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Research Article

Experiential Learning and Self-Efficacy in Physical Education of the Senior High School Students

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ABSTRACT

This study aimed to determine the level of involvement of senior high school students in experiential learning and also to determine of their described self-efficacy in physical education. This employed the research and descriptive correlation design of quantitative method as participated by three hundred fifty (350) senior high school respondents in San Isidro National High School who were chosen using purposive sampling procedures. The data were gathered using survey questionnaires which are validated with the help of the experts. Data communication was established before data gathering procedures and was analyzed using weighted mean, standard deviation, and Pearson's r.

Findings revealed that senior high school students agreed that they were involved in experiential learning. Students enhanced and boosted their self-efficacy through the use of mastery experiences, social modeling, social persuasions, and psychological responses. It was concluded that there's a significant and strong positive correlation between experiential learning and students' self-efficacy. It implied that as the students engage more in experiential learning, the higher the chance the students' self-efficacy developed. Otherwise, the lesser engagement in experiential learning, the lower of chance developing self-efficacy. Based on the conclusion, it was recommended that the teachers are also recommended to motivate their students in involving experiential for them to mold and described their self-efficacy in engaging in physical activities.

Keywords: *Experiential Learning, Physical Education, Self-Efficacy*

Introduction

The researcher worked on investigating the involvement of the SHS in experiential learning and their described self-efficacy and also in relationship between experiential learning and self-efficacy in physical education. In analyzing the problems, students answered the survey questionnaire that the content aligned to the experiential learning and self-efficacy.

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Experiential learning provides learners with the opportunity to be immersed in the real (recreated) workplace, acquire and apply skills required for specific occupations, and complete involved performance tasks related to their field of specialization (Binder et al., 2015).

Physical activities is considered as part of experiential learning activities that proven as an important component of a student's education. It assists students in staying healthy, learning teamwork skills, and having fun. Furthermore, physical education can help students maintain a healthy weight and lower their risk of illness. Sports is the most common way and process to maintain our mind and body become healthy.

On the other hand, as stated in Deped Order No. 005, s. 2023, "Conduct of the 2023 Palarong Pambansa", in line with this memorandum, the school division office conduct their respective meets on staggered per sport/s basis on a different schedule provided that no disruption of regular classes of participating students-athletes is being observed. This is pursuant of Deped Order No. 9, s. 2005 "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith".

Since, experiential learning such as sports are required of basic theory and training. Problems arose when these memoranda implemented "no disruption of regular classes" due to different reasons. One of which was the senior high school students not totally practice their skills and talents during class hour. During physical education subject is the only chance can students fully develop their full potential skills. Teacher and coaches have only limited time to train and build their student-players' capability. Senior high school students' retention regarding the different physical activities and lessons retention of learning was one problem. This resulted to the students finding that most of the senior high school students are not totally engaged in experiential learning such as sports and other physical activities related.

In addition, as stated in Deped Order No. 061, s. 2023, entitled "Conduct of Congressional Districts' Selection Athletes". The selection of students/athletes for congressional 3 which is San Isidro National High School belong will be conducted by selecting potential students-athletes and provide training to represent the delegation.

In addition, review, many students are not engaged and involved in physical education such as sports because they losing their self-confidence and skills in participating such as experiential activities.

Experiential adapting additionally gives learners the ability in a classroom, which they would then be able to apply to their professions (Coker and Porter, 2015). According to Kolb and Kolb (2012), a student ought to be in contact with encountering, reflecting, thinking, and going about as a recursive interaction. Experiential learning stresses insight as the principle job in the learning cycle. Learners are engage to find new ideas through a blend of existing information with new situations in the learning cycle (Rahmawati, J. et al, 2013). As expressed by Hamalik (2009) that experiential learning gives students a progression of learning circumstances as evident experience inclusion by the teachers.

