ELEVENTH PRESS INTERNATIONAL PUBLISHING™
Eleventh Press International Journal of Multidisciplinary Research
ISSN 2945-1138 · Vol. 1, No. 1 (2026) · DOI: 10.5072/zenodo.562707

RESEARCH ARTICLE · EDUCATION

BEHAVIORAL REGULATION AND ACHIEVEMENT EMOTIONS: PREDICTORS OF STUDENTS' DISPOSITIONS FOR LEARNING SPORTS EDUCATION IN LOCAL COLLEGES IN DAVAO DEL NORTE

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ABSTRACT

This research seeks to investigate whether behavioral regulation and achievement emotions significantly influence dispositions in Sports Education among tertiary students in the Province of Davao Del Norte.

Keywords: *Behavioral regulation, Achievement Emotions, Sports Education*

Cite as: TAPAYAN, V. M. (2026). BEHAVIORAL REGULATION AND ACHIEVEMENT EMOTIONS: PREDICTORS OF STUDENTS' DISPOSITIONS FOR LEARNING SPORTS EDUCATION IN LOCAL COLLEGES IN DAVAO DEL NORTE. Eleventh Press International Journal of Multidisciplinary Research, 1(1). https://doi.org/10.5072/zenodo.562707

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A Thesis Presented to the Graduate Education Program

Faculty St. Mary's College of Tagum, Inc.

Tagum City, Davao del Norte

In Partial Fulfillment of the Requirements for the Degree,

Master of Arts in Education

Major in Physical Education

CRYSTAL JOY P. MATANOG

December 2024

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CHAPTER 1

THE PROBLEM AND ITS SETTING

Background of the study

In the aspect of sports education, many students struggle to develop and maintain a positive disposition towards physical education due to factors such as lack of intrinsic motivation, which is often driven by external rewards, and negative experiences, such as bullying, poor instruction, or injury, which can lead to decreased motivation (Godber & Atkins, 2023). The problems of students' dispositions for learning Physical and Sports Education are impacted by a variety of worldwide, national, and local issues (O'Brien et al., 2022; Lundvall & Froberg, 2023; McMullen et al., 2022; O'Donnell et al., 2020). Negative dispositions can have a detrimental impact on students' motivation, engagement, and overall learning experiences (Askildsen et al., 2024). Specifically, the lack of global uniformity in the Physical Education curriculum can lead to variations in quality and substance, especially among students relocating. Additionally, unfavorable dispositions of students are also influenced by socioeconomic gaps in physical education that hinder access to quality facilities, equipment, and skilled teachers, especially in developing nations. Hence, addressing these challenges is crucial for improving students' experiences and dispositions toward the subject (Umar, 2023

In the United States of America, some instructors have reported concerns with students' dispositions in their Sports Education classes. Despite having excellent academic credentials in urban areas and teacher education programs specifically designed to enable them to teach in urban school environments, teachers have identified that the lack of resources and difficulties within the curriculum significantly impacted students' negative

dispositions in Physical and Sports Education (Flory et al., 2024). In Indonesia, students' dispositions towards sports education are also declining. Specifically, sports science students' physical performance and mental health have been undervalued. Post-COVID-19, data shows a decline in university students' dispositions in Physical Education subjects comprising 70.6% of undergraduate students, with 35.8% in females, and 64.2% in males (Supriyanto et al., 2024).

In Bulacan, about 49.7% of young and adult learners have low dispositions due to instructional challenges in Music, Arts, Physical Education, and Health. Notable concerns include some complex and highly technical curriculum objectives, subject matter competencies, learning styles, facilities, equipment, materials, and supervision. Additionally, some university students regard Physical Education as a non-academic topic, thus they prioritize other disciplines, resulting in lower enthusiasm for and involvement with the subject (Dalmacio, 2023).

In Mati City, Santiago (2024) highlights that the academic confidence of university physical education students is intricately linked to their engagement in physical activity, with innovative teaching strategies needed to enhance self-efficacy and participation. However, the issue arises in the lack of consistent strategies to foster such dispositions, which may hinder their ability to balance academic and physical activity pursuits. In Tagum City, Indie (2022) discusses the significant impact of the pandemic, which has strained students' dispositions in sports education, particularly in maintaining resilience and physical activity. The shift to online platforms and lack of accessible resources have disrupted student motivation, limiting engagement in sports education. Meanwhile, in Santo Tomas, Davao del Norte, Ligan et al. (2022) emphasize the role of social interaction in shaping students' dispositions, yet many students lack opportunities for teamwork and collaboration within the sports curriculum, limiting their holistic development.

The relationship between behavioral regulation and dispositions in sports education is a critical area of study, as it highlights the impact of personal attitudes and motivational factors on student engagement and success in physical activities. Behavioral regulation, which encompasses self-control and the ability to manage one’s actions, plays a pivotal role in students' motivation to participate in sports. As demonstrated by Leo et al. (2022), competence, meaning, and self-determination significantly influence students’ behavioral regulation in physical education, leading to higher levels of engagement and persistence. Conversely, negative emotions like anxiety and boredom can hinder behavioral regulation by reducing motivation and engagement, often leading to avoidance behaviors (Shen, 2022). This reciprocal relationship suggests that achievement emotions not only influence how students regulate their behavior but that effective behavioral regulation can also foster positive emotional experiences, thereby promoting sustained participation in physical activities. By understanding this dynamic, educators can create a more supportive and motivating environment that enhances both emotional and behavioral outcomes in physical education (Leo et al., 2022).

Apart from this, the various studies have explored the facets of students’ behavioral regulation (Alimuddin et al., 2024; Calleja-Núñez et al., 2023; O’Loughlin et al., 2022; Furkan & Salahudin, 2024). Additionally, several scholars and subject-matter experts have also investigated students’ achievement emotions (Rebouillat et al., 2024; Simonton et al., 2024; Lin et al., 2023; Fierro-Suero et al., 2022). On the other hand, empirical studies have highlighted concerning students’ dispositions in Sports Education (Goncharuk et al., 2023; Kiesler et al., 2024; Kirch et al., 2021). However, none of these studies directly and comprehensively explored the interplay between students’ behavioral regulation, achievement emotions, and dispositions toward Sports Education. Moreover, to the best of the researchers’ observation, these studies were only conducted mainly in international settings and not locally. Consequently, this research aspires to fill this immense gap in the existing body of knowledge in the field of Sports Education. Given the notable discrepancies in terms of focus, settings, and proposed research methodology, the research emphasizes its importance and urgency to conduct.

Furthermore, the researcher hopes to effectively share the results in forums, conferences, and seminars for Sports Education. This will be accomplished by actively participating in the study, making use of networks, and utilizing online and offline platforms that may be essential resources for disseminating the findings. The research further aims to strengthen the existing body of knowledge concerning students’ individual interest in

Sports Education by submitting the study to peer-reviewed journals, producing a comprehensive report with helpful recommendations, and presenting the findings at conferences, workshops, webinars, online seminars, and social media platforms.

Statement of the Problem

This research seeks to investigate whether behavioral regulation and achievement emotions significantly influence dispositions in Sports Education among tertiary students in the Province of Davao Del Norte.

Specifically, this research seeks to answer the following questions:

1. What is the level of Behavioral Regulation in Sports Education among tertiary students in the Province of Davao Del Norte in terms of:

1.1 Intrinsic regulation;

1.2 identified regulation;

1.3 introjected regulation;

1.4 external regulation; and

1.5 amotivation?

2. What is the level of Achievement Emotion in Sports Education among tertiary students in the Province of Davao Del Norte in terms of:

2.1 pride;

2.2 enjoyment;

2.3 anger;

2.4 anxiety;

2.5 hopelessness; and

2.6 boredom?

3. What is the level of Disposition among tertiary students in the Province of Davao Del Norte in terms of:

3.1 Personal Responsibility;

3.2 Self-Efficacy;

3.3 Meaningfulness; and

3.4 Ataraxis?

4. Is there a significant relationship between:

4.1 behavioral regulation and dispositions among tertiary students in Physical

Education; and

4.2 achievement emotions and dispositions among tertiary students in Physical

Education?

5. Do behavioral regulation and achievement emotions significantly influence students'

dispositions in Physical Education?

Hypothesis

The following hypotheses are formulated and will be tested at a 0.05 level of significance:

1. There is no significant relationship between behavioral regulation and dispositions among tertiary students in Sports Education.

2. There is no significant relationship between achievement emotions and dispositions among tertiary students in Sports Education.

3. Behavioral regulation and achievement emotions do not significantly influence students' dispositions in Sports Education.

