None	Professional degree	Professional (white collar)	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	5	5	5	5	
143	4/30/2021 14:30:12	107131100015	11/17/2005	14	Male	None	Vocational Level	Semi-professional	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
144	4/30/2021 14:34:45	104621080952	10/11/2020	17	Male	None	High School Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
145	4/30/2021 14:35:05	104621080952	10/11/2020	17	Male	None	College Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	5	5	5	5	5
146	4/30/2021 14:35:06	104621060040	10/20/1999	20	Male	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	5	5	5	5	5	5	5	5	5	5	5
147	4/30/2021 14:35:24	104572100129	7/5/2005	14	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
148	4/30/2021 14:36:25	104616100016	3/5/2005	15	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
149	4/30/2021 14:41:15	129645100037	7/28/2005	14	Female	With Special Awards	Vocational Level	Skilled Worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	5	5	5	5	
150	4/30/2021 14:43:04	104594100024	9/20/2004	15	Male	With Honors	High School Level	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
151	4/30/2021 14:44:45	107118070001	6/2/2002	18	Male	With Honors	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	5	5	5	5	5
152	4/30/2021 14:46:25	104570080083	9/24/2003	16	Male	None	Professional degree	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
153	4/30/2021 14:49:25	104611100014	11/4/2005	14	Female	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
154	4/30/2021 14:53:14	104589100091	9/10/2005	14	Female	With Special Awards	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	5	5	5	5	5
155	4/30/2021 14:54:05	104594100085	1/7/2005	15	Male	With Special Awards	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	5	5	5	5	5	5	5	5	5	5	5
156	4/30/2021 15:00:12	104594100031	5/19/2005	15	Male	With Honors	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
157	4/30/2021 15:01:12	104594100028	6/12/2005	14	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
158	4/30/2021 15:01:55	104902120445	3/13/2003	17	Male	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	5	5	5	5	
159	4/30/2021 15:04:29	104589100006	8/18/2005	14	Female	With Special Awards	College Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
160	4/30/2021 15:04:30	104611100041	11/15/2004	15	Male	With Honors	College Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
161	4/30/2021 15:09:42	104589100047	9/30/2004	15	Female	With Honors	College Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																					
B161 =IFERROR(_xludf.DUMMYFUNCTION("""COMPUTED_VALUE""",104589100047)																																					
Timestamp	LRI - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not fun	5. Because participating in PE is not important to me	6. Because I don't have the abilities to do well in PE	7. Because I'm lazy	8. Because I don't like the activities being played in PE	9. Because I have no reason to participate in PE	10. Because I find out that the activities being played is boring	11. Because I don't like to exert the effort that is required to succeed in PE	12. Because I have the idea that it's always the same thing in PE everyday	13. Because I don't have the knowledge/skill to participate in PE	14. Because I don't have the energy to participate in PE	15. Because the activities in PE are not interesting	16. Because the tasks demanded of me in PE challenge my ability	17. I feel that my PE teacher is sincerely care for me	18. My PE teacher does not care if I succeed or fail	19. When I ask my PE teacher to help me with a problem, she ask me what I think before giving me their opinion	20. My PE teacher encourages me to be confident in my ability to learn in PE	21. My PE teacher encourages me to be myself	22. I feel that my PE teacher honestly enjoys teaching me	23. The teacher will know my PE teacher takes the form of useful information for learning	24. My PE teacher seems to be the genuinely interested in what I do	25. My PE teacher only tells me about my bad opportunity to make a personal decision in what I do	26. My PE teacher gives me with lots of opportunity to make a personal decision in what I do	27. My PE teacher told me that I'm capable of doing it	28. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs	
162	4/30/2021 15:04	104589100090	11/25/2004	15	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5		
163	4/30/2021 15:05	104572100008	4/29/2005	15	Male	None	Professional degree	Skilled Worker	Less than PHP 10,481	4	4	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	5	6	6	6		
164	4/30/2021 15:13:05	104572100100	7/15/2005	15	Female	With Honors	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
165	4/30/2021 15:14:52	104594100028	1/31/2005	15	Male	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	6	5	6	7	6	5		
166	4/30/2021 15:19:35	136573100145	7/13/2005	14	Male	None	College Level	Semi-skilled worker	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	2	3	2	2	4	6	4	5	6	6	5	6	5	7		
167	4/30/2021 15:24:02	100893100085	3/21/2003	17	Male	None	College Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	6	5	6		
168	4/30/2021 15:24:03	104583100001	6/5/2004	16	Male	None	Professional degree	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