Self-efficacy is an evaluation of learners' capacities in deciding convictions and decisions, taking a stab at progress, ingenuity and persistence notwithstanding troubles, levels of nervousness or serenity in keeping an assignment. Nadia et al, 2017; Sunaryo, 2017; Damaryanti et al, 2017; Taubah et al. (2018). Acoording to Zimmerman, 2000; Motlagh et al., 2011; Martalyna et al, (2018) self-efficacy gives inspiration to improve learning techniques, learning accomplishment results, and critical thinking.

Self-efficacy refers to a person's faith in their capacity to effectively finish allotted assignments in explicit circumstances cited by Hayes et al. (2020). In education, one technique for improving learners' self-adequacy is with experiential learning potentialities.

Experiential learning is an all-encompassing learning practice in which intellectual cycles are supported while performing content-related assignments or on the other hand, more essentially expressed, when person encounters drive learning cited by Hayes et al. (2020).

Bekomson and Ntamu (2019) stated that dominant of the learners especially in high school is think that is hard to move on when they got failing grade that makes an effects in

their self-efficacy. According to Burr (2012) extra-curricular activities enrich the learners to improve of their talents and potentialities that can improve their academic self-efficacy. Kelepolo (2011) and Mahoney et al. (2003) concurred with the discoveries of the current examination by uncovering that association in extra-curricular exercises was enormously identified with academic performance.

Miller (2009), Sander (2007), and Matthews and Ofobike (2006) contradict with the present study. Their findings say that involvement in co-curricular activities should not improve and develop learners learning capability. They also stated that the learners who are engage in co-curricular activities got received failing grades because of their poor academic performance cited by Achi N. Bekomson et al. (2020). This study will help other researchers to identify the different experiential learning activities that can improve and develop the self-efficacy of the students in physical education.

Methods

Research Design

This study used descriptive correlational method in finding answers to specific problems.

According to Euclid Seeram (2021), correlational research is a type of non-experimental researches that facilities prediction and explanation of the relationship among variables. Literature on correlational research is sparse; however, a detailed account of this methodology can be found in some articles and text.

Correlational research design is used to investigate the direction and magnitude of relationship between variables and also designed to study the changes in one characteristics/phenomenon which corresponds to the changes in another.

Sampling and Ethical Considerations

The researcher used purposive sampling technique in choosing the respondents. The respondents were specifically picked because the researcher thought that by adopting purposive sampling method she would achieve a representative sample by making an informed decision, saving time and money in the process (Black K. 2010).

The researcher makes sure the confidentiality of the respondents' result and information. The result of the individual data in survey questionnaire will be within the researcher and the thesis adviser. The identification of respondents will also not be included in this paper.

Research Instruments

The researcher employed survey questions as the main instrument, its content was based on the outcomes of reviews of related literature and inquiries with regards to the data or information the study wanted to attain wherein the respondents will answer survey questionnaire.

Construction of Survey Instrument, to identify the level of involvement of the students in experiential learning to boost their self-efficacy in physical education, a researcher made and adopts a survey questionnaire wherein all the respondents answers all the questions based in different experiential learning such as: concrete experience, reflective observation, abstract observation and active experimentation and also the same in self-efficacy that have sources such as mastery experiences, social modeling, social persuasion, psychological responses.

Validation of Constructed Survey Instrument, to ensure the validity and reliability of the survey questionnaire, the research teacher will validate it to his head teacher and expertise for this kind of task. After the validation of the instrument, the researcher will modify the survey questionnaire base on the suggestions and recommendation made. Another person involves validating the survey question is the thesis adviser he/she helps to approve and have a recommendation from the panel to have a quality and valid survey questionnaire.

Data Analysis

In analyzing the data relevant to the indicated research problems, descriptive and inferential statistics were used. To evaluate the survey scores of the respondents, standard deviation and mean were used. In calculating whether there is a significant relationship be-

tween experiential and self-efficacy of the students in physical education correlational analysis (Pearson's r) was used.