REVIEW AND RELATED LITERATURE

This section presents literature and studies conducted worldwide to explore the areas and correlations among students' behavioral regulation, students' achievement emotions, and students' dispositions in learning sports education. Specifically, the order of discussion commences from the students' behavioral regulation comprises by its factors such as Intrinsic Regulation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation (Murcia et al., 2007). This is followed by the students' achievement emotions which also have factors such as Pride, Enjoyment, Anger, Anxiety, Hopelessness, and Boredom (Fierro-Suero et al., 2020). Moreover, the students' dispositions in Sports Education consist of its factors such as Personal Responsibility, Self-Efficacy, Meaningfulness, and Ataraxis (Bessa et al., 2022).

Students' Behavioral Regulation in Physical Education

The review of related literature emphasizes the interplay between regulatory frameworks and pedagogical approaches in fostering behavioral regulation among students in sports education. Ho et al. (2020) highlight the influence of culturally specific regulatory frameworks, comparing practices in China and Japan to illustrate how clear PE laws can enhance student engagement and the quality of education. Similarly, Hutmacher et al. (2019) underscore the importance of autonomy-supportive environments, suggesting that empowering students to make choices within PE contexts fosters self-determined behavioral regulation and supports the adoption of active lifestyles beyond school. This aligns with broader evidence that effective regulatory structures, when combined with supportive teaching environments, significantly enhance students' behavioral and motivational outcomes in PE.

Moreover, the role of PE in character development is widely recognized, with Dsouza (2024) identifying its potential to instill values such as teamwork, responsibility, and cooperation through character-building exercises. The Teaching Games for Understanding (TGfU) model, as discussed by Li et al. (2023), serves as an example of a pedagogical strategy that promotes behavioral regulation by engaging students in collaborative, game-based learning. Pereira Ribeiro et al. (2024) further elaborate on the evolving landscape of PE pedagogies, highlighting evidence-based approaches such as Cooperative Learning and Sports Education, which emphasize inclusivity and active participation. Collectively, these findings demonstrate that a combination of adaptive teaching methods and robust regulatory frameworks is essential for cultivating behavioral regulation, social skills, and a lifelong commitment to physical activity in students.

Intrinsic Regulation

Intrinsic regulation in Sports Education in fostering student engagement and autonomy. Robinson (2024) found that intrinsic motivation among teenagers is influenced by factors such as gender, with a reported mean score of 3.63, highlighting its substantial impact on participation and performance. This suggests that PE teachers must adopt targeted strategies to cultivate intrinsic motivation, which is critical for sustaining long-term engagement. The Teaching Games for Understanding (TGfU) method, as reviewed by Lombardi et al. (2021), emerges as an effective pedagogical approach that not only enhances learning outcomes but also actively involves students in the learning process. The method's success in developed contexts reinforces its value as a tool for fostering intrinsic motivation and active participation in PE classes.

Furthermore, the relationship between media representation, pedagogical approaches, and student autonomy in PE reflects the complex dynamics shaping the field. Hyndman et al. (2018) critique the health-centric portrayal of PE in the media, advocating for a broader focus that includes diverse teaching methodologies and learning outcomes. Oliveira (2023) emphasizes the importance of balancing pedagogical directivity with student autonomy, arguing that empowering students to make decisions in their learning process fosters both motivation and self-regulation. Collectively, these findings advocate for an integrative approach that combines innovative

teaching methods like TGfU, intrinsic motivation strategies, and autonomy-supportive environments. This alignment ensures that PE programs not only promote physical fitness but also contribute to holistic educational goals, including personal growth and lifelong engagement in physical activities.

Identified Regulation

identified regulation in sports education highlights the interplay between regulatory frameworks, pedagogical methods, and societal influences in shaping effective practices. An et al. (2022) compare the sports education laws of China and Japan, revealing that Japan's advanced and comprehensive legislative framework serves as a model for developing nations striving to improve their PE systems. These findings underscore the necessity of robust policies that align with societal needs and prioritize quality PE programs. Similarly, Araújo et al. (2021) examine international media narratives, noting a dominant focus on linking physical education to health-related outcomes and regulatory requirements. This media portrayal not only reflects public perception but also informs policy and curricular developments, emphasizing the need for PE to address broader educational goals while meeting regulatory standards.

Pedagogical approaches also play a pivotal role in enhancing student engagement and learning outcomes in PE. Barba-Martín et al. (2023) highlight the Teaching Games for Understanding (TGfU) method as an adaptable and effective approach for engaging students in active learning, particularly in developed countries. This method's adaptability makes it a promising tool for regions where traditional methodologies may fail to address student needs. Additionally, Donaire (2024) advocate for culturally situated practices in sports education, emphasizing the importance of tailoring PE to local contexts through teacher training, curriculum relevance, and student-centered strategies. Together, these findings illustrate the importance of integrating evidence-based pedagogical methods, culturally relevant practices, and well-designed regulatory frameworks to foster holistic and impactful sports education programs. Such an integrative approach ensures that PE not only meets societal expectations but also promotes lifelong engagement in physical activities.

Introjected Regulation

The concept of introjected regulation in sports education underscores the importance of self-regulation strategies in fostering student motivation and engagement. Lan and Hew (2020) highlight the utility of mixed-methods approaches in understanding how students internalize motivation within PE contexts, revealing that such strategies are essential for improving learning outcomes and active participation. By emphasizing health didactics, Ellison and Walton-Fisette (2022) demonstrate that effective teaching methods can strengthen students' sense of responsibility and self-regulation, encouraging higher physical activity levels and a more profound engagement with PE activities. These studies collectively point to the potential of integrating motivational frameworks into PE curricula to support students in balancing external expectations with their internalized goals.

The social and environmental aspects of PE further illustrate the challenges and opportunities associated with introjected regulation. Spicer and Robinson (2021) explore the issue of professional isolation among PE teachers, identifying its negative impact on teaching effectiveness and the creation of supportive, motivational environments. This lack of collaboration can hinder the adoption of self-regulation strategies, reducing their effectiveness in promoting student engagement. Davies (2021), through a systematic review of PE-based interventions, underscore that while these programs successfully increase physical activity levels, they often neglect the psychosocial factors crucial for fostering introjected regulation.

External Regulation

External regulation, a foundational component of behavioral regulation, plays a significant role in fostering students' engagement in sports education and promoting lifelong physical activity. Bobo (2023) emphasize the importance of autonomy-supportive environments, suggesting that such contexts can transform externally motivated behaviors into self-determined actions, encouraging students to sustain physical activity beyond school. Similarly, DesClouds (2022) advocate for employing mixed-method approaches to explore self-regulation strategies, demonstrating that external regulatory mechanisms, when used effectively, can motivate students in PE settings. Tam (2024) elaborate on Self-Determination Theory (SDT), asserting that external

regulation, although seemingly controlling, can be aligned with constructivist principles to address students' needs for competence and relatedness, ultimately enhancing motivation and engagement in physical activities.

The interplay between external regulation and teacher-student dynamics further underscores its complexity in PE contexts. Huang and Lajoie (2024) investigated the effects of perceived teaching behaviors on self-regulated learning, finding that misalignments can lead to overregulation, negatively impacting students' interest and satisfaction in PE. Conversely, Hrušová et al. (2024) highlighted the dual influence of intrinsic and extrinsic motivations on children's physical activity, with appearance and enjoyment emerging as significant motivators. These findings suggest that while external regulation can effectively initiate participation, it must be balanced with strategies that nurture intrinsic motivation to sustain long-term engagement. Collectively, these studies advocate for a nuanced approach to external regulation, wherein educators integrate supportive teaching practices that align external motivators with students' internal goals, fostering a positive and enduring connection to physical activity.

Amotivation

Amotivation in sports education is a complex construct that arises from various psychological and contextual factors, as conceptualized through Self-Determination Theory (SDT). Banerjee and Halder (2021) identifies four dimensions of amotivation—deficient ability beliefs, effort beliefs, insufficient task values, and unappealing task characteristics—which collectively explain students' disengagement in PE activities. These dimensions are supported by Quansah et al. (2022), whose validation of a four-dimensional model highlights how students' perceived task characteristics and personal beliefs about their abilities contribute to their lack of motivation. Moreover, a systematic review by Vasconcellos et al. (2020) reveals that amotivation has a strong negative correlation with adaptive outcomes, such as engagement and performance, emphasizing its detrimental impact on students' participation in physical activities. This body of research underscores the need for a nuanced understanding of amotivation to inform interventions that address its root causes.

The influence of teaching behaviors and classroom environments on amotivation further highlights the critical role of educators in shaping students' motivational states. Van der Oord and Tripp, (2020) found that controlling teaching behaviors significantly contribute to heightened levels of amotivation, illustrating how overly directive approaches can undermine students' engagement. Conversely, Vlachopoulos et al. (2021) demonstrated that perceived autonomy support from teachers is negatively associated with amotivation, reinforcing the importance of fostering a supportive and autonomy-enhancing environment in PE. Collectively, these findings suggest that interventions targeting amotivation should focus on improving teacher-student interactions and creating engaging, student-centered learning environments.