169	4/30/2021 15:24:45	104621100134	9/7/2005	14	Female	With Special Awards	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	
170	4/30/2021 15:25:40	400612150040	6/12/2005	15	Female	With Honors	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	6	5	6	6		
171	4/30/2021 15:25:45	400612150040	6/12/2005	15	Female	With Honors	High School Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
172	4/30/2021 15:25:55	150001100002	6/19/2005	14	Male	With Special Awards	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	5	6	5	5	5	6	5	6	5	6	
173	4/30/2021 15:29:15	104595100158	9/6/2004	15	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
174	4/30/2021 15:30:15	104611100006	2/9/2005	15	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	7	6	5	6	7	6	5	
175	4/30/2021 15:32:54	107126100007	5/9/2005	15	Female	None	Vocational Level	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	6	
176	4/30/2021 15:35:16	106172130125	3/7/2005	15	Female	With Special Awards	High School Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	7	6	5	6	7	6	5	
177	4/30/2021 15:41:15	104572100038	9/19/2004	15	Male	With Honors	College Level	Clerical, show-owner/farm	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	5	5	6	6	
178	4/30/2021 15:41:16	104572100105	12/14/2004	15	Male	With Honors	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
179	4/30/2021 15:42:55	104611100050	3/3/2004	16	Female	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	7	6	5	6	7	6	5	
180	4/30/2021 15:44:12	107125100150	12/3/2004	16	Male	With Special Awards	High School Level	Semi-skilled worker	Less than PHP 10,481	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	5	7	
181	4/30/2021 15:44:35	164017100176	3/6/2003	17	Male	With Honors	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	5	6	5	6	
182	4/30/2021 15:44:56	104572100019	8/19/2004	16	Female	With Special Awards	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	4	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	
183	4/30/2021 15:44:56	104589100063	2/1/2005	15	Male	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	7	6	5	6	7	6	5	
184	4/30/2021 15:45:54	104570100069	12/25/2004	16	Male	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	5	6	5	6	
185	4/30/2021 15:45:54	104594100021	4/4/2005	15	Male	None	College Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	5	6	5	6	
186	4/30/2021 1:50:40	104572100072	7/7/2005	15	Male	With Special Awards	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5
187	4/30/2021 8:00:39	104594100045	3/16/2004	16	Male	With Honors	College Level	Skilled Worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	7	6	5	6	7	6	5	
188	4/30/2021 8:02:02	150001100004	10/11/2004	15	Female	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	5	6	5	6	
189	4/30/2021 8:02:46	136664000279	10/5/2002	17	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	5	5	
190	4/30/2021 8:02:51	106796100036	2/7/2004	16	Male	None	Vocational Level	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	7	3	5	7	7	7	6	5	6	7	6	5	
191	4/30/2021 8:03:8	104621100159	3/6/2005	15	Male	With Honors	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	5	7	
192	4/30/2021 8:03:15	104594090081	10/5/2003	16	Male	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	5	6	5	6	
193	4/30/2021 8:03:20	104576100015	4/16/2002	18	Male	None	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	4	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																								
B193 =IFERROR(_xludf.DUMMYFUNCTION("COMPUTED_VALUE",104576100015))																																								
Timestamp	LRI - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not my thing	5. Because participating in PE is not important to me	6. Because I don't have the abilities to do well in PE	7. Because I'm lazy	8. Because I don't like the activities being played in PE	9. Because I have no reason to participate in PE	10. Because I find out that the activities being played is boring	11. Because I don't like to exert the effort that is required to succeed in PE	12. Because I have the idea that it's always the same thing in PE everyday	13. Because I don't have the knowledge/skill to participate in PE	14. Because I don't have the energy to participate in PE	15. Because the activities in PE are not interesting	16. Because the tasks demanded of me in PE challenge my ability	17. I feel that my PE teacher is sincerely caring for me	18. My PE teacher does not care if I succeed or fail	19. When I ask my PE teacher to help me with a problem, she ask me what I think before giving me their opinion	20. My PE teacher encourages me to be confident in my ability to learn in PE	21. My PE teacher encourages me to be myself	22. I feel that my PE teacher honestly enjoys teaching me	23. The teacher will help my PE teacher take the form of useful information for learning	24. My PE teacher seems to be genuinely interested in what I do	25. My PE teacher only tells me about my bad opportunity to make a personal decision in what I do	26. My PE teacher told me that I'm capable of doing it	27. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs					
194	4/30/2021 8:03:31	104589100082	9/2/2005	15	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	5	6	5	6	5	5			
