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THE INFLUENCE ON PHYSICAL EDUCATION STATE ANXIETY AND LEISURE MOTIVATION ON PERCEIVED WELL-BEING OF STUDENTS

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Abstract:
The purpose of this study was to determine the influence of Physical Education state anxiety and leisure motivation on the perceived well-being of students. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents of the study who are Grade 11 students in Physical Education in 4 public schools in Jose Abad Santos-2, Davao Occidental. The researcher utilized stratified random sampling and an online survey mode of data collection. The researcher also utilized statistical tools such as mean, Pearson r, and regression analysis. From the results of the study, it was found that there are very high levels of mean scores for all variables of Physical Education state anxiety, leisure motivation, and perceived well-being of students. Also, results revealed that there are significant relationships between Physical Education state anxiety and leisure motivation, between Physical Education state anxiety and perceived well-being, and between leisure motivation and the perceived well-being of students. Further, it was revealed that physical education state anxiety and leisure motivation can influence the perceived well-being of students.

Keywords: education, Physical Education state anxiety, leisure motivation, perceived well-being, correlation, regression, Philippines

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1. Introduction

Universities are increasingly concerned about student mental health and well-being; especially so when the connection is made between mental ill health, poor engagement, and the resultant negative implications for retention, attrition, and academic performance (Li & Carroll, 2017). Mental health difficulties are among the challenges this cohort faces (Lisciandro, Jones & Strehlow, 2016). Also, in a survey by Ansari, Labeeb, Moseley, Kotb, and El-Houfy (2013) on well-being, females watched and rated their health favorably and were more likely to feel physical health problems, to have seen a medical practitioner, or been ill that they had to stay in bed. Females were consistently more likely to feel burdened overall, and across several aspects apart from financial problems. Exams, presentations, and the lack of time for studies were the frequently-reported burdens on well-being.

Perceived school well-being focuses on adolescents' perceptions of their cognitive capacities, learning, and concentration, as well as on their feelings about their teachers and school, avoiding any overlap with peer relations that were examined separately. Relevant school-related factors, such as academic achievement, schoolwork load, and relationships with teachers have been consistently reported to constitute strong determinants of complaints in adolescence (Petanidou, Daskagianni, Dimitrakaki, Kolaitis & Tountas, 2013). Well-being has been well studied over recent decades and, consequently, substantial progress has been made regarding its conceptualization and assessment. Health is an important dimension of psychological well-being, and there is a consensus that it is more than just the absence of mental illness or physical infirmity. There is also clear evidence that psychological well-being influences health in general (Leite, Ramires, De Moura, Souto & Maroco, 2019).

Physical education may become an important arena in order to motivate young studenttoor physical activity in their leisure time, which may stop the decreasing physical activity among young people. This is important because physical activity among young people strongly predicts their physical activity in later life. Due to gender differences, more research is to be done on how to motivate leisure-time physical activity among girls. In comparison to boys, the lower perceived competence and effort of physical activity in leisure time of girls are not satisfactory due to links with lower well-being in general (Bagoien, Halvari & Nesheim, 2010). College students' sense of psychological well-being comes from their quality of life. It was shown that exercise affects the quality of life, perceptions of well-being, self-concept, self-esteem, life satisfaction, and happiness. There is an increased need specifically for the fields of exercise and mental health to understand and share concepts with one another for the benefit of those they serve (Demers, 2013).

There is an urgency to conduct this study as there is no study that deals with the influence of physical education state anxiety and leisure motivation towards perceived well-being of students in Region XI or specifically in the province of Jose Abad Santos, Davao Occidental thereby the outcome of the study will be an asset to the literature on

the subject. Hence, making this study a generation of new knowledge that can give a specific contribution to the field of education. Furthermore, results can be used to develop or augment practices of the students as to physical education state anxiety and leisure motivation towards the perceived well-being of students. Thus, the need to conduct this study.

2. Literature Review

2.1 Physical Education State Anxiety

The anxiety of the exams in school is a feeling of students' experience throughout all their school lives. This feeling brings out situations such as: the inability to get ready for an exam, excessive physical reactions because of a lack of knowledge of efficient work tips, and brain activity unrelated to the exam (Bulgan, Odabas, Dal, Meçu & Aydin, 2017). Physical education is a fun course in general however, it may be perceived as a difficult subject to learn and practice by many students. Although studies typically investigate positive affective experiences, including enjoying physical education lessons, anxiety during physical education lessons is an important determinant of performance and performance-related cognitions such as achievement goals, effort, and learning strategies (Varol & Erbas, 2015).

Anxiety is a complex negative emotion with a variety of cognitive, physiological, and behavioral symptoms. Athletes have been the subject of many studies on anxiety since no other single psychological attribute has such a debilitating cause of performance. Athletes assumed anxiety to deteriorate towards performance and resulting in decreases in performance. Therefore, it is not surprising, the measurement of competitive anxiety has been receiving more attention, perhaps any other construct in sport and exercise psychology and several anxiety inventories have been proven to be excellent models for the development of psychometrically sound instruments (Parnabas & Mahamood, 2013).

The first indicator of Physical Education state anxiety is somatic anxiety. Patients with multiple somatic symptoms are common in primary care settings, in which more than half of all visits are for somatic complaints. For the most common symptoms in primary care, such as chest pain, fatigue, dizziness, headache, and dyspnea, a medical diagnosis is not found in up to half of cases. Patients with chronic and severe somatic symptoms have high levels of role impairment and spend more days in bed per month than patients with several major medical disorders. Patients with multiple and persistent somatic symptoms are also at risk for extensive investigations and referrals to specialists. Several studies have shown a strong relationship between somatization and excess healthcare costs resulting from high numbers of healthcare visits, repeated diagnostic testing, and costly treatments (Croicu, Chwastiak & Katon, 2014).