Students' Achievement Emotions in Physical Education

Students' achievement emotions in sports education play a pivotal role in shaping both engagement and academic performance, as evidenced by several studies examining the complex relationship between emotional experiences and physical activity. Qin et al. (2020) explore how emotions such as enjoyment and anxiety mediate the relationship between physical activity levels and mental health, ultimately impacting academic success among vocational college students in China. Their review highlights how achievement emotions, particularly positive ones like enjoyment, can enhance students' academic outcomes by fostering higher levels of motivation and engagement in PE. Similarly, Kuśnierz et al. (2020) found a positive correlation between PE participation and academic achievement, with emotional engagement acting as a crucial factor in improving overall academic performance, particularly among female students. These studies underscore the importance of considering students' emotional experiences in PE as key drivers of both physical and academic success.

Building on this, Leisterer and Jekauc, (2019) employ the control-value theory to explain how past experiences in PE influence adult attitudes toward physical activity. Their research demonstrates that positive emotions, such as enjoyment, can instill a lifelong appreciation for physical activity, while negative emotions like boredom or shame may hinder self-concept and future engagement. Additionally, Shi et al. (2014) emphasize the significance of emotional well-being in PE, advocating for strategies to cultivate supportive environments that nurture emotional health, thus enhancing the educational experience for students. Li and

Zhang (2024) further contributes to this discourse by applying the control-value theory to understand how antecedent emotions influence students' motivation in PE, stressing the need for educators to address emotional responses to optimize engagement and performance.

Pride

Pride in sports education is shaped by a range of factors, including student engagement, teaching methods, and the broader educational environment. Bertills et al. (2019) highlights the potential of homework assignments in PE to enhance student engagement and skill development. While the role of homework in physical education has often been overlooked, Hill's findings suggest that thoughtful assignments can foster a sense of pride in students' achievements by reinforcing learning outside of the classroom and promoting a more well-rounded physical education experience. On the other hand, Rekaa et al. (2019) examine the impact of teacher isolation on PE educators, suggesting that the lack of support networks and professional camaraderie can reduce teachers' motivation and enthusiasm, which may, in turn, affect how students perceive their physical education experience. When educators experience feelings of professional isolation, it can lead to a disengaged classroom environment, undermining students' sense of pride in their physical accomplishments and hindering their emotional connection to the subject.

Further studies have highlighted how specific pedagogical approaches can play a pivotal role in fostering pride in students' physical achievements. Ritonga et al. (2024) underscore the value of model-based approaches, such as Teaching Games for Understanding, which not only enhance students' physical fitness but also contribute to their enjoyment of physical activities. This enjoyment, in turn, nurtures a sense of pride in their abilities and achievements. Bowler (2019) emphasize that well-designed pedagogical interventions can significantly improve students' fundamental movement skills and physical activity levels, key factors in building pride in one's physical capabilities. Additionally, Pangrazi and Beighle (2019) suggest that a deeper understanding of movement education frameworks can lead to improved teaching practices, thereby fostering greater pride in students' physical education journeys.

Enjoyment

Enjoyment in sports education plays a pivotal role in enhancing students' engagement and motivation to participate in physical activities. Engels and Freund (2020) discuss how enjoyment in PE is closely linked to improved academic outcomes and increased physical activity levels among students. The authors emphasize that when students experience positive emotions such as enjoyment, they are more likely to engage consistently in physical education, which contributes to both their academic and physical well-being. Similarly, Couture-Wilhelmy et al. (2021) assert that enjoyment in physical activities not only enhances student participation but also fosters a long-term commitment to physical fitness. Their review indicates that enjoyment in PE can serve as a key motivator, especially among girls, enhancing their overall academic and emotional development. The emotional engagement fostered by enjoyment in PE is thus crucial for promoting a positive relationship with physical activities, leading to improved physical fitness and academic performance.

Moreover, Klos et al. (2022) highlight that positive emotions such as enjoyment foster favorable attitudes toward physical activity in later life. Through the lens of the control-value theory, they found that enjoyment in PE experiences significantly contributes to forming positive lifelong physical activity habits. This aligns with Campoamor-Olegario et al. (2024), who stress the importance of emotional well-being in PE. By creating supportive environments that prioritize enjoyment, teachers can enhance students' emotional engagement, which in turn improves their academic and physical development.

Anger

Anger in sports education can act as a significant emotional barrier to student engagement and performance. Simonton and Garn (2020) discusses how negative emotions like anger can disrupt the learning process and hinder students’ ability to fully participate in PE activities. Anger often arises from feelings of frustration, failure, or perceived unfairness, and can detract from students’ focus and enjoyment. Similarly, Rillo-Albert et al. (2021) identify that anger can interfere with students' ability to engage in cooperative activities, particularly in model-based learning environments like Teaching Games for Understanding. When anger is not addressed, it

can lead to disengagement, decreased performance, and lower overall satisfaction with the PE experience. As a result, addressing emotional responses such as anger through effective conflict management strategies and fostering a positive learning environment is crucial for maintaining student engagement.

Furthermore, Duorinaah (2023) highlight that anger in both students and teachers can be a result of professional isolation and the pressures of the PE environment. Teachers' frustration with lack of resources or support can trickle down to students, fostering negative emotional climates in the classroom. The resulting anger can negatively affect the teacher-student relationship, thereby reducing students' motivation and engagement in PE.

Anxiety

Anxiety is a common emotion experienced by students in sports education settings and can significantly impact their performance and motivation. According to Hogue et al. (2019), anxiety in PE is often triggered by performance pressure, fear of judgment, and a lack of self-confidence. The authors highlight that anxiety can lead to avoidance behaviors, where students become less likely to participate in physical activities. This, in turn, can hinder their physical development and overall academic achievement. Åsebø et al. (2022) also note that anxiety in PE is particularly prevalent among students who feel they do not meet the physical standards set by their peers or teachers. They argue that anxiety can have a detrimental effect on students' emotional well-being and their relationship with physical education, suggesting that educators need to adopt strategies to alleviate anxiety and foster a supportive environment for all students.

Jelleli et al. (2024) expand on the relationship between anxiety and physical activity, emphasizing the role of past experiences in shaping students' emotional responses. Students with negative prior experiences in PE are more likely to experience anxiety in future activities, which can result in a cycle of avoidance and disengagement. To counter this, Quarmby et al. (2022) propose that fostering a supportive and non-threatening environment in PE can help reduce anxiety levels. By providing opportunities for students to build self-efficacy and receive positive reinforcement, teachers can help students manage their anxiety and build a more positive emotional relationship with physical education, which is essential for their continued engagement and success.

Hopelessness

Hopelessness in sports education is an emotional response that can severely undermine students' motivation and engagement in physical activities. According Tudor et al. (2020), hopelessness often emerges when students feel that their efforts in PE will not lead to success, either due to lack of skill, support, or perceived barriers to improvement. This feeling of hopelessness can cause students to disengage from physical education altogether, believing that their participation will not result in positive outcomes. Alam and Mohanty (2024) also emphasize that hopelessness can be especially harmful when students face repeated failures in physical tasks, leading to a loss of confidence and self-worth. To counter hopelessness, it is important for PE educators to provide consistent encouragement, set realistic goals, and create an environment where effort is valued over immediate success.

The role of hopelessness in physical education is further explored by Niedzwiedz et al. (2019), who assert that feelings of hopelessness can be linked to a lack of control over one’s physical development. Students who feel that they have no agency over their improvement in PE are more likely to experience hopelessness, which can negatively affect their emotional and academic outcomes. Liu (2023) propose that teachers can mitigate hopelessness by focusing on fostering a growth mindset among students, emphasizing that effort and persistence are key to success.

Boredom

Boredom in sports education is a prevalent emotion that can lead to disengagement and diminished participation in physical activities. Derakhshan et al. (2021) highlights how boredom can result from monotonous activities or a lack of variety in lesson plans. When students do not find PE classes engaging or stimulating, they are more likely to withdraw from participation, which negatively impacts their learning and physical development. Similarly, Fuaddi et al. (2020) point out that boredom can arise when students do not see

the relevance of the activities being taught, which can reduce their motivation and overall enjoyment of PE. To address boredom, they advocate for more dynamic and interactive teaching strategies that cater to diverse learning styles and keep students actively engaged.