Results and Discussion

Concrete Experiences

The research participants' test results were evaluated and measured using the mean and standard deviation. Table 1. shows the level of involvement of the students in experiential learning in terms of concrete experiences. It showed that students agree that they make sure they engage in the learning process which they learn by doing it with an overall mean of 3.40 and a standard deviation of 0.63. It showed that indicator 1 "every time I executed improper steps in dancing, I always give an extra time to improve and learn the basic steps" (M = 3.46, SD = 0.56) got the highest mean with a verbal interpretation of agree (involved). Followed by indicator 3 "improve and learn the basic steps "with a mean of 3.46; and indicator 3 "before a Zumba performance, I routinely stretch my muscles to prevent cramps and fatigue" (M = 3.42, SD = 0.58) with verbal interpretation of agree (involved). In addition, students agree that when they lost a game/match due to their own mistake, they encourage their self that it would never happen again (M = 3.38, SD = 0.62). Indicator 2 "in playing basketball, when I didn't shoot the ball, I try to make practices like shooting drills to successfully perform it" (M = 3.30, SD = 0.71) had a verbal interpretation of agree (involved). Indicator 4 "when someone tells me that I did something wrong during a dance performance, I am never disappointed" (M = 3.29, SD = 0.66) got the lowest mean and had a verbal interpretation of agree (involved).

This implies that every time the students will do their performance tasks, they engage their selves well and make sure that they will make better performance than before. As students engage in the performance, they learn something new which they can use in their future performances. Students involvement in different activities in school helps to boost confidence and be responsible in making their performances in a better way. Students had an opportunity to immediately apply the knowledge they have learned from their previous tasks.

The findings were linked to the study of Foreman (2012), in his findings, he revealed that involvement in extra-curricular activities promotes positive youth development qualities, leadership development, improved social interaction and academic performance.

Table 1. Level of Involvement of the Students in Experiential Learning Activities in terms of Concrete Experience

	Indicators	Mean	SD	VI
1.	Every time I execute improper steps in dancing, I always give an extra time to improve and learn the basic steps.	3.46	0.56	Agree
2.	In playing basketball, when I didn't shoot the ball, I try to make practices like shooting drills to successfully perform it.	3.30	0.71	Agree
3.	Before a zumba performance, I routinely stretch my muscles to prevent cramps and fatigue.	3.42	0.58	Agree
4.	When someone tells me that I did something wrong during a dance performance, I am never disappointed.	3.29	0.66	Agree
5.	When I lost a game/match due to my own mistakes, I encourage myself that it would never happen again.	3.38	0.62	Agree
	Overall-Mean	**3.40**	**0.63**	**Agree**

Legend: 3.50-4.00 = Strongly Agree (Highly Involved); 2.50-3.49 = Agree (Involved) ;1.50-2.49 = Disagree (Moderately Involved); 1.00-1.49 = Strongly Disagree (Not Involved).

Reflective Observation

Table 2. shows the level of involvement of the students in experiential learning in terms of reflective observation. This showed that indicator 2 "I try to motivate myself whenever someone tells me that I did something incorrectly during dance competition" (M = 3.50, SD = 0.57) had the verbal interpretation of strongly agree (highly involved). and got the highest mean. Indicator 1 "in the past, I have purposefully reflected on what I have learned from my groupmates/classmates in problems I countered during physical activities such as sport, dancing and etc." (M = 3.47, SD = 0.52), indicator 5 "I often assess my previous performances in sports activities so I can make it better (if ever) next time" (M = 3.40, SD = 0.57), indicator 3 "I reflect in myself whenever I told to my teammates during our sports competition" (M = 3.32, SD = 0.60) and indicator 4 "I imitate the playing style of my favorite sports idol in volleyball" (M = 3.23, SD = 0.68) had a verbal interpretation of agree (involved).