Furthermore, the study of Chinese athletes (Kirby and Liu, 1999) found that track and field participants reported higher somatic anxiety and lower self-confidence than basketball players. When the type of sport has been examined as a moderator variable, a meta-analysis of the relationship between the CSAI-2 and performance has revealed a

moderating effect of sport type such that cognitive and somatic anxiety exert a greater influence on performance in individual sports (Craft, Magyar, Becker & Feltz, 2003).

The second indicator of Physical Education state anxiety is worry. Worry refers to a chain of thoughts and images, negatively affect-laden and relatively uncontrollable. It represents an attempt to engage in mental problem-solving on an issue whose outcome is uncertain but contains the possibility of one or more negative outcomes. Consequently, worry relates closely to the fear process (Williams, 2013). Another characteristic of anxiety appears to be intolerance of uncertainty, which is believed to lead directly to the tendency to worry (Koerner & Dugas, 2006).

The last indicator of Physical Education state anxiety is cognitive processes. Cognitive processes refer to a self-regulated approach to learning and the use of meta-cognitive strategies. Cognitive engagement involves students' intellectual investment and effort to understand complex ideas and use thoughtful strategies. Examples of participation or interaction engagement include asking to clarify and correct questions to the instructor, having fun in class, participating in small group discussions or active and collaborative learning, and out-of-class contact with the instructor. Engagement of students does not just result in the increased academic achievement of students but also the school as a whole (Blondal & Adalbjarnardottir, 2012).

Furthermore, it also refers to the cognitive processing a student brings to academic tasks as well as the amount and type of strategies a student utilizes. Whereas there seems to be a general consensus that three indicators of engagement exist, there still remain differences in precisely how these indicators are defined and measured. For example, locate motivation within the affective indicator, define this construct as a cognitive indicator, it is described as a cognitive precursor. Therefore, an obvious challenge remains for researchers in parsing out the characteristics of each component. Moreover, placing extra effort to further sink into a topic and pursue studying for even longer hours refers to classroom cognitive engagement (Rotgans & Schmidt, 2011). The basis for understanding the co-constitutive nature of the relationship between individuals and society and the implications this has for human learning and knowing encompasses the role of cognition, cognitive change, and language in identity formation. Furthermore, these involve discussions on the relationship between the individual and their environment (Crick & Goldspink, 2014).

2.2 Leisure Motivation

Motivation to participate in physical education programs declines over the school years suggesting that a number of students may demonstrate negative perceptions toward school-based physical activity. The motivation factor is defined as the attitude of the employees to a situation at work in the environment organization. This is placed as the most important factor that must be possessed by employees as it is the ability to achieve goals and satisfy their needs (Rubayhan, 2018). Motivation exists in order to pursue satisfaction from the desire or result further reflecting the interplay between attitude, needs, perception, and decisions of every individual. A strong motivation from teachers

greatly produces better behavior that could potentially improve the students' development (Fatmasari, Budi, Mardiana & Misnawati, 2017).

The first indicator of the variable leisure motivation is appearance. Appearance is known to influence how we think about personality traits and probable life outcomes, such as marital happiness and career success. To attractive individuals, people attribute a higher level of honesty, better adjustment, greater happiness, more success, and more sociability than we do to our less attractive counterparts. Moreover, physical attractiveness is aesthetically pleasing and therefore, may elicit a positive effect that leads perceivers to infer that attractive people have favorable characteristics (Kayser & Schwarz, 2017). Moreover, body image is defined as an individual's thoughts, feelings, and behaviors associated with his or her appearance and physical ability. The interest in body appearance has been both theoretical and practical, in various fields of the social sciences including examining the relationships between perceived body image and different psychological and health issues such as depression, eating disorders, and low self-esteem (Heiman & Shemesh, 2019).

The second indicator of leisure motivation is mastery. A sense of mastery in demanding or stressful situations might lead to personal development and resilience against mental distress. Students constitute a group exposed to many demanding and stressful situations, which require healthy coping strategies. A higher sense of mastery of their academic work could benefit the students' mental health, their work performance, and the quality of their output. However, we know little about perceived mastery of academic work among students, and to our knowledge, there are no studies on long-term factors associated with perceived mastery in a representative sample of students (Belfrage, Grotmol, Tyssen, Moum & Lien, 2018). Further, Balter, Zimmaro, and Thille (2018) conducted a study on how many opportunities are necessary for learners to achieve mastery of a skill. This is also called as knowledge component (KC) as defined in the Open Learning Initiative (OLI) digital courseware.

The third indicator of leisure motivation is enjoyment. Enjoyment deals with how the students evaluate their valuable contribution as part of the school and how they take responsibility for it. Moreover, it is also considered caring since it gives importance to the role of each member of the organization. It is created to avoid stepping on the rights of every person involved in the organizational building. In fact, the leader's unique responsibility is to offer enjoyment. They posited that students who enjoy offering signified righteousness and the impression that they matter in the school. It is mostly found that people anticipate success and learn from their mistakes in an enjoyable environment (Antonakis, Avolio, & Sivasubramaniam, 2003; Regan & Brooks, 1995).