Mystkowska-Wiertelak (2022) discuss how boredom can also stem from a lack of connection between the teacher and students, which can lead to a disengaged classroom atmosphere. They argue that when PE teachers experience professional isolation or lack the necessary support, it can result in a disengaged teaching approach that fails to capture students' interest. The authors suggest that fostering a collaborative environment, where teachers share best practices and create engaging, varied lesson plans, can reduce boredom and enhance student engagement.

Students' Dispositions in Sports Education

Students' dispositions in sports education significantly influence their engagement and success in physical activities, impacting both their academic and physical outcomes. Hill (2018) asserts that students' attitudes and emotional responses toward sports education can directly affect their willingness to participate, the effort they put into activities, and their overall enjoyment of physical education. Positive dispositions, such as motivation and interest in sports, foster greater participation and improvement in physical fitness. However, negative dispositions, such as lack of interest or resistance to physical activity, can lead to disengagement and hinder students' development. In their study, Siedentop et al. (2019) highlight that students' dispositions toward sports education are influenced by various factors, including the quality of instruction, the social climate of the PE classroom, and individual experiences. They argue that students who perceive sports as enjoyable and relevant are more likely to develop positive dispositions, which translate into higher levels of participation and achievement.

Furthermore, research by Hordvik et al. (2022) highlights the role of model-based teaching approaches in shaping students' dispositions in sports education. Approaches like Teaching Games for Understanding can foster positive dispositions by making sports more accessible and enjoyable for students. When students feel that sports education is tailored to their interests and abilities, they are more likely to develop a positive attitude toward physical activities. Additionally, Lieberman et al. (2024) emphasize that fostering positive dispositions in sports education requires educators to create an inclusive, supportive environment where students feel empowered to take risks and challenge themselves.

The impact of sports education extends beyond the immediate physical benefits, influencing students' emotional, social, and cognitive development. According to Hohyuns et al. (2021), sports education has a profound impact on students' overall well-being, helping them build resilience, confidence, and a positive self-image. Research by Opstoel et al. (2020) supports this, showing that sports education contributes to improved mental health, social relationships, and academic performance. When students participate in sports, they experience a range of positive outcomes, including improved self-esteem, greater emotional regulation, and a stronger sense of belonging. This holistic impact of sports education highlights its importance as a tool for fostering not only physical fitness but also emotional and social growth.

Ronkainen et al. (2021) argue that the impact of sports education extends to the development of key life skills, such as teamwork, leadership, and communication. These skills are essential for students' success both in and outside of school, contributing to their ability to navigate complex social and professional environments. Méndez-Giménez et al. (2022) further emphasizes that the positive impact of sports education can have long-lasting effects on students' behavior, academic achievement, and overall quality of life.

Manninen and Campbell (2022) further argue that enthusiasm serves as a key indicator of students' intrinsic motivation, with those who are enthusiastic about sports education exhibiting greater enjoyment and satisfaction. Enthusiastic students tend to exhibit higher levels of commitment, consistently demonstrating effort and engagement in physical activities. This enthusiasm not only enhances their learning experience but also encourages a positive classroom atmosphere, fostering collaboration and camaraderie among peers. As Huang et al. (2021) note, the infectious nature of enthusiasm can motivate others, creating a more dynamic and supportive learning environment.

In addition to its impact on motivation, enthusiasm in sports education plays a significant role in students' overall well-being and physical development. Pangrazi and Beighle (2019) highlight that enthusiastic students are more likely to engage in regular physical activity outside of school, leading to improved health and fitness levels. Enthusiasm also enhances students' emotional resilience, helping them overcome setbacks and challenges in sports. Palmer (2019) emphasizes that cultivating enthusiasm requires creating a positive, engaging, and enjoyable learning environment that taps into students' interests and passions.

Personal Responsibility

Personal responsibility in sports education refers to students taking ownership of their actions, behaviors, and outcomes in physical activities. According to Evans and Vaandering (2022), fostering personal responsibility in students helps them recognize the link between effort and achievement, cultivating a sense of accountability. This concept is crucial in sports education, where students learn to set personal goals, track progress, and make decisions that impact their performance. Suyato et al. (2024) assert that when students internalize personal responsibility, they are more likely to develop intrinsic motivation, which leads to sustained participation and improvement in sports. This ownership also extends to taking care of one's physical health, preparing for practices, and respecting others during sporting events. In this sense, personal responsibility fosters not only physical but also emotional and social maturity among students.

Research by Yukhymenko-Lescroart (2021) supports the view that students who exhibit personal responsibility in sports education tend to perform better both academically and in their athletic pursuits. These students are proactive in their learning, demonstrating discipline, perseverance, and a growth mindset. By establishing clear expectations and providing opportunities for self-reflection, teachers can encourage personal responsibility in their students, leading to greater self-regulation and motivation. As Gardner (2021) suggest, personal responsibility is an essential skill that extends beyond the sports field, helping students apply discipline and accountability in all areas of their lives, from academics to personal relationships.

Self-Efficacy in Physical Education

Self-efficacy is pivotal in promoting physical activity and mitigating functional limitations, particularly among older adults. Medrano et al. (2020) assert that self-efficacy expectations mediate the relationship between physical activity and functional limitations, emphasizing its potential to reduce age-related declines in physical capabilities. By fostering self-efficacy, individuals can enhance their capacity to maintain mobility and overall well-being. Similarly, Cabral et al. (2024) highlight that exercise self-efficacy is a robust predictor of exercise adherence, underscoring its influence on sustaining long-term health behaviors. These findings suggest that interventions aimed at bolstering self-efficacy beliefs can lead to significant improvements in functional performance and health outcomes, particularly for populations at risk of physical decline.

Moreover, a comprehensive understanding of self-efficacy dimensions—such as task, barrier, and general self-efficacy—offers valuable insights for designing effective physical activity interventions. Bateman et al. (2022) emphasize the utility of self-efficacy scales in identifying perceptions of capability, enabling tailored approaches to enhance exercise participation. Robinson (2022) further explore the sources of self-efficacy, such as mastery experiences and social persuasion, which serve as critical levers for increasing motivation and enjoyment in physical activities. These insights parallel the broader implications of self-efficacy in educational contexts, where confidence significantly influences goal achievement and resilience (Fan & Cui, 2024)

Meaningfulness

The concept of meaningfulness in physical education (PE) encompasses multiple dimensions that significantly shape students' engagement and learning experiences. Beni et al. (2017) identified five key themes —social interaction, fun, challenge, motor competence, and personally relevant learning—that underpin meaningful experiences in PE and youth sports. These findings highlight the importance of fostering pedagogical approaches that prioritize these dimensions to enhance student participation and enjoyment. Similarly, Chen (2020) expanded on this framework by developing a six-dimensional construct of meaningfulness, which includes social bonding and fitness development. Chen’s work reveals that perceptions of meaningfulness in PE are influenced by factors such as gender and socioeconomic status, underscoring the

necessity for tailored PE curricula that address diverse student needs and experiences, ensuring equity in engagement and outcomes.

Recent advancements in teaching strategies have further emphasized the role of innovative approaches in enhancing meaningfulness in PE. Elumalai et al. (2020) demonstrated through a systematic review that model-based approaches, such as Teaching Games for Understanding and Project-based Learning, significantly improve not only students' physical fitness but also their academic performance and enjoyment compared to traditional methods. In addition, Iannucci et al. (2021) explored the integration of meaningful PE with social justice principles, advocating for reflective and democratic teaching practices that address individual needs while promoting inclusivity. O'Sullivan et al. (2021) consolidated diverse perspectives on meaningful PE, offering practical strategies for educators to navigate challenges and apply these principles effectively in their teaching. Collectively, these studies underscore the potential of meaningful PE to foster holistic development, support inclusive education, and enrich both teaching and learning experiences.

Ataraxis

Recent literature on ataraxis, or tranquility, in physical education highlights the importance of cultivating mental well-being alongside physical health. The work of Etkin (2024) emphasizes integrating mindfulness into physical education programs to reduce stress and enhance focus. Their findings suggest that mindfulness practices foster a peaceful mental state, improving students' engagement and performance in physical activities. Similarly, a study by Cefai et al. (2021) discusses the "whole-school approach," which incorporates physical activities and supportive environments to enhance both physical and emotional well-being in students, addressing barriers like sedentary behavior and lack of resources.

Another perspective focuses on personalized strategies to promote tranquility. According to Juvonen et al. (2019), tailoring physical education experiences to accommodate diverse student needs encourages a more inclusive environment, reducing anxiety and fostering a sense of belonging. This aligns with Aubert et al. (2022), who highlight the need to involve the entire school community in creating positive environments for physical activity. These findings collectively underscore the importance of addressing mental health alongside physical education through innovative, inclusive strategies.