Table 2 had an overall mean of 3.38 with standard deviation of 0.59 had a verbal interpretation of agree (involved). It indicates students create an opportunity for reflection. The opportunity exists for students to reflect on their experiences and lessons. This is helpful because students can remember information better when they can reflect on what is happening to them.

This implies that students' self-reflection gives them the knowledge they need to better their efforts. Students utilized their thoughts as both a stage in the process and a finale to the experience. Through repeated exposure and reassessment, students learn. When students do reflective activities, it allows them to engage with the experience's effects on their learning process and outlooks directly rather than simply move on to their next objective through reflective activities. In addition, students adapt what they have learned from the event to a similar or different circumstance, as well as what they have gained from prior experiences and practice. It further implies that senior high school students positively involved in experiential learning activities in terms of reflective observations. It is aligned to the study of (Minnot, 2020), reflection can be used as a tool in this process on an individual basis for self-direction or dissemination through qualified activities for development including lesson study (Fernandez, 2002) and taking part in learning communities for professionals.

Table 2. Level of Involvement of the Students in Experiential Learning Activities in terms of: Reflective Observation.

	Indicators	Mean	SD	VI
1.	In the past, I have purposefully reflected on what I have learned from my groupmates / classmates in problems I countered during physical activities such as sport, dancing and etc.	3.47	0.52	Agree
2.	I try to motivate myself whenever someone tells me that I did something incorrectly during dance competition.	3.50	0.57	Strongly Agree
3.	I reflect in myself whenever I told to my teammates during our sports competition.	3.32	0.60	Agree
4.	I imitate the playing style of my favorite sports idol in volleyball.	3.23	0.68	Agree
5.	I often assess my previous performances in sports activities so I can make it better (if ever) next time.	3.40	0.57	Agree
	Overall-Mean	**3.38**	**0.59**	**Agree**

Legend: 3.50-4.00 = Strongly Agree (Highly Involved); 2.50-3.49 = Agree (Involved) ;1.50-2.49 = Disagree (Moderately Involved); 1.00-1.49 = Strongly Disagree (Not Involved).

Abstract Conceptualization

Table 3 demonstrates the level of involvement of the students in experiential learning in terms of abstract conceptualization. It demonstrated that indicator 1 had the verbal interpretation of strongly agree (highly involved) which states that "I always listen to the ideas of my groupmates during group activities" (M = 3.54, SD =.53). Indicator 1 got the highest mean among the five indicators. It was followed by indicator 3 "I maintain a good relationship with my teammates" (M = 3.52, SD = 0.55) had verbal interpretation of strongly agree (highly involved). Indicator 5 "I obeyed the rules and regulations during the physical activities performance" (M = 3.43, SD = 0.61), indicator 2 "I always have time to practice my skills dancing" (M ,= 3.35, SD = 0.62), and indicator 4 "I explore different moves and techniques in playing basketball" (M = 3.18, SD = 0.76) had verbal interpretations of agree (involved). The level of involvement of the students in experiential learning in terms of abstract conceptualization had an overall mean of 3.40 with standard deviation of 0.61 and verbal interpretation of agree (involved).

The findings above indicate that students enhance their interpersonal skills with their peers through good communication and collaboration. By practicing new approaches and tactics, students can have more effective interactions with subordinates while also maximizing their learning potential. Students acquire the necessary skills and encourage them to ponder, conceive, and prepare for the future, which contributes to the development of abilities for lifelong learning. According to Fromm, J. et al, (2021), the learners engage in abstract conceptualization. They are able to transform their observations in theory by creating concepts that are generalizations or principles that are logical.