195	4/30/2021 8:04:14	10459400025	10/31/2005	15	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	6	7	6	5	5		
196	4/30/2021 8:05:30	104589100026	11/30/2004	15	Female	With Special Awards	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	4	6	4	5	6	5	6	5	6	7	6	6	5	7	
197	4/30/2021 8:06:56	104572100005	3/3/2005	15	Male	With Honors	High School Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	5	6	5	5	5	5	5	5	5	5	6	6	5		
198	4/30/2021 8:08:56	10461100056	12/31/2004	15	Male	With Honors	College Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5		
199	4/30/2021 8:11:34	104572100019	10/17/2004	16	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	6	7	6	5	5	
200	4/30/2021 8:12:40	104593100046	12/18/2004	15	Male	None	Vocational Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	6	5	6		
201	4/30/2021 8:13:32	106559100076	1/7/2005	15	Female	With Special Awards	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	
202	4/30/2021 8:14:05	104572070020	8/30/2002	17	Male	With Honors	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
203	4/30/2021 8:14:19	105347100044	8/15/2005	15	Female	None	Professional degree	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	1	2	1	1	1	2	2	2	7	3	5	7	7	7	6	5	5	6	7	6	5	5	
204	4/30/2021 8:14:20	104591090036	8/21/2004	15	Male	With Special Awards	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	
205	4/30/2021 8:14:46	104621100081	11/29/2019	14	Male	With Honors	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
206	4/30/2021 8:15:04	104611090033	10/20/2004	15	Male	None	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	6	7	6	5	5	
207	4/30/2021 8:19:05	104616090008	7/23/2004	15	Male	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	3	4	2	3	2	3	2	2	4	6	4	5	6	5	5	6	5	6	7	6	6	5	7	
208	4/30/2021 8:19:45	104572100019	10/14/2004	15	Male	With Special Awards	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	6	
209	4/30/2021 8:12:45	104587090005	9/11/2004	15	Male	With Honors	Vocational Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
210	4/30/2021 8:24:13	136691120031	9/14/2005	15	Male	With Honors	High School Level	Skilled Worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	6	7	6	5	5	
211	4/30/2021 8:24:26	104570900083	7/31/2004	16	Male	None	College Level	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	
212	4/30/2021 8:25:54	107113690144	10/6/2004	15	Female	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	6	7	6	5	5	
213	4/30/2021 8:26:13	107113690144	10/6/2004	15	Female	With Honors	Professional degree	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6	5	
214	4/30/2021 8:26:40	104589100077	6/12/2003	17	Male	None	College Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
215	4/30/2021 8:30:52	158001100032	11/13/2003	16	Female	With Special Awards	Professional degree	Skilled Worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	6	7	6	5	5	
216	4/30/2021 8:34:49	104576090025	5/23/2004	16	Female	With Honors	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	5	5	5	5	5	6	7	6	6	5	7
217	4/30/2021 8:35:26	104589070036	1/23/2001	19	Female	With Honors	High School Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	6	
218	4/30/2021 8:35:29	104600100035	10/27/2004	15	Female	None	College Level	Clerical, show-owner/farm	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
219	4/30/2021 8:36:24	300704119196	7/5/2004	16	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	6	7	6	5	5	
220	4/30/2021 8:41:13	104621000148	9/11/2004	23	Male	With Special Awards	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	
221	4/30/2021 8:42:13	104572090090	5/14/2005	15	Male	With Honors	High School Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6		
222	4/30/2021 8:42:35	104590900050	9/22/2002	17	Female	None	College Level	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
223	4/30/2021 8:43:50	104572090007	5/22/2004	16	Male	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	7	6	5	5	6	7	6	5	5	
224	4/30/2021 8:43:53	104590900049	5/27/2004	16	Female	With Special Awards	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	5	6	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	
225	4/30/2021 8:44:09	104611090045	11/24/2004	15	Male	With Honors	Professional degree	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	4	5	5	4	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																						
B225		104611090045																																				
Timestamp	LRI - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not my thing	5. Because participating in PE is not important to me	6. Because I don't have the abilities to do well in PE	7. Because I'm lazy	8. Because I don't like the activities being played in PE	9. Because I have no reason to participate in PE	10. Because I find out that the activities being play is boring	11. Because I don't like to exert the effort that is required to succeed in PE	12. Because I have the idea that it's always the same thing in PE everyday	13. Because I don't have the knowledge/skill to participate in PE	14. Because I don't have the energy to participate in PE	15. Because the activities in PE are not interesting	16. Because the tasks demanded of me in PE challenge my ability	17. I feel that my PE teacher is sincerely care for me	18. My PE teacher does not care if I succeed or fail	19. When I ask my PE teacher to help me with a problem, she ask me what I think before giving me their opinion	20. My PE teacher makes me feel confident in my ability to learn in PE	21. My PE teacher encourages me to be myself	22. I feel that my PE teacher honestly enjoys teaching me	23. The knowledge and know my PE teacher takes the form of useful information for learning	24. My PE teacher seems to be the genuinely interested in what I do	25. My PE teacher only tells me about my bad opportunity to make a personal decision in what I do	26. My PE teacher gives me with lots of opportunity to make a personal decision in what I do	27. My PE teacher told me that I'm capable of doing more	28. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs		