Behavioral Regulation and Students' Dispositions

The relationship between behavioral regulation and dispositions in sports education is a critical area of study, as it highlights the impact of personal attitudes and motivational factors on student engagement and success in physical activities. Behavioral regulation, which encompasses self-control and the ability to manage one's actions, plays a pivotal role in students' motivation to participate in sports. As demonstrated by Leo et al. (2022), competence, meaning, and self-determination significantly influence students' behavioral regulation in physical education, leading to higher levels of engagement and persistence. Competence, for instance, enhances students' self-efficacy, fostering a sense of accomplishment that promotes further participation (Granero-Gallegos et al., 2019; Hutmacher et al., 2019). Additionally, when students perceive sports as meaningful and aligned with their personal values, as discussed by Mainsbridge et al. (2024), they are more likely to regulate their behavior in ways that sustain motivation and long-term commitment to physical activity. Furthermore, self-determination, which emphasizes autonomy in decision-making, nurtures intrinsic motivation, helping students take ownership of their actions and regulate their engagement voluntarily (Wasike-Sihanya, 2023; Medhn Desta & Mulie, 2024). The combination of these motivational factors leads to greater behavioral regulation, as students are not only able to manage their actions but also develop positive dispositions toward sports. By fostering an environment that supports competence, meaning, and autonomy, educators can promote a cycle of positive behavioral regulation, motivating students to stay engaged and pursue physical activity beyond the school setting, contributing to their overall well-being and life skills development. This synthesis aligns with the perspectives of several scholars, illustrating how dispositions such as motivation, meaning, and autonomy are interwoven with behavioral regulation to enhance student participation in sports education.

Achievement Emotions and Students' Dispositions

The relationship between achievement emotions and behavioral regulation plays a crucial role in students' engagement and performance in physical education. Positive emotions such as enjoyment and pride are linked to enhanced motivation and self-regulation, enabling students to set and achieve personal goals (Derakhshan & Yin, 2024). Conversely, negative emotions like anxiety and boredom can hinder behavioral regulation by reducing motivation and engagement, often leading to avoidance behaviors (Shen, 2022). This reciprocal relationship suggests that achievement emotions not only influence how students regulate their behavior but that effective behavioral regulation can also foster positive emotional experiences, thereby promoting sustained participation in physical activities. By understanding this dynamic, educators can create a more supportive and motivating environment that enhances both emotional and behavioral outcomes in physical education (Leo et al., 2022).

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study utilizes the theory of Self-Determination Theory (SDT), which posits that intrinsic motivation, perceived autonomy, competence, and relatedness are crucial factors influencing individuals' motivation and behavior (Deci & Ryan,1985). The Achievement Goal Theory (AGT) also emphasizes that the goals of individuals adopt to guide their behavior, which can influence achievement emotions like pride, hope, and anxiety (Dweck & Elliot,1985). On the other hand, the Control-Value Theory of Achievement Emotions (CVTAE), suggests that emotions are influenced by individuals' perceptions of control and value, which can impact achievement emotions like enjoyment, boredom, and anxiety (Pekrun, 2006). Finally, the Social Cognitive Theory (SCT) emphasizes the role of observational learning, self-efficacy, and outcome expectations in shaping behavior (Bandura, 2003).

Furthermore, this study is also grounded with the propositions which highlighted that according to research, there is a substantial link between behavioral regulation and learning dispositions in Physical Education (PE). Specifically, students with high levels of behavioral regulation are more intrinsically driven, show good attitudes about physical exercise, and see themselves as competent, believing in their potential to succeed in Physical Education and prioritizing enjoyment above extrinsic incentives (Cachon-Zagalaz et al., 2023). It is also noted that students with favorable Physical Educations dispositions are more likely to follow rules, persevere with difficult activities, and self-monitor their performance, resulting in a safe and pleasurable learning environment. They are willing to work hard and conquer challenges, allowing them to evaluate their progress and make required improvements (Chen & Solmon, 2024). Moreover, understanding the link between behavioral regulation and learning dispositions allows physical education teachers to construct optimum learning settings. They may encourage students to live healthy, active lifestyles by encouraging good habits, intrinsic motivation, and developing a love of physical activity (Ludwiczak & Bronikowska, 2022).

On the other hand, this study is also anchored on the emphasis that in the interplay between achievement emotions and learning dispositions in physical education, positive emotions such as joy and pride increase intrinsic motivation, self-efficacy, and the growth mindset, but negative emotions such as worry and boredom impede learning and reduce motivation and engagement (Simonton et al., 2023). Studies have emphasized the significance of achievement emotions in developing students' dispositions about physical education (Pekrun, 2024; Lin et al., 2023; Dyson et al., 2021). Positive feelings such as joy and pride during physical activity increase dispositions and confidence in one's skills. Hope and curiosity develop growth mindsets, which encourage students to see obstacles and mistakes as learning opportunities. Negative emotions, such as fear and concern, can hamper performance and reduce dispositions, resulting in a locked attitude. Boredom and dissatisfaction can also decrease intrinsic motivation and negatively influence students’ dispositions toward physical education (Pekrun et al., 2023).

The figure 1 below shows the variable in this study. The first independent variable which is students’ behavioral regulation comprises by its factors such as *Intrinsic Regulation, Identified Regulation, Introjected Regulation, External Regulation,* and *Amotivation*(Murcia et al., 2007). The second independent variable which is students’ achievement emotions also has its factors such as *Pride, Enjoyment, Anger, Anxiety, Hopelessness,*

and *Boredom* (Fierro-Suero et al., 2020). Moreover, the dependent variable which is students' dispositions in Physical Education consists of its factors such as *Social Responsibility, Personal Responsibility, Confidence, Dedication, Vigor, Enthusiasm, Meaning, Competence, Self-Determination,* and *Impact* (Bessa et al., 2022).

Independent Variables Dependent Variable

STUDENTS' BEHAVIORAL REGULATION IN SPORTS EDUCATION

- Intrinsic Regulation
- Identified Regulation
- Introjected Regulation
- External Regulation
- Amotivation

STUDENTS' DISPOSITIONS IN SPORTS EDUCATION

- Personal Responsibility
- Self-Efficacy
- Meaningfulness
- Ataraxis

STUDENTS' ACHIEVEMENT EMOTIONS IN SPORTS EDUCATION

- Pride
- Enjoyment
- Anger
- Anxiety
- Hopelessness
- Boredom

Figure 1: The Conceptual Framework of the Study

SIGNIFICANCE OF THE STUDY

This study aims to significantly contribute to the growing body of knowledge in the field of Physical Education. Additionally, the findings will provide valuable insights to the following groups of individuals.

Local Universities and Colleges (LUCs). The findings of this research may provide valuable insights for LUCs in the Province of Davao Del Norte to enhance their Physical Education programs. By understanding the factors that influence students' dispositions toward Physical Education, LUCs may develop more effective strategies to motivate and engage students. This may involve implementing innovative teaching methods, creating a supportive learning environment, and providing opportunities for students to experience the intrinsic value of physical activity.

Students. The outcomes of this study may directly benefit students by providing them with a deeper understanding of their own learning experiences in Physical Education. By recognizing the impact of behavioral regulation and achievement emotions on their dispositions, students can take proactive steps to enhance their motivation, engagement, and overall well-being. This could involve setting realistic goals, seeking support from peers or instructors, and practicing effective self-regulation strategies.

Physical Education Teachers. The research findings may equip Physical Education teachers with practical knowledge to improve their instructional practices. By identifying the factors that contribute to students' positive dispositions, teachers may tailor their teaching methods to create a more engaging and motivating learning environment. This could involve incorporating a variety of activities, providing opportunities for student choice, and offering constructive feedback.

Higher Education Institutions (HEIs) Administrators. HEI administrators may utilize the research findings to inform their decision-making processes regarding Physical Education programs. By understanding the factors that influence students' dispositions, administrators can allocate resources effectively, prioritize initiatives that promote student engagement, and advocate for the importance of Physical Education in the curriculum.

Future Researchers. This research can serve as a foundation for future studies in the field of Physical Education. By building upon the findings of this study, future researchers may delve deeper into the complex relationship between behavioral regulation, achievement emotions, and student dispositions. They may explore additional variables that may influence these factors, such as the role of social support, cultural background, and individual differences.

DEFINITION OF TERMS

The following terms are defined conceptually and operationally. This ensures to foster a common understanding of the study:

Behavioral Regulation.Behavioral regulation is crucial for effective learning, involving cognitive, emotional, and behavioral processes. it involves monitoring thoughts, feelings, and actions, focusing attention, managing emotions, and adapting behavior. strong behavioral regulation fosters self-discipline, perseverance, and learning from mistakes, contributing to academic success and positive social interactions (Shi Jie, 2024). In this study, this refers to how students control their behavior and engage into physical education based on intrinsic regulation, identified regulation, introjected regulation, external regulation, and amotivation.