The fourth indicator of leisure motivation is a psychological condition. The psychological condition is where people with long-term physical health conditions such as the most frequent users of health care services commonly experience mental health problems such as depression and anxiety, or dementia in the case of older people. Moreover, psychological conditions are states of emotional suffering associated with stressors that are difficult to cope with in daily life. The lack of effective care in identifying

psychological conditions is frustrating for patients and health professionals alike. As psychological conditions may be precursors to mental, physical, and emotional exhaustion, there is a need to initiate preventive interventions to avoid mental, physical, and emotional chaos. Patients with psychological conditions need to be involved in a person-centered dialogue with health professionals to strengthen their own capacities to regain well-being (Arvidsdotter et al., 2016; Naylor, et al., 2012).

Affiliation is the fifth indicator of leisure motivation. This states that in the school it is engaging the students in decision-making and including them in every aspect of planning. This process creates empowerment in the school. Allowing the students to affiliate will reflect their importance in the school. It is also a way to promote teamwork among students. Empowering the students makes them productive and happy. To promote participation in class it is important for the leaders to clearly permit their subordinates in doing or participating in any activity inside the school. This way they will be able to feel that they belong and they matter (Santiago, 2017). Thus, a study was conducted and a survey questionnaire was given to the students of the affected schools. They found out that students in those participating schools are not satisfied with the way they were handled. The result of the survey conveys that considering the students as major stakeholders in the school is a great factor that can boost their performance and confidence. After the experimental study was conducted, major changes in the attitude and productivity of the students were observed (Iwu & Tamen, 2014).

The sixth indicator of leisure motivation is others' expectations. This is defined as cognitions that are future-directed and focused on the incidence or non-incidence of a specific event or experience. In the treatment of mental disorders, examining and modifying patients' expectations is discussed as a central mechanism of change. This focus on expectations does not disregard any past experiences but considers them only of relevance if they determine predictions about future events (Rief & Glombiewski, 2017). The positive association between others' expectations and self-perception allows a person who imagines a more positive future to have better academic results (Manzano-Sanchez et al., 2021).

The seventh indicator of leisure motivation is the competition ego. Competition ego is the average in the sub-dimension of participants' task orientation seems to be more than average in the sub-dimension of ego orientation. Particularly, if it is considered that the individuals' age group that we focused on is a period that shows the transition from adolescence to adulthood, another reason could be related to the individual's management strategies to cope with general and individual targets they have regardless of being either in a team sport or individual sport in training (Belli, 2015). People can work competitively without necessarily comparing self-ability to others. Appropriate guidance from mentors such as coaches is needed for youth to advance appropriately (Sobash, 2014).

The eighth indicator of leisure motivation is financial gain. Financial gain can be allocated to salaries paid to teachers, administrators, and support staff; maintenance or construction costs of buildings and infrastructure; and operational costs, such as

transportation and meals for students. In Luxembourg, cumulative expenditure per student exceeds USD 190,000. In contrast, in Turkey, Mexico, and the partner countries Viet Nam, Jordan, Peru, Thailand, Malaysia, Uruguay, Colombia, Tunisia, and Montenegro, cumulative expenditure per student over this age period is less than USD 25,000 (Caena, 2012; Darling-Hammond, Amrein-Beardsley, Haertel & Rothstein, 2012; Depaepe, Verschaffel & Kelchtermans, 2013).

Moreover, school systems with greater total expenditure on education tend to be those with higher levels of per capita. Teachers' salaries represent the largest single cost in expenditure on education. School systems differ not only in how much they pay teachers but in the structure of their pay scales. Relative to their country's national income, lower secondary teachers in Korea, Mexico, Germany, Portugal, Spain, the Netherlands, Ireland, New Zealand, Canada, and the partner countries Jordan, Malaysia, Tunisia, Colombia, and Montenegro earn the most. In these countries, annual earnings for lower secondary teachers are between 150% and 215% of per capita GDP (Murillo & Román, 2011; Nicoletti & Rabe, 2012; OECD, 2013).

The final indicator of leisure motivation is to be with others. A focus on being with others in the classroom involves a perception that the teacher expects all students to value one another and the contributions they make to classroom life and will not allow students to make fun of others (Dreikurs, Grunwald & Pepper, 2013; Kumar, Karabenick & Burgoon, 2015; Wells, Fox & Cordova-Cobo, 2016). Environments that are perceived as suitable to be with others are likely to be ones in which students can focus on understanding tasks, without having their attention diverted by concern about what others might think or say if they are incorrect or experience difficulty.

2.3 Perceived Well-being

The dynamic balance between personal needs and potentiality on one hand and the external environment, on the other hand, defines the well-being of an individual. The achievement of a high level of well-being is a primary target for any human being.

The first indicator of perceived well-being is psychological. This refers to the intellectual attention or affection of the students. Psychology involves trust and the perceived need for change to influence the relationship between change information and behavior of students towards changes in the school. Attitude towards school changes is tridimensional because it involves behavior, cognitive dimension, and affective attitude. Change information was postulated and affiliated to variables, which were, in turn, positively related to one of the change dimension attitudes. School characteristics influence the academic outcomes of students. When school characteristics are high, the academic outcome is also high and the psychological fulfillment of individuals is also high (Birtch, Chiang & Van Esch, 2016; Cohen, 2012).

In addition, perceived fulfillment and psychological had no direct effect on the turnover of the intent of the students and their academic fulfillment. A high level of upward counterfactual thinking and turnover of intent is more advantageous to the

school since it hinders negative thinking that would affect the intent of the students to remain in the school (Chi, 2007).