226	4/30/2021 8:46:04	104570070055	11/13/2003	16	Male	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	3	3	2	2	2	2	2	2	3	2	2	2	2	7	3	5	7	7	6	5	6	5	7			
227	4/30/2021 8:46:24	422010150135	10/29/2004	15	Female	None	Vocational Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	5	6	5	7		
228	4/30/2021 8:49:05	422010150140	6/6/2001	18	Female	None	High School Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	6		
229	4/30/2021 8:49:12	104589070067	9/21/2004	15	Female	With Honors	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	5	5		
230	4/30/2021 8:53:15	104595090161	12/22/2003	16	Male	None	Professional degree	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	6	5	6	6	6		
231	4/30/2021 8:55:9	104572090097	9/6/2001	18	Male	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	
232	4/30/2021 8:55:55	104591090012	6/3/2003	17	Male	None	High School Level	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	5	7	6	5	
233	4/30/2021 8:59:42	120994000036	7/8/2003	16	Male	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	5	5	6	6	5	6	6	6	
234	4/30/2021 11:00:00	104594000069	4/24/2004	16	Male	None	Professional degree	Professional (white collar)	Between PHP 10,481 and PHP 20,962	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	
235	4/30/2021 11:02:04	104611080017	3/20/2003	17	Female	With Special Awards	Professional degree	Semi-skilled worker	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	5	7	6	5	5
236	4/30/2021 11:04:24	104572080025	1/3/2003	17	Male	With Honors	Vocational Level	Semi-professional	Between PHP 10,481 and PHP 20,962	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7	
237	4/30/2021 11:04:45	104611080017	2/24/2001	19	Male	With Honors	High School Level	Skilled Worker	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	5	6	6	
238	4/30/2021 11:05:20	104594000021	9/19/2002	17	Male	None	College Level	Clerical, show-owner/farm	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
239	4/30/2021 11:09:03	104594070012	2/24/2001	19	Male	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	5	7	6	5	
240	4/30/2021 11:09:52	104594070012	7/23/2003	16	Female	None	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	5	6	6
241	4/30/2021 11:8:54	104594070012	12/16/2001	18	Male	With Special Awards	College Level	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	5	6	6
242	4/30/2021 11:13:04	104570080027	12/16/2001	18	Male	With Honors	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
243	4/30/2021 11:15:02	150010800037	12/16/2001	18	Male	With Honors	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	5	7	6	5	5
244	4/30/2021 11:20:20	104589000086	9/17/2002	17	Male	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	5	6	6
245	4/30/2021 11:20:24	136639121745	12/3/2001	18	Male	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
246	4/30/2021 11:9:21	136639121745	10/25/2002	17	Female	With Honors	High School Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	
247	4/30/2021 11:9:34	104572080056	9/20/2000	19	Male	None	College Level	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	
248	4/30/2021 11:24:31	104570080007	9/20/2000	19	Male	None	Professional degree	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	6	5	6	6	6	
249	4/30/2021 11:24:54	104611080025	1/3/2003	17	Male	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	6	5	6	5	6	6	
250	4/30/2021 11:30:09	104621080012	11/5/2002	17	Male	None	High School Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	4	4	4	4	5	5	
251	4/30/2021 11:30:21	104611080008	9/17/2003	16	Female	With Special Awards	College Level	Semi-professional	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	5	
252	4/30/2021 11:33:49	104507080002	8/6/2003	16	Male	With Honors	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	5	6	6	6	
253	4/30/2021 11:34:16	104621080038	1/6/2002	18	Female	With Honors	Professional degree	Semi-professional	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	6	4	3	4	5	4	5	4	4	4	4	5	5	
254	4/30/2021 11:34:12	150010800011	11/1/2000	17	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	5	7	6	5	5
255	4/30/2021 11:34:24	136717080090	4/5/2003	17	Male	None	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	6	5	7	
256	4/30/2021 11:35:46	104594080037	4/26/2003	17	Female	With Honors	High School Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	6	5	6	5	6	6	
257	4/30/2021 11:41:9	104570080023	2/23/2003	17	Female	None	College Level	Semi-professional	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5	

RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																															
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RESPONSES - Secondary Students' Demographic Profile, Amotivation, and Teachers' Support in Learning Physical Education, A Hierarchical Correlation Study - Microsoft Excel																																					
=IFERROR(_xludf.DUMMYFUNCTION("""COMPUTED_VALUE""",104572080024)																																					
Timestamp	LRN - Learners Reference Number	Birthdate	Age	Sex	Achievement last school year (S.Y. 2019-2020)	Education of head of family	Occupation of head of family	Monthly Income of Family	1. Because, for me, PE holds no interest	2. Because, I'm not good at PE	3. Because I'm not energetic enough for PE	4. Because participating in PE is not important to me	5. Because participating in PE is not important to me	6. Because I don't have the abilities to do well in PE	7. Because I'm lazy	8. Because I don't like the activities being played in PE	9. Because I have no reason to participate in PE	10. Because I find out that the activities being play is boring	11. Because I don't like to exert the effort that is required to succeed in PE	12. Because I have the idea that it's always the same thing in PE everyday	13. Because I don't have the knowledge/skill to participate in PE	14. Because I don't have the energy to participate in PE	15. Because the activities in PE are not interesting	16. Because the tasks demanded of me in PE challenge my ability	17. I feel that my PE teacher is sincerely care for me	18. My PE teacher does not care if I succeed or fail	19. When I ask my PE teacher to help me with a problem, she ask me what I think before giving me their opinion	20. My PE teacher encourages me to be confident in my ability to learn in PE	21. My PE teacher encourages me to be myself	22. I feel that my PE teacher honestly enjoys teaching me	23. The knowledge and know my PE teacher takes the form of useful information for learning	24. My PE teacher seems to be the genuinely interested in what I do	25. My PE teacher only tells me about my bad opportunity to make personal decisions in what I do	26. My PE teacher gives me with lots of opportunity to make personal decisions in what I do	27. My PE teacher told me that I'm capable of doing more	28. My PE teacher openly recognizes my thoughts and feelings although they may be different from theirs	
290	4/30/2021 12:21:45	104576120067	12/1/2002	18	Male	With Honors	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	5	6	4	5	5		
291	4/30/2021 12:9:54	104621080075	11/4/2002	17	Female	None	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	
292	4/30/2021 12:25:40	104576080027	2/28/2003	17	Female	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	4	4	5	5	5	5	5	6	4	5	6	5	5	6	5	5	6	5	5	6	6	5	6	
293	4/30/2021 12:25:46	104572080013	4/16/2002	18	Male	With Special Awards	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	4	4	5	5		
294	4/30/2021 12:25:55	104576080009	9/17/2002	17	Male	With Honors	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	
295	4/30/2021 12:26:51	104621080108	7/11/2003	18	Female	None	Professional degree	Clerical, show-owner/farm	Between PHP 20,962 and PHP 41,924	3	4	2	2	3	4	2	3	2	2	3	2	3	2	2	4	6	4	5	6	6	5	6	7	6	5	7	
296	4/30/2021 12:33:45	158001080006	3/23/2009	19	Female	With Special Awards	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	5	6	6	5	6	6	
297	4/30/2021 12:39:02	104576080009	8/16/2003	16	Female	With Honors	Vocational Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
298	4/30/2021 12:41:19	104611080026	8/16/2003	16	Female	None	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	
299	4/30/2021 12:44:25	158001080020	3/23/2009	19	Female	None	Professional degree	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	6	5	6	6	
300	4/30/2021 12:44:41	104621080075	7/27/2003	16	Female	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	6	5	6	6	
301	4/30/2021 12:44:49	158001080027	3/19/2003	17	Male	With Special Awards	High School Level	Semi-professional	Between PHP 20,962 and PHP 41,924	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	6	5	6	6	
302	4/30/2021 12:45:19	158001080027	4/16/2002	18	Male	With Special Awards	College Level	Semi-professional	Between PHP 20,962 and PHP 41,924	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
303	4/30/2021 12:49:02	104570080020	5/21/2003	17	Male	With Honors	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	
304	4/30/2021 12:52:04	104616080011	5/21/2003	17	Male	None	Professional degree	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
305	4/30/2021 12:54:8	104572080005	10/23/2002	17	Female	None	Vocational Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	
306	4/30/2021 12:59:25	104570800231	11/7/1999	20	Male	With Special Awards	College Level	Semi-skilled worker	Less than PHP 10,481	4	4	4	5	5	4	4	5	5	5	6	4	5	6	5	6	5	6	5	6	5	5	6	6	5	6	6	
307	4/30/2021 13:00:11	104621080007	5/24/2003	17	Female	With Honors	College Level	Semi-skilled worker	Less than PHP 10,481	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	5	5	
308	4/30/2021 13:04:19	104611080036	10/5/2002	17	Male	With Honors	College Level	Semi-skilled worker	Less than PHP 10,481	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	
309	4/30/2021 13:04:45	104572080062	9/28/2003	16	Female	None	Professional degree	Semi-professional	Between PHP 20,962 and PHP 41,924	2	3	2	2	3	3	2	2	2	1	2	1	1	2	2	2	7	3	5	7	7	6	5	6	7	6	5	
310	4/30/2021 13:05:12	104594080062	10/5/2002	17	Male	None	Professional degree	Skilled Worker	Less than PHP 10,481	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	6	5	6	6	
311	4/30/2021 13:05:13	104594080058	8/29/2003	16	Male	With Honors	Vocational Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	4	4	5	5	5	4	4	5	5	5	5	6	4	5	6	5	5	6	5	6	5	5	6	6	5	6	6	
312	4/30/2021 13:06:56	104593120049	6/25/2003	16	Male	None	College Level	Professional (white collar)	Between PHP 41,924 and PHP 73,367	6	5	5	3	4	5	5	5	4	5	4	3	4	5	5	5	6	4	3	4	5	4	5	4	4	4	5	5
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Appendix P. Language Editor's Certificate for Final Submission