Achievement Emotions. Students' achievement emotions in Physical Education (PE) refer to the sentiments and sensations that develop as a result of physical exercise and sports results. These feelings, which can be good, negative, or mixed, have a substantial impact on students' motivation, engagement, and overall performance in physical education (Fierro-Suero et al., 2022). In this study, this refers to how students feel towards physical education in terms of pride, enjoyment, anger, anxiety, hopelessness, and boredom.

Students' Dispositions in Physical Education. Dispositions in Physical Education (PE) pertain to students' attitudes, values, and actions about physical exercise and health. These traits are essential for establishing lifetime habits of physical exercise and well-being (Furst & Nylander, 2023). In this study, it entails to students' attitudes to engage in physical education in terms of social responsibility, personal responsibility, confidence, dedication, vigor, enthusiasm, meaning, competence, self-determination, and impact.

CHAPTER II

METHOD

This section of the study presents the entire components of the methodology. This is organized to provide a comprehensive order of presentation. Specifically, this involves the Research Design; Research Locale; Research Respondents; Research Instruments; Data Collection; Statistical Tools; and Ethical Considerations.

RESEARCH DESIGN

This proposed quantitative study will utilize the descriptive and correlational approach. The researcher will use this approach to ensure the effectiveness of attaining the general objectives of the research and to guarantee the suitability of the study approach on possible data results of the study. Additionally, the study will utilize a quantitative approach to investigate further and give a more structured triangulation of results concerning variables such as behavioral regulation, achievement emotions, and students' dispositions for learning physical education.

The descriptive approach is a type of quantitative research approach to summarize, organize, and display data that describes the characteristics of a population or phenomenon. It does not aim to explain or analyze the

data or answer questions about cause and effect, but rather to simply describe the data. Its data can be collected through surveys, observational studies, and interviews. The data is then organized and presented in tables, charts, and other descriptive forms (Mohammadi et al., 2020). In this study, the descriptive approach would involve the researcher gathering data that describes the variables of interest, such as behavioral regulation, achievement emotions, and students' dispositions for learning physical education in Higher Education Institutions.

Correlational research is a type of research method that investigates the relationship between two or more variables. This approach is used to study cause-and-effect relationships between variables and to make predictions about future events. This approach is used to determine if two variables are related and to what degree, but does not identify the strength of the relationship or the cause of the relationship (Garcia et al., 2020). In this study, the correlational approach will be utilized by the researcher in examining the relationships and potentially uncovering correlations between behavioral regulation and dispositions among tertiary students in Physical Education; and achievement emotions and dispositions among tertiary students in Physical Education.

RESEARCH RESPONDENTS

The respondents for this study will be college students coming from four (4) local colleges situated in the province of Davao del Norte, school year 2024-2025. The total number of respondents is calculated using Qualtrics sample size calculator with a margin of error of 0.05 and a confidence level of 95%. With a total population of 2247, the sample size is determined to be 329 students.

On the other hand, this study will be conducted in the province of Davao del Norte. By ensuring efficient and productive implementation of the proposed study, the researcher is confident that the aforementioned province will be fit for the successful conduct of the study. Additionally, the researcher chose the province due to its immense collective population of Local Universities and Colleges (LUCs) which can allow for in-depth study of students' behavioral regulation, achievement emotions, and dispositions in learning Physical Education.

Furthermore, Davao del Norte is a province in the Philippines situated in the Davao Region occupying the southeastern section of Mindanao. Its capital is the City of Tagum. The province has a land area of 3,422.61 square kilometers or 1,321.48 square miles. Its population as determined by the 2020 Census was 1,125,057. This represents 21.46% of the total population of the Davao Region, 4.29% of the overall population of the Mindanao Island group, or 1.03% of the entire population of the Philippines. Based on these figures, the population density is computed at 329 inhabitants per square kilometer or 851 inhabitants per square mile.

Moreover, the Figure 2 depicts the map of Davao del Norte where the researcher conducts this study in the four (4) local universities and colleges specifically, located in the municipality of Santo Tomas, Kapalong, Panabo City, and Tagum City.

Figure 2. Map of the Province of Davao del Norte

Research Instrument

This study will utilize three (3) adapted research instruments. These instruments will be modified by the researcher to fit the overall objectives of the study. Additionally, these instruments will be validated by the panel of experts and will be pilot-tested to ensure its overall reliability in conducting the research.

Behavioral Regulation in Exercise Questionnaire (BREQ). In measuring the students' behavioral regulation, the researcher will utilize an adapted instrument titled as Behavioral Regulation Questionnaire developed by Murcia et al. (2007). The scale consists of 18 items. This instrument has a high collective reliability and internal consistency of 0.87. It represents its four dimensions: Intrinsic Regulation (4 items), Identified Regulation (3 items), Introjected Regulation (3 items), External Regulation (4 items), and Amotivation (4 items). This will be rated on a 5-point Likert scale ranging from: *5 Strongly Agree - 4, Agree - 3, Somewhat Agree - 2, Disagree,* and *1. Strongly Disagree.*

The following parameter limits, descriptive equivalent, and interpretation will be applied to identify the level of students' behavioral regulation in Physical Education in Local Universities and Colleges (LUCs)

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 - 5.00	Very High	This indicates that students' behavioral regulation in Physical Education at LUC is very much evident.
3.40 - 4.19	High	This indicates that students' behavioral regulation in Physical Education at LUC is evident.
2.60 - 3.39	Moderate	This indicates that students' behavioral regulation in Physical Education at LUC is fairly evident.
1.80 - 2.59	Low	This indicates that students' behavioral regulation in Physical Education at LUC is less evident.
1.00 - 1.79	Very Low	This indicates that students' behavioral regulation in Physical Education at LUC is least evident.

Achievement Emotions Questionnaire for Physical Education (AEQ-PE). In measuring the students' achievement emotions, the researcher will utilize an adapted instrument titled as Achievement Emotions Questionnaire for Physical Education developed by Fierro-Suero, et al. (2020). The scale consists of 24 items. This instrument has a high collective reliability and internal consistency of 0.83. It represents its four dimensions: Pride (4 items), Enjoyment (4 items), Anger (4 items), Anxiety (4 items), Hopelessness (4 items), and Boredom (4 items). This will be rated on a 5-point Likert scale ranging from: 5 *Strongly Agree - 4, Agree - 3, Somewhat Agree - 2, Disagree,* and *1. Strongly Disagree.*

The following parameter limits, descriptive equivalent, and interpretation will be applied to identify the level of students' achievement emotions in Physical Education at Local Universities and Colleges (LUCs)

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 - 5.00	Very High	This indicates that students' achievement emotions in Physical Education at LUC are very much manifested.
3.40 - 4.19	High	This indicates that students' achievement emotions in Physical Education at LUC are manifested.
2.60 - 3.39	Moderate	This indicates that students' achievement emotions in Physical Education at LUC are fairly manifested.
1.80 - 2.59	Low	This indicates that students' achievement emotions in Physical Education at LUC are less manifested.
1.00 - 1.79	Very Low	This indicates that students' achievement emotions in Physical Education at LUC are least manifested.

DISPOSITIONS FOR LEARNING IN SPORT EDUCATION QUESTIONNAIRE (DFL-SE). In measuring the students' dispositions for learning in sports education, the researcher will utilize an adapted instrument titled as Dispositions for Learning in Sports Education Questionnaire developed by Bessa et al. (2022). The scale consists of 15 items. This instrument has a high collective reliability and internal consistency of 0.72. It represents its dimensions: Personal Responsibility (4 items), Self-Efficacy (3 items), Meaningfulness (4 items), and Ataraxis (4 items). This will be rated on a 5-point Likert scale ranging from: 5 *Strongly Agree - 4, Agree - 3, Somewhat Agree - 2, Disagree,* and *1. Strongly Disagree.*

The following parameter limits, descriptive equivalent, and interpretation will be applied to identify the level of students' dispositions for learning in Sports Education at Local Universities and Colleges (LUCs)

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 - 5.00	Very High	This indicates that the students' dispositions for learning in Sports Education at LUC are very evident.
3.40 - 4.19	High	This indicates that students' dispositions for learning in Sports Education at LUC are evident.
2.60 - 3.39	Moderate	This indicates that students' dispositions for learning in Sports Education at LUC are fairly evident.
1.80 - 2.59	Low	This indicates that students' dispositions for learning in Sports Education at LUC are less evident.
1.00 - 1.79	Very Low	This indicates that students' dispositions for learning in Sports Education at LUC are least evident.