The second indicator of perceived well-being is physical. This can be broadly described as the systems of the body carrying out physiological functions properly, with good physical health frequently indicated in research by the lack of illness or disease, as opposed to the preferred definition that health is more than the absence of disease. Furthermore, there are a number of health-related risk indicators, such as binge drinking or not exercising, which can be measured in order to attain an estimate of physical health. Many of these physical health outcomes, however, do not typically encompass mental health variables like depression (Cross, Hofschneider, Grimm & Pressman, 2018; Howell, Kern, & Lyubomirsky, 2007).

Additionally, physical activity has an important role to play in promoting mental health and well-being by preventing mental health problems and improving the quality of life of those experiencing mental health problems and illnesses. For example, evidence shows that physical activity can reduce the risk of depression, dementia, and Alzheimer's. It also shows that physical activity can enhance psychological well-being, by improving self-perception and self-esteem, mood and sleep quality, and by reducing levels of anxiety and fatigue (Hull, 2012).

2.4 Correlation between Measures

Leisure motivation eliminates negative feelings and thoughts and helps achieve positive ones. Game and sports activities activate passive students in educational environments improve the quality of the educational environment offered to children, school motivation, and reduce exam anxiety. As low-force, rhythmic and long-term activities do not force the body and include no risk of turning into a competitive content, participation in sports, social and cultural activities is recommended to cope with anxiety. Implementation of these activities in groups increases their effectiveness (Cahill & Foa, 2005). It is also stated that the timing of the selected activities in the elimination of anxiety should not trigger anxiety. As leisure motivation is important in eliminating anxiety, especially exercising supports releasing hormones providing relaxation and so eliminating some negative feelings such as depression and anxiety, the importance of doing leisure activities is highlighted in many resources (Birturk & Karagun, 2015).

In addition, motivation is the key factor behind the elucidation of exercise behavior; therefore, its investigation is imperative. Understanding which factors affect exercise participation will enable specialists to create exercise regimes tailored to individual needs, which then increase exercise engagement (Zervou, et al., 2017). Thus, it seems necessary to create a motivational climate that promotes intrinsic motivation, which, in turn, may foster flow. Pupils' task orientation and perceptions of a task-involving motivational climate predicted higher levels of concentration, a more autotelic experience, and an absence of self-consciousness. Another research has shown that leisure motivation, motivational climate and flow state anxiety (flow experience) are interrelated (Ada, Cetinkalp, Altiparmak & Asci, 2018).

Also, to directly influence well-being, leisure motivation may also impact well-being through bottom-up mechanisms by affecting satisfaction with other domains such as job satisfaction and family satisfaction. In addition to directly influencing well-being, leisure motivation may also impact well-being through bottom-up mechanisms by affecting satisfaction with other domains such as job satisfaction and family satisfaction. The few rigorous studies that have examined this mechanism have provided initial support for this mechanism in some types of physical engagement. For instance, in a short-term (two-week) longitudinal study of Canadian university employees, Hecht & Boies (2009) found that volunteering was associated with increased job satisfaction, career satisfaction, and life satisfaction.

Furthermore, life satisfaction is generally conceptualized as an individual's sense of satisfaction or dissatisfaction arising from important areas of life. Satisfaction with life has many potential determinants which include personality, social expectations, socio-economic factors, relationships with significant others such as neighbors, parents, children, physical and psychological health, accommodation, employment, and the problem with authority.

Moreover, life satisfaction is related to one of the important components of well-being. Regarding the well-being related factors, the subjects of health situation, socio-economic status, and leisure motivation are known indicators of life satisfaction. Moreover, life satisfaction may be a very important indicator in determining the well-being of middle and old-aged individuals (Argan, Argan & Dursun, 2018).

Additionally, the strongest correlations have been found between participation in organized activities, school well-being, and academic achievements. Others have found leisure participation during adolescence to be related to low levels of depressed mood and anxiety, and of aggression, antisocial behavior, and crime. Leisure activities may thus promote positive health as well as prevent problem behavior among adolescents, but more research is needed to explain the operating mechanisms in these relationships (Leversen, Danielsen, Birkeland & Samdal, 2012). There was a positive linear relationship between life satisfaction, leisure motivation, and perceived well-being. There was no difference between leisure satisfaction according to gender, however, there was a significant difference between perceived well-being according to gender. A significant difference between Leisure Motivation and Perceived Well-being according to age and income was found (Lapa, 2013).

Moreover, previous research suggests that physical activity can reduce symptoms of anxiety and more recent findings show a link between physical exercise and anxiety. The potential relationship between anxiety and hypertension has been examined and individuals with anxiety disorders have increased risks of developing hypertension. Meanwhile, anxiety has been shown to increase the risk of diabetes. PA has been associated with the reduction of anxiety levels by impacting the biological system and emotional status. Therefore, participating in regular PA has demonstrated its importance for individuals with anxiety disorders (Richardson, 2014).

This study is mainly anchored on the Self-determination theory (SDT) by Deci and Ryan (1985) which posits that an open awareness may be especially valuable in facilitating the choice of behaviors that are consistent with one's needs, values, and interests. In contrast, automatic or controlled processing often precludes considerations of options that would be more congruent with needs and values. With that being said, mindfulness may facilitate well-being through self-regulated activity and fulfillment of the basic psychological needs for autonomy may it be in the form of a self-endorsed or freely chosen activity, competence, and relatedness (Hodgins & Knee, 2002). That is, awareness facilitates attention to prompts arising from basic needs, making one more likely to regulate behavior in a way that fulfills such needs. In application to this study, when a person is fully aware of his choices which choices are aligned with his needs, values, and interests, then fulfillment, particularly of his psychological needs, is attained and there would be proper regulation of his behaviour.