Table 3. Level of Involvement of the Students in Experiential Learning Activities in Terms of Abstract Conceptualization

	Indicators	Mean	SD	VI
1.	I always listen to the ideas of my groupmates during group activities.	3.54	0.53	Strongly Agree
2.	I always have time to practice my skills dancing.	3.35	0.62	Agree
3.	I maintain a good relationship with my teammates.	3.52	0.55	Strongly Agree
4.	I explore different moves and techniques in playing basketball.	3.18	0.76	Agree
5.	I obeyed the rules and regulations during the physical activities performance.	3.43	0.61	Agree
	Overall Mean	**3.40**	**0.61**	**Agree**

Legend: 3.50-4.00 = Strongly Agree (Highly Involved); 2.50-3.49 = Agree (Involved) ;1.50-2.49 = Disagree (Moderately Involved); 1.00-1.49 = Strongly Disagree (Not Involved).

Active Experimentation

Table 4 illustrates the level of involvement of the students in experiential learning in terms of active experimentation. It presented that indicator 3 "I make sure to always have a good performance in PE" (M = 3.48, SD = 0.54) had a verbal interpretation of agree (involved) and got the highest mean among the five indicators. It was followed by indicator 5 "I applied my basic knowledge in every performance for better results" (M = 3.47, SD = 0.55); indicator 1 "During physical activities, I incorporate the techniques I learned from others" (M = 3.35, SD = 0.60), and indicator 2 "I am confident to perform well in any physical activities" (M = 3.35, SD = 0.63) with verbal interpretations of agree (involved). Among the five indicators in active experimentation, indicator 4 "I adopt new playing techniques from other sports enthusiasts" (M = 3.31, SD = 0.62) had the lowest mean and but still had a verbal interpretation of agree (involved).

The level of involvement of the students in experiential learning activities in terms of active experimentation had an overall mean of 3.39 (SD = 0.59) with verbal interpretation of

agree (involved). This indicates that students take part in a task again but this time they are trying to apply their learning to new situations. They have the capacity to forecast outcomes, evaluate tasks, and plan how they will use newly learned information in the future. The findings above imply that when the students were allowed to put their knowledge into practice and demonstrate, the knowledge they learned will be kept and used in their future endeavors. The students test out his or her beliefs on the tasks to see what occurs. They experiment and put what they've learned to the test. Students were given the chance to put their theoretical knowledge to use in practical, real-world circumstances.

Learners make use of their developed theories to solve a given problem. These theories serve as guidance for learners to engage into action by testing what they learned in complex situations. After the learners actively experimented with their new learning, the process restarts. J. Fromm et al, (2021).

Table 4. Level of Involvement of the Students in Experiential Learning Activities in terms of Active Experimentation

	Indicators	Mean	SD	VI
1.	During physical activities, I incorporate the techniques I learned from others.	3.35	0.60	Agree
2.	I am confident to perform well in any physical activities.	3.35	.63	Agree
3.	I make sure to always have a good performance in PE.	3.48	0.54	Agree
4.	I adopt new playing techniques from other sports enthusiasts.	3.31	0.62	Agree
5.	I applied my basic knowledge in every performance for better results.	3.47	0.55	Agree
	Overall-mean	**3.39**	**0.59**	**Agree**

Legend: 3.50-4.00 = Strongly Agree (Highly Involved); 2.50-3.49 = Agree (Involved) ;1.50-2.49 = Disagree (Moderately Involved); 1.00-1.49 = Strongly Disagree (Not Involved).

Summary on Level of Involvement in Experiential Learning.

Table 5 illustrate the summary level of involvement of the students in experiential learning. It presented the indicator 1 "Concrete Experience" (M 3.40, SD = 0.63) and indicator 3 "Abstract Conceptualization" (M = 3.40, SD = 0.61) had both a verbal interpretation of involved and got the highest mean. It was followed by indicator 4 "Active Experimentation" (M = 3.39, SD = 0.59), indicator 2 "Reflective Observation" (M = 3.38, SD = 0.59) has a verbal interpretation of involved. The summary level of involvement of the students in experiential learning had an overall of (M = 3.40, SD = 0.61) with verbal interpretation of involved.