Data Gathering Procedure

The necessary data will be collected through systematic procedures involving the following steps:

Seeking Permission to Conduct the Study. The researcher will ask permission from the Dean of the Graduate School, and certificate clearance from the Research Ethics Committee (REC) to proceed in conducting the survey. Additionally, the researcher will obtain permission from the College Presidents of Local Colleges and Universities where the study will be conducted. This will ensure to foster productive administration of study given its adapted survey instruments.

In connection, the researcher will use the adapted questionnaires to conduct the study after being granted permission and obtaining informed consent from the respondents. For the adapted questionnaires, the respondents will provide their responses through survey questionnaires and face to face interviews. Before the respondents answer the questionnaires, the researcher will facilitate a short orientation relative to the study, its objectives, and the survey questionnaires. To ensure validity, and accuracy, and to avoid ambiguity, the researcher will personally handle the administration of all survey instruments and interviews. After the survey completion, the data will then be retrieved.

The survey will begin with the Behavioral Regulation in Exercise Questionnaire (BREQ); Achievement Emotions Questionnaire for Physical Education (AEQ-PE); and Dispositions for Learning in Sports Education Questionnaire (DFL-SEQ). The respondents will be required to respond to the questionnaire in an environment wherein they alone may respond to the offered survey questionnaires to safeguard the data. This will be stated explicitly in their Acknowledgement/Informed Consent.

General Orientation and Seeking Consent from Research Respondents. The researcher will secure the necessary permissions and endorsements from the Dean of the Graduate School and the Presidents of local colleges before beginning the study. Ethical considerations, including respect for persons, beneficence, and justice, particularly regarding data privacy, will be adhered to throughout the study. Informed Consent/Informed Assent will be obtained from all respondents before data collection. All consent forms will be signed, either electronically, scanned, or through other acceptable means, as proof of voluntary participation. Data collection for the quantitative research will be conducted online using Google Forms. The researcher will personally handle the correspondence and administration of the questionnaires. The process will be completed in a single 90-minute session, covering the three adapted questionnaires. The Google Form link will be sent to the SMCTI-REC. To ensure data protection, the respondents will be instructed to complete the survey in a private setting. This requirement will be stated in the Informed Consent/Assent.

Data Security and Confidentiality. The data provided by respondents will be treated with complete anonymity and utmost confidentiality through discrete coding. No personal identifiers will be used in any reports, presentations, or publications resulting from the research. All research data will be stored securely, with material copies kept in locked files and electronic copies in password-protected folders. Access to these files will be restricted to the researcher only. The study data will be retained for three years after the completion and

will be securely destroyed afterward, following legal guidelines to prevent unauthorized access or disclosure.

Administration and Retrieval of the Questionnaire. The study will be conducted in December, during the first semester of the School Year 2024-2025. Before distributing the survey questionnaire, the researcher will orient the gatekeeper on ethical considerations, including obtaining respondents' data, and will ensure the gatekeeper signs a confidentiality agreement. A virtual orientation about the study will be conducted, with additional communication via phone or video chat for those unable to attend. For respondents who cannot participate, replacements will be found. The completed questionnaires will be returned to the researcher. Respondents will have 90 minutes to complete the questionnaires, which will be administered and managed personally by the researcher. The Google Form link will be sent to the SMCTI-REC, and the completed questionnaires will be collected after the allotted time.

Checking, Collating, and Processing of Data. Finally, the researcher will gather, check, and tabulate the raw data in an Excel format. This data will then be analyzed by the graduate school statistician. The researcher will interpret the results and compile the findings for discussion.

Statistical Tools

In analyzing and ensuring the concreteness of data interpretations, the following statistical tools such as Mean, Standard Deviation, Pearson-r, and Multiple Regression Analysis will be utilized.

Mean. This tool is also known as the arithmetic mean, this value summarizes an entire set of numbers. In this study, the mean will be employed to determine the level of behavioral regulation, achievement emotions, and students' dispositions for learning physical education at Higher Education Institutions. Specifically, this statistical tool will address research questions 1, 2, and 3.

Standard Deviation.A standard deviation will be utilized to find out if the scores are equally distributed or if they are near the mean. Specifically, this statistical tool will address research questions 1, 2, and 3.

Pearson-r. The Pearson product-moment correlation, commonly referred to as Pearson-r, is a widely used measure of correlation. In this study, the Pearson-r will be used to determine the presence of a relevant relationship among behavioral regulation and dispositions among tertiary students in Physical Education; and achievement emotions and dispositions among tertiary students in Physical Education. Specifically, this statistical tool will address research questions 4, 4.1, and 4.2.

Multiple Regression Analysis. Multiple regression analysis will be employed to determine the significant influence of behavioral regulation and achievement emotions on students' dispositions for learning physical education at Higher Education Institutions. Specifically, this statistical tool will address research question 5.

Ethical Consideration

This research protocol will be submitted to the Research Ethics Committee (REC) for full board review. The researcher will observe the 10 dimensions of research ethics, such as social value, informed consent, vulnerability issues, risk-benefits and safety, privacy and confidentiality of information, justice, transparency, qualification of the researcher, adequacy of facilities, and community involvement.

Social Value. In this study, the researcher will ensure that the research contributes to the broader field of physical education and sports science. The findings of this study will provide valuable insights into the factors that influence students' dispositions for learning physical education. By identifying the predictors of behavioral regulation and achievement emotions, the study can inform the development of effective pedagogical strategies and interventions to enhance students' learning experiences. Ultimately, this research aims to improve the quality of physical education programs in LUCs and promote positive attitudes towards physical activity and healthy lifestyles.

To further elaborate on the social value of this study, the researcher will ensure that the findings are disseminated widely to relevant stakeholders, including physical education educators, policymakers, and researchers. By sharing the results of the study, the researcher aims to contribute to the development of evidence-based practices that can improve the quality of physical education programs and enhance student

learning outcomes.

Informed Consent. Before participating in the study, all participants will be provided with a detailed information sheet outlining the purpose, procedures, potential risks, and benefits of the research. They will be informed of their right to withdraw from the study at any time without any negative consequences. The informed consent process will be conducted in a clear and understandable manner, ensuring that participants fully comprehend the implications of their involvement. To safeguard the rights and well-being of vulnerable populations, additional measures will be taken to ensure that they fully understand the information and are able to provide informed consent.

In addition to providing a detailed information sheet, the researcher will use plain language and avoid technical jargon to ensure that participants fully understand the study. The researcher will also be available to answer any questions or concerns that participants may have. If necessary, the researcher will provide additional information in a language that is understandable to the respondents.

Vulnerability Issues. While this study does not involve any particularly vulnerable populations, the researcher will remain mindful of any potential ethical concerns related to participant well-being. To mitigate potential risks, the researcher will take steps to ensure that the data collection process is conducted sensitively and respectfully. Additionally, the researcher will be prepared to provide support and resources to respondents if needed, particularly if the study involves any sensitive topics or procedures.

Moreover, while the respondents in this study may not be considered highly vulnerable, it is important to be aware of potential power imbalances and to ensure that all participants are treated with respect and dignity. The researcher will be mindful of any factors that may make participants feel vulnerable, such as age, gender, or cultural background. By creating a safe and supportive research environment, the researcher can minimize the risk of harm to participants.

Risk, Benefits, and Safety. The potential risks associated with participating in this study are minimal and primarily relate to the time and effort required to complete the questionnaires and surveys. The benefits of participating, however, are significant. By contributing to the research, the respondents will have the opportunity to contribute to the advancement of knowledge in the field of physical education. Additionally, the findings of the study may lead to improvements in physical education programs and practices, ultimately benefiting future generations of students.

To further minimize potential risks, the researcher will ensure that the data collection process is conducted in a timely and efficient manner. The researcher will also take steps to protect the privacy and confidentiality of participants' responses. By carefully considering the potential risks and benefits of the study, the researcher can ensure that the research is ethically sound and worthwhile.

Privacy and Confidentiality of Information. To protect the privacy and confidentiality of participants, the researcher will assign unique identification codes to all data collected. All personal information will be securely stored and accessed only by authorized individuals. The researcher will adhere to strict confidentiality protocols, ensuring that participant data is not disclosed to unauthorized parties. Additionally, the researcher will take steps to protect the anonymity of participants in any publications or presentations arising from the study.

In addition, to further enhance privacy and confidentiality, the researcher will store all data in a secure location, with limited access to authorized personnel. The researcher will also use appropriate data analysis techniques to protect the anonymity of participants. By adhering to strict confidentiality protocols, the researcher can build trust with respondents and encourage honest and open responses.

Justice. The researcher will strive to ensure that the benefits and burdens of the research are fairly distributed among participants. The selection of participants will be based on clear and objective criteria, avoiding any form of bias or discrimination. The researcher will also be mindful of any potential power imbalances between the researcher and participants, ensuring that the research process is equitable and respectful.