This study is also supported by the Two Factor Theory proposed by Herzberg in 1959 as cited by Ghazi, Shahzada, and Khan (2013). The two factors are Hygiene and Motivator, and are largely used in measuring the academic satisfaction of students in the school. Hygiene factors include school policy and administration, supervision, interpersonal relationship, salary, working conditions, personal life, status, and security and must be provided to avoid student dissatisfaction. Motivator factors are represented by opportunities for advancement or job promotion, achievement, responsibility, recognition, growth, and value of work itself to keep the workforce satisfied. Herzberg emphasized that the school should have a sufficient challenge to utilize the full ability of the student. The levels of responsibility assigned to an employee (student) must be proportional to the level of individual ability. If a school cannot utilize a student's full potential, then the school should consider automating the task of replacing the student with one who has the appropriate skill level. If a person cannot be fully utilized, then there will be a motivation problem (Tan & Waheed, 2011). For this study, this theory is significant considering that the perceived well-being of a person (student) is highly attainable due to the motivation which is present in his environment.

The Psychological Wellbeing Structure (PWBS) by Ryff (1989) also supports this study and it is not just a key determinant of employee (students) performance but also as a useful concept for the understanding of (students) employees' organizational behaviors in various settings. In 1989, Ryff formulated a theory-based PWBS noted for conceptions of happiness that captured various perspectives in one measurement model. Ryff's model taps the following six core dimensions: autonomy (living in accordance to own convictions), environmental mastery (management of life situations), personal growth (the use of talents and potentials), positive relations with others (quality relationships with significant others), purpose in life (meaning, purpose, and directions which participants identified for themselves), and self-acceptance (acceptance and awareness of limitations). In this study, psychological well-being is one of the indicators of perceived well-being which means that if a person (student) experiences psychological well-being, he is happy and fulfilled in his life.

3. Material and Methods

The study employed a quantitative non-experimental research design using the descriptive-correlation technique. It was used because the researcher is interested to determine the degree of connection between variables. Additionally, it tries to define and understand the state of the current study (Creswell, 2014). The correlational technique is a non-experimental approach in which it analyses the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have an independent and dependent variable with the effects of the independent variable observed on the dependent value (Patidar, 2013). This design will be used to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aims to determine whether there is a significant influence of physical education state anxiety on leisure motivation and perceived well-being of students in which the findings of the study may become good inputs in the formulation of relevant programs and activities for the betterment of both the teachers and the students, as well.

The respondents of this study included the 300 Grade 11 students who belong to the senior high school department of the 4 identified public secondary schools of Jose Abad Santos 2, Davao Occidental. In a desire to give everyone a chance to be included in the study, total population sampling was used. A stratified random sampling method was used in determining the respondents of the study. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. In this case the Grade 11 students of the 4 identified public secondary schools in JAS2, Davao Occidental are the groups to become respondents. Moreover, the idea was that the groupings are made so that the population units within the groups are similar (Salkind, 2007). Further, only grade 11 students who are enrolled in SY 2021-2022 were included as samples as they are the only ones who fit the criteria and who can answer the questions in the survey questionnaire of the study. Other students who are not enrolled in the Grade level 11 and who do not belong to the identified areas or are enrolled in private schools were deemed excluded from the study. Lastly, elementary and students from Grade 7, 8, 9, 10 and 12 levels were also excluded from the study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and encourage to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. Mean was used to determine the level of physical education state anxiety, level of leisure motivation, and the level of perceived well-being of

students. Pearson r was used to determine if the relationship between physical education state anxiety and leisure motivation, physical education state anxiety, and perceived well-being, and leisure motivation and perceived well-being are really significant. Regression. was used to determine the significance of the influence of physical education state anxiety and leisure motivation the on perceived well-being of students.

4. Results and Discussion

Table 1: Physical Education State Anxiety

Indicators	**Mean**	***SD***	**Descriptive Level**
Somatic Anxiety	4.62	.699	Very High
Worry	4.69	.587	Very High
Cognitive Processes	4.69	.619	Very High
Overall	**4.66**	**.580**	**Very High**

The level of physical education state anxiety is very high resulting from the very high levels of responses. The indicators worry, cognitive processes, and somatic anxiety have very high ratings. These indicators are arranged from the highest to the lowest level. The very high-level rating of worry suggests that there are very high chains of thoughts and images that are relatively uncontrollable. This is in line with various authors (Koerner & Dugas, 2006; Williams, 2013) stating that worry attempts to engage in mental problem-solving on an issue whose outcome is uncertain but contains the possibility of negative outcomes. These authors describe the intolerance of uncertainty as the instigator of worry, which in turn is due to negative problem orientation.

In addition, the very high level of cognitive processes is indicative of the very high use of self-regulated approaches to learning and the very high use of meta-cognitive strategies. This claim is aligned with various authors (Blondal & Adalbjarnardottir, 2012; Crick & Goldspink, 2014; Olson & Peterson, 2015) wherein the cognitive processing a student brings to academic tasks, the amount and type of strategies a student utilizes, and the engagement does not just result in the increased academic achievement of students but also the school as a whole. The basis for understanding the co-constitutive nature of the relationship between individuals and society and the implications this has for human learning and knowing encompasses the role of cognition, cognitive change, and language in identity formation. Lastly, the very high rating of somatic anxiety is suggestive of very high levels of chest pain, fatigue, dizziness, headache, and dyspnea. This claim concurs with the statements of various authors (Craft et al., 2003; Croicu et al., 2014) stating that there is a strong relationship between somatization and excess health care costs resulting from high numbers of health care visits, repeated diagnostic testing, and costly treatments. There is also a moderating effect of sport type such that somatic anxiety exerts a greater influence on performance in individual sports.