De La Salle Araneta University

CERTIFICATION OF ENGLISH CRITIQUE

This is to certify that the undersigned has edited the thesis bearing the title *Secondary Students' Demographic Profile, Amotivation, and Interpersonal Behavior in Learning Physical Education: A Hierarchical Correlation Study* prepared and submitted by Karen Jade P. Dabu.

This further certifies that the scope of editing is within the technical aspect of the manuscript only. This certification is issued to the aforementioned researcher this 12th day of December in the year of our Lord, two thousand and twenty-two.

Signed by:

Prof.

(Master in Communication)

Resident English Critic / Grammarian / Translator,
University Assistant Professor (Languages Dept.), and
Digital Media and Public Relations Coordinator
De La Salle Araneta University

Owner – Speech, Thesis Editing, and Proofreading Services/ STEPs (FB Page)
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KAREN JADE P. DABU
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09178924117

Blk. 41 Lot 6 Area I Brgy. Lawang Pare City of San Jose del Monte Bulacan

OBJECTIVE: To obtain an Administrative Officer III position to apply my expertise and to utilize my talent to the fullest.

EXPERIENCE

GRACEVILLE NATIONAL HIGH SCHOOL
Brgy. Graceville City of San Jose del Monte Bulacan
MAPEH Teacher

- Coordinator of MAPEH Department
- Participate on ongoing staff training sessions
- Employ assessment tools and proactive strategies to improve instructions methods.

COLLEGE OF SAINT ANTHONY
Tungkong Mangga City of San Jose del Monte Bulacan
MAPE Teacher

- Coordinator of Indak Sa Nayon Dance Troupe
- Attended a variety of professional development workshops centered on learning goals, classroom management, student motivation, and engaging learning activities.

EDUCATION

Master's Degree
2014 - Present
Philippine Normal University Main Campus
Taft Ave. Manila

College Degree
2006-2010
Philippine Normal University Main Campus
Taft Ave. Manila

Secondary Level
2002 - 2006
Academia De San Lorenzo
San Jose del Monte Bulacan

Elementary Level
1996 - 2002
Lawang Pare Elementary School
San Jose del Monte Bulacan

ORGANIZATION

Sports Science & Physical Educators of the Philippines Inc.
College of Human Kinetics University of the Philippines, Diliman Quezon City

Member

Master of Arts in Physical Education Organization
Institute of Physical Education, Health, Recreation, Dance and Sports
Philippine Normal University Taft Ave. Manila

Treasurer

SKILLS

MS Office Proficient
Driving

REFERENCES