To ensure justice, the researcher will strive to recruit a diverse sample of participants that reflects the diversity of the population. The researcher will also avoid any practices that may discriminate against or exclude certain groups of people. By treating all respondents fairly and equitably, the researcher can promote social justice and inclusivity.

Transparency. The researcher will be transparent about the research process, including the research design, data collection methods, and data analysis procedures. Any potential conflicts of interest will be disclosed upfront. Additionally, the researcher will be honest and forthright in reporting the findings of the study, acknowledging any limitations or biases that may have influenced the results.

In relation, to further enhance transparency, the researcher will provide detailed information about the research process in the informed consent document and any publications or presentations arising from the study. The researcher will also be open to feedback and criticism and will be willing to revise the research design or methodology as needed.

Qualification of the Researcher. The researcher possesses the necessary qualifications and expertise to conduct this research. This includes a strong understanding of research methodology, statistical analysis, and ethical principles. The researcher will also have the necessary training and experience to work with human participants and ensure their well-being.

The researcher also holds a strong understanding of research ethics and will adhere to the ethical guidelines of the institution and relevant professional organizations. The researcher has the necessary training and experience to work with human respondents and to collect and analyze data ethically.

Adequacy of Facilities. The researcher will have access to adequate facilities and resources to conduct the study. This includes secure storage for data, appropriate software for data analysis, and sufficient space for conducting interviews or focus groups. The facilities will be maintained safely and securely to protect the confidentiality of the respondent's data.

The researcher will have access to the necessary equipment and software to conduct the study, such as computers, statistical software, and secure data storage. The researcher will also have access to appropriate training and support to ensure that the study is conducted in a competent and ethical manner.

Community Involvement. While this study does not directly involve community involvement, the researcher will consider the broader impact of the research on the physical education community. The findings of the study will be disseminated through academic publications, conferences, and other relevant channels. By sharing the results with the wider community, the researcher aims to contribute to the ongoing dialogue and improvement of physical education practices in Local Universities and Colleges.

Furthermore, while this study may not involve direct community involvement, the researcher can still consider the broader implications of the research. For example, the researcher may share the findings of the study with local physical education organizations or community groups. By engaging with the community, the researcher can increase the impact of the research and promote the importance of physical education.

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APPENDIX A

SURVEY TOOLS

PART I

BEHAVIORAL REGULATION IN EXERCISE QUESTIONNAIRE

(BREQ)

Direction: Please rate by ticking (/) the cell that corresponds to your assessment of your behavioral regulation in Physical Education using the scale below.

5 This means you strongly agree with the item.

4 This means you agree with the item.

3 This means you moderately agree with the item.

2 This means you disagree with the item.

1 This means you strongly disagree with the item.

A.	**INTRINSIC REGULATION** *As a learner, I engage in physical education…*	**1**	**2**	**3**	**4**	**5**
1.	Because I think exercise is fun.					
2.	Because I enjoy my exercise sessions.					
3.	Because I find exercise a pleasurable activity.					
4.	Because I get pleasure and satisfaction from participating in Exercise.					
B.	**IDENTIFIED REGULATION***As a learner, I engage in physical education…*	**1**	**2**	**3**	**4**	**5**
5.	Because I value the benefits of exercise.					
6.	Because it's important to me to exercise regularly.					
7.	Because I think it is important to make the effort to exercise Regularly.					
C.	**INTROJECTED REGULATION***As a learner, I engage in physical education…*	**1**	**2**	**3**	**4**	**5**
8.	Because I feel guilty when I don't exercise.					
9.	Because I feel ashamed when I miss an exercise session.					
10.	Because I feel like a failure when I haven't exercised in a While.					
D.	**EXTERNAL REGULATION***As a learner, I engage in physical education…*	**1**	**2**	**3**	**4**	**5**
11.	Because other people say I should.					
12..	Because my friends/family/partner say I should.					
13..	To please other people.					
14..	Because I feel under pressure from my friends/family to Exercise.					
E.	**AMOTIVATION***As a learner, I engage in physical education…*	**1**	**2**	**3**	**4**	**5**
15.	I don't see why I should have to exercise.					
16..	I can't see why I should bother exercising.					
17..	I don't see the point in exercising.					
18.	I think exercising is a waste of time.					

This adapted instrument titled as Behavioral Regulation in Exercise Questionnaire was developed by Murcia et al, (2007). This was developed to assess the students' behavioral regulation in Physical Education.

PART II

ACHIEVEMENT EMOTIONS QUESTIONNAIRE FOR PHYSICAL EDUCATION

(AEQ-PE)

Direction: Please rate by ticking (/) the cell that corresponds to your assessment of your achievement emotions in Physical Education using the scale below.

5 This means you strongly agree with the item.

4 This means you agree with the item.

3 This means you moderately agree with the item.

2 This means you disagree with the item.

1 This means you strongly disagree with the item.

A.	**PRIDE***As a learner, in Physical Education…*	**1**	**2**	**3**	**4**	**5**
1.	I am proud to be able to keep up with the physical education class.					
2.	I am proud of my participation in physical education class.					
3.	I think that I can be proud of what I know about physical education.					
4.	I take pride in my accomplishments in physical education, I am motivated to continue					
B.	**ENJOYMENT***As a learner, in Physical Education…*	**1**	**2**	**3**	**4**	**5**
5.	I am motivated to go to the physical education class because it is exciting.					
6.	I enjoy being in the physical education class.					
7.	I feel excited about being in physical education class, and practicing what the teacher suggests.					
8.	I am glad going to the physical education class paid off.					
C.	**ANGER***As a learner, in Physical Education…*	**1**	**2**	**3**	**4**	**5**
9.	I feel anger welling up in me during the physical education class.					
10.	Because I am angry, I get restless in the physical education class					
11.	Thinking about all the useless things I have to learn in physical education, annoys me.					
12.	After the physical education class, I am angry					
D.	**ANXIETY***As a learner, in Physical Education…*	**1**	**2**	**3**	**4**	**5**
13.	I worry that the things I have to do in physical education classes might be too difficult.					
14.	I feel nervous in the physical education class.					
15.	I get scared that I might say/do something wrong in the physical education class, and I would rather not say/do anything.					
16.	When I do not understand something in the physical education class, my heart races.					
E.	**HOPELESSNESS***As a learner, in Physical Education…*	**1**	**2**	**3**	**4**	**5**
17.	It is pointless to prepare for the physical education class because I am bad at it anyway.					
18.	Even before entering the physical education class, I know I will not get it right.					
19.	I would rather not go to the physical education class because it is impossible to do the exercises correctly.					
20.	I have lost all hope of doing physical education activities effectively					

F.	**BOREDOM***As a learner, in Physical Education…*	1	2	3	4	5
21.	I feel like leaving during the physical education class because it is so boring.					
22.	I get bored during the physical education class.					
23.	The physical education class bores me.					
24.	I find the physical education class fairly dull.					

This adapted instrument titled as Achievement Emotions Questionnaire for Physical Education was developed by Fierro-Suero, *et al. (2020). This was developed to assess the achievement emotions of students in Physical Education.*

PART III

DISPOSITIONS FOR LEARNING IN SPORT EDUCATION QUESTIONNAIRE

(DFL-SE)

Direction: Please rate by ticking (/) the cell which corresponds to your assessment of your dispositions for learning Physical Education using the scale below.

5 This means you strongly agree with the item.

4 This means you agree with the item.

3 This means you moderately agree with the item.

2 This means you disagree with the item.

1 This means you strongly disagree with the item.

A.	**PERSONAL RESPONSIBILITY***In our Physical Education class…*	1	2	3	4	5
1.	I try hard					
2.	I try hard even if I do not like the activity					
3.	I want to improve					
4.	I give a good effort					
B.	**SELF-EFFICACY***In our Physical Education class…*	**1**	**2**	**3**	**4**	**5**
5.	I feel capable of success in PE class.					
6.	I believe I have the skills/technique to be successful in PE class.					
7.	I am confident in my abilities.					
C.	**MEANINGFULNESS***In our Physical Education class…*	**1**	**2**	**3**	**4**	**5**
8..	The work I do in PE class is personally meaningful to me.					
9.	The work I do in PE class is meaningful to me.					
10.	I am confident about my ability to do PE class.					
11.	I have a great deal of control over what happens in my PE class.					
D.	**ATARAXIS***In our Physical Education class…*	**1**	**2**	**3**	**4**	**5**
12.	I feel at ease.					
13.	I feel comfortable.					
14.	I feel secure.					
15.	I feel mentally relaxed.					

This adapted instrument titled as Dispositions for Learning in Sports Education Questionnaire

(DFL-SE) was developed by Bessa et al. (2022). This was developed to assess the students' dispositions in Physical Education.