Table 2: Leisure Motivation

Indicators	**Mean**	***SD***	**Descriptive Level**
Appearance	4.73	.542	Very High
Mastery	4.77	.507	Very High
Enjoyment	4.82	.456	Very High
Psychological Condition	4.72	.574	Very High
Affiliation	4.80	.462	Very High
Others' Expectations	4.62	.757	Very High
Competition Ego	4.56	.797	Very High
Financial Gain	4.70	.674	Very High
To Be with Others	4.79	.519	Very High
Overall	**4.72**	**.520**	**Very High**

The level of leisure motivation is very high resulting from the very high levels of responses. The indicators enjoyment, affiliation, to be with others, mastery, appearance, psychological condition, financial gain, others' expectations, and competition ego have very high ratings. These indicators are arranged from the highest to the lowest level. The very high-level rating of enjoyment is suggestive of the very high abilities of students to evaluate their valuable contribution as part of the school and how they take responsibility for it. This claim is in line with various authors (Antonakis et al., 2003; Regan & Brooks, 1995) stating that students who enjoy offering a signified righteousness and the impression that they matter in the school. It is mostly found that people anticipate success and learn from their mistakes in an enjoyable environment.

Moreover, the very high-level rating of affiliation is indicative of the very high engagement of students in decision-making and including them in every aspect of planning. This claim concurs with the statements of various authors (Iwu & Tamen, 2014; Santiago, 2017) wherein allowing the students to affiliate will reflect their importance in the school as it is a way to promote teamwork among students. Also, considering the students as major stakeholders in the school is a great factor that can boost their performance and confidence. Additionally, the very high-level rating of to be with others suggests that there is very high mutual respect wherein students treat each other properly. This is also in line with various authors (Dreikurs et al., 2013; Kumar et al., 2015; Wells et al., 2016) stating that a focus on being with others in the classroom involves a perception that the teacher expects all students to value one another and the contributions they make to classroom life and will not allow students to make fun of others. Environments that are perceived as suitable to be with others are likely to be ones in which students can focus on understanding tasks.

Furthermore, the very high-level rating of mastery is indicative of very high personal development and resilience against mental distress. This claim is in line with various authors (Balter et al., 2018; Belfrage et al., 2018) stating that a higher sense of mastery of their academic work could benefit the students' mental health, their work performance, and the quality of their output. The number of opportunities to reach mastery gives people new information on both students and the development of course

components. Also, the very high-level rating of appearance is suggestive of the very highly positive thoughts, feelings, and behaviors associated with his or her appearance and physical ability. This claim concurs with the statements of various authors (Heiman & Shemesh, 2019; Kayser & Schwarz, 2017) wherein physical attractiveness is aesthetically pleasing and therefore, elicit a positive effect that leads perceivers to infer that attractive people have favorable characteristics. The interest in body appearance in various fields includes examining the relationships between perceived body image and different psychological and health issues.

In addition, the very high-level rating of the psychological condition is indicative of the very high states of emotional suffering associated with stressors that are difficult to cope with in daily life. This claim is in line with various authors (Arvidsdotter et al., 2016; Naylor, et al., 2012) stating that people with long-term physical health conditions commonly experience mental health problems such as depression and anxiety. As psychological conditions may be precursors to mental, physical, and emotional exhaustion, there is a need to initiate preventive interventions to avoid mental, physical, and emotional chaos. Further, the very high-level rating of financial gain is suggestive of the very high allocation of salaries paid to teachers, administrators, and support staff; maintenance or construction costs of buildings and infrastructure; and operational costs, such as transportation and meals for students. This claim is in line with various authors (Caena, 2012; Darling-Hammond et al., 2012; Depaepe et al., 2013; Murillo & Román, 2011; Nicoletti & Rabe, 2012; OECD, 2013) stating that expenditure per primary, secondary and post-secondary non-tertiary student increased by 40%, on average across open education countries. School systems with greater total expenditure on education tend to be those with higher levels of per capita.

Moreover, the very high-level rating of others' expectations is indicative of the very high belief that a particular event will actually occur in the future. This claim is in line with various authors (Manzano-Sanchez et al., 2021; Rief & Glombiewski, 2017) stating that the positive association between others' expectations and self-perception allows a person who imagines a more positive future to have better academic results. This focus on expectations does not disregard any past experience but considers them only of relevance if they determine predictions about future events. Lastly, the very high rating of competition ego is suggestive of the very high focus on comparing oneself to others with a desire to be the best. This claim concurs with the statements of various authors (Belli, 2015; Sobash, 2014) wherein competitiveness can inspire positive attributes leading to success and appropriate personal improvement. Particularly, competition ego showcases the individual's management strategies to cope with general and individual targets they have regardless of being either in a team sport or individual sport in training.

Table 3: Perceived Well-being of Students

Indicators	**Mean**	***SD***	**Descriptive Level**
Psychological	4.71	.575	Very High
Physical	4.68	.563	Very High
Overall	**4.69**	**.538**	**Very High**

Another variable in this study is the perceived well-being of students. The very high level of perceived well-being of students shows that the achievement of a very high level of well-being is a primary target for any human being. The indicators psychological and physical are arranged from highest to lowest. The very high level of psychological is indicative of the very high intellectual attention or affection of the students. This claim concurs with the statements of various authors (Birtch et al., 2016; Chi, 2007; Cohen, 2012) wherein school characteristics influence the academic outcomes of students. When school characteristics are high, the academic outcomes are also high and the psychological fulfillment of individuals is also high. A high level of upward counterfactual thinking is more advantageous to the school since it hinders negative thinking.

Table 4.1: Significance on the Relationship between
Physical Education State Anxiety and Leisure Motivation

Physical Education State Anxiety	**Leisure Motivation**									**Overall**
	AP	M	ENJ	PSC	AFF	OEXP	CE	FG	TBO	
SA	.618	.607	.569	.668	.601	.652	.667	.620	.515	**.700**
	.000	.000	.000	.000	.000	.000	.000	.000	.000	**.000**
W	.713	.704	.620	.737	.668	.676	.691	.725	.597	**.774**
	.000	.000	.000	.000	.000	.000	.000	.000	.000	**.000**
CP	.754	.767	.733	.766	.672	.709	.704	.758	.654	**.819**
	.000	.000	.000	.000	.000	.000	.000	.000	.000	**.000**
Overall	**.758**	**.755**	**.698**	**.790**	**.706**	**.743**	**.752**	**.764**	**.641**	**.834**
	.000	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**

Furthermore, the very high level of physical is suggestive of the very high functioning systems of the body carrying out physiological functions properly. This claim is aligned with various authors (Cross et al., 2018; Howell et al., 2007; Hull, 2012) stating that physical activity has an important role to play in promoting mental health and well-being by preventing mental health problems and improving the quality of life of those experiencing mental health problems. Good physical health is the lack of illness or disease, as opposed to the preferred definition that health is more than the absence of disease.

The correlation between measures of physical education state anxiety and leisure motivation revealed a significant relationship. This implies that physical education state anxiety is significantly correlated with leisure motivation. The result of this study confirms the findings of various authors (Ada, et al., 2018; Birturk & Karagun, 2015; Cahill & Foa, 2005) stating that leisure motivation is important in eliminating anxiety, especially exercising supports releasing hormones providing relaxation and so eliminates some

negative feelings such as depression and anxiety. Also, leisure motivation, motivational climate, and flow state anxiety are interrelated. Leisure motivation eliminates negative feelings and thoughts and helps achieve positive ones. Game and sports activities activate passive students in educational environments improve the quality of the educational environment offered to children, school motivation, and reduce anxiety.

Table 4.2: Significance on the Relationship between Physical Education State Anxiety and Perceived Well-being of Students

Physical Education State Anxiety	**Perceived Well-being of Students**		**Overall**
	Psychological	**Physical**	
Somatic Anxiety	.648	.665	.694
	.000	.000	.000
Worry	.666	.765	.756
	.000	.000	.000
Cognitive Processes	.683	.809	.788
	.000	.000	.000
Overall	.728	.813	.814
	.000	.000	.000

The correlation between measures of physical education state anxiety and the perceived well-being of students revealed a significant relationship. This implies that physical education state anxiety is significantly correlated with the perceived well-being of students. The findings of this study are in line with various authors (Chen & Feeley, 2013; Richardson, 2014) stating that social relationships are positively associated with health status across the lifespan. The narrowing of social networks may be problematic for health in older age and lessen well-being, life satisfaction, and quality of life. Health-promoting behaviors, such as physical activity, may strengthen the link between social relationships and health. Moreover, physical activity can reduce symptoms of anxiety and there is a link between physical exercise and anxiety. Participating in regular physical activity has demonstrated its importance for individuals with anxiety disorders.

Table 4.3: Significance on the Relationship between Leisure Motivation and Perceived Well-being of Students

Leisure Motivation	**Perceived Well-being of Students**		**Overall**
	Psychological	**Physical**	
AP	.761 .000	.846 .000	**.849** **.000**
M	.713 .000	.782 .000	**.790** **.000**
ENJ	.654 .000	.751 .000	**.742** **.000**
PSC	.719 .000	.794 .000	**.799** **.000**
AFF	.711	.732	**.763**

	.000	.000	**.000**
OEXP	.777 .000	.800 .000	**.833** **.000**
CE	.721 .000	.826 .000	**.817** **.000**
FG	.712 .000	.776 .000	**.786** **.000**
TBO	.686 .000	.699 .000	**.732** **.000**
Overall	**.815** **.000**	**.885** **.000**	.899 **.000**

The correlation between measures of leisure motivation and the perceived well-being of students revealed a significant relationship. This implies that leisure motivation is significantly correlated with and perceived well-being of students. The result of this study confirms the findings of various authors (Argan et al., 2018; Lapa, 2013; Leversen et al., 2012) stating that strong correlations have been found between participation in organized activities, school well-being, and academic achievements. Leisure motivation and participation during adolescence are related to low levels of anxiety, aggression, antisocial behavior, and crime. Furthermore, life satisfaction is one of the important components of well-being as health situation, socio-economic status, and leisure motivation are indicators of life satisfaction. Life satisfaction is a very important indicator in determining the well-being of individuals. There is also a positive linear relationship between life satisfaction, leisure motivation, and perceived well-being.

Table 5: Significance on the Influence of Physical Education State Anxiety and Leisure Motivation on Perceived Well-being of Students

		Perceived Well-being of Students			
		B	**B**	***T***	***Sig.***
Physical Education State Anxiety		0.198	0.213	4.845	0.000
Leisure Motivation		0.746	0.721	16.352	0.000
R	0.906				
R^2	0.821				
F	694.629				
P	$p<0.05$				

The overall result of the regression analysis on the influence of physical education state anxiety and leisure motivation on the perceived well-being of students revealed that physical education state anxiety and leisure motivation can influence the perceived well-being of students. This is supported by various authors (Hecht & Boies, 2009; Zervou, et al., 2017) as leisure motivation is the key factor behind the elucidation of exercise behavior. Men participate in exercise regimes led by competitiveness while women are interested in alleviating stress and improving their physical well-being. Additionally, individuals with low BMI and increased state anxiety tend to exercise in order to retain a body image that conforms to the standards. Besides directly influencing well-being,

leisure motivation impacts well-being through bottom-up mechanisms by affecting job satisfaction and family satisfaction.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the very high level of Physical Education State Anxiety, the researcher hereby recommends that the PE teacher may sustain the teaching methods or may introduce more techniques to overcome the stresses and pressures being experienced by the students. The teacher may facilitate a survey on the level of anxiety being experienced by the students, especially during this time of the pandemic. Given the inventory of students with special or psychological needs, the teacher may conduct one-on-one dialogue with students who have some anxieties, which is just a way to ease the burdens suffered by the students. The school management may allow the conduct of sports competitions before the end of the semester among the students per grade level. If the school activities will go back to normal, an interschool competition in order to boost the morale of the students and feel proud of their achievements in their field of expertise or talent. The giving of recognition and commendations to students for their best achievements or performances may be done through the awarding of medals and certificates during recognition or graduation ceremonies. The teacher may also reach out to the respective parent of the student in crisis and discuss possible interventions, either in school with the assistance of the licensed guidance counselor or at home with the parent's participation. When the situation is back to normal in a face-to-face setting, the conduct of a symposium or 1-day seminar/webinar on how to combat anxiety/depression may be facilitated in the PE classes among all students of Physical Education. This may include film-viewing or any platform using social media with the intention to help students in crisis situations. If all the interventions mentioned above are already in place, then positive efforts are requested to sustain said activities/interventions.

On the very high level of leisure motivation, the researcher recommends that the teacher can continue to conduct PE activities that would increase the interest of the students to participate in all class activities. This can include varieties of exercises or sports using the activities on YouTube or other social media platforms. To appreciate more our Filipino culture, the teacher can include Filipino games or laro ng lahi or palarong pinoy to enhance the students' interest in playing traditional games and gain an understanding of culture by playing games like patintero, piko, luksong tinik, luksong lubid and many more. In order to inspire or motivate the students to participate, the school management may purchase sports equipment (if the budget warrants) or sports paraphernalia that are affordable and allow the students to use them during their PE classes or even during vacant periods. If the inter-sports competition has been introduced already, then this may be part of the year undertaking to showcase the best talents of the students and even to market the school and gain more enrollees.

On the very high level of perceived well-being of students, as to the psychological well-being, the school management thru the initiatives of the teachers may continue the conduct of school-wide symposia (to be conducted 2x a year) for topics which are relevant to the time. The topics may include stress management, symptoms of anxiety and depression, anger management, and other topics as may be suggested depending on the needs of the students as of the present times. The need for some spiritual activities may also allow the students some reflections on themselves. This may include some activities like retreats or recollections, bible sharing, or even the conduct of spiritual activities (ecumenical) as part of the yearly school-wide activities. On physical well-being, a continuous building up of activities to keep the students physically fit and healthy like dancing (zumba), volleyball, table tennis, and other sports can just be easily facilitated within the school grounds or in the gymnasium.

6. Conclusion

With consideration of the findings of the study, there is a very high level of physical education state anxiety, leisure motivation, and perceived well-being of students. Also, there is a significant relationship between physical education state anxiety and leisure motivation. There is also a significant relationship between physical education state anxiety and the perceived well-being of students. Further, there is a significant relationship between leisure motivation and the perceived well-being of students. Lastly, physical education states anxiety and leisure motivation can influence the perceived well-being of students.

In addition, conclusions are drawn in this section. The findings of the study clearly confirm the notion that physical education state anxiety and leisure motivation can influence the perceived well-being of students. The findings are supported by the theories: First the Self-Determination Theory by Deci and Ryan (1985) which states that an open awareness may be especially valuable in facilitating the choice of behaviors that are consistent with one's needs, values, and interests. In application to this study, when a person is fully aware of his choices which choices are aligned with his needs, values, and interest, then fulfilment particularly of his psychological needs is attained and there would be proper regulation of his behaviour.

Second, the Two Factor Theory was proposed by Herzberg in 1959 as cited by Ghazi, Shahzada, and Khan (2013) where it was emphasized that the school should have a sufficient challenge to utilize the full ability of the students. The levels of responsibility assigned to the students must be proportional to the level of the individual ability. This theory is significant considering that the perceived well-being of a person (student) is highly attainable due to the motivation which is present in his environment. The third is the Psychological Wellbeing Structure (PWBS) by Ryff (1989) also supports this study and it is not just a key determinant of students' performance but also a useful concept for the understanding of students' organizational behaviors in various settings. In this study, psychological well-being is one of the indicators of perceived well-being which means

that if a person (student) experiences psychological well-being, he is happy and fulfilled in his life.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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