This indicates that students involved in different events in experiential learning they are willing to excel their talents and skills building their own ability.

They are able to assess tasks, predict outcomes, and make plans for how they will apply newly acquired knowledge in the future. The findings above imply that when the students engaged in real life task to put their skills into performance they clearly achieved their goals in life. The students experiment with their own ideas and see how the activities turn out. They experiment and test the expertise they have gained. The opportunity to apply their performance in actual situations was given to the students.

Experiential learning is described by Schreiber et al (2015) as a type of practice-based education that gives students exposure to and chances to consider the jobs, identities, and roles they will face as future professionals.

Table 5. Summary Table on Level of Involvement of the Senior High School Students in Experiential Learning.

Indicators	Mean	SD	VI
1. Concrete Experience	3.40	0.63	Involved
2. Reflective Observation	3.38	0.59	Involved
3. Abstract Conceptualization	3.40	0.61	Involved
4. Active Experimentation	3.39	0.59	Involved
Overall	**3.40**	**0.61**	**Involved**

Legend: 3.50-4.00 = Involved; 2.50-3.49 = Involved ;1.50-2.49 = Moderately Involved; 1.00-1.49 = Not Involved.

Mastery Experience

Table 6 shows the on how students develop their self-efficacy in terms of master experiences. It showed that indicator 4 "Through physical activity, I develop my strength" (M = 3.54, SD = 0.54) had the highest mean and with verbal interpretation of strongly agree (highly described). It was followed by the indicators with verbal of interpretation of agree (described): indicator 5 "Through physical activity, I become more interested in physical activities" (M = 3.49, SD = 0.54), indicator 1 " Through physical activity, I achieved most of my goals" (M = 3.41, SD = 0.62), indicator 2 " Through physical activity, I learned the strategies for playing sports" (M = 3.41, SD = 0.58), and indicator 3 " Through physical activity, I overcome my fear of the game" (M = 3.34, SD = 0.64). Students develop their self-efficacy in terms of mastery experiences had an overall mean of 3.44 (SD = 0.59) with verbal interpretation of agree (described). This indicates that students take part in challenges that result in positive consequences. The most immediate and effective means of boosting self-assurance in one's capacity to achieve and overcome obstacles are provided by these experiences. The findings above imply that students' direct, personal experience in physical activity helps them to boost their confidence and by allowing the students to see the clear correlations between effort and achievement, it leads to higher expectations for their capacity to perform well in certain circumstances. According to David, F. et al (2014), those individuals who are high self-efficacy in their ability to be more active are more likely in this population to initiate increases in physical activity and changes in physical activity behavior, and to assess the extent to which those BCTs associated with changes in self-efficacy were also associated with changes in physical activity.

Table 6. Students Described Self-Efficacy in terms of Mastery Experiences

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. achieved most of my goals.	3.41	0.62	Agree
2. learned the strategies for playing sports.	3.41	0.58	Agree
3. overcome my fear of the game.	3.34	0.64	Agree
4. develop my strength.	3.54	0.54	Strongly Agree
5. become more interested in physical activities.	3.49	0.54	Agree
Overall Mean	**3.44**	**0.59**	**Agree**

Legend: 3.50-4.00 = Strongly Agree (Highly Described); 2.50-3.49 = Agree (Described);1.50-2.49 = Disagree (Moderately Described); 1.00-1.49 = Strongly Disagree (Not Described).

Social Modeling

Table 7 reveals on how the students develop their self-efficacy in terms of social modeling. It revealed that indicator 5 "Through physical activity, I realized my mistakes and flaws" (M = 3.50, SD = 0.54) got the highest mean and with verbal interpretation of strongly agree (highly described). It was

followed by indicators with verbal interpretations of agree (described): indicator 2 "Through physical activity, I become confident to do certain task/s especially in sports competitions" (M = 3.41, SD = 0.61), indicator 1 "Through physical activity, I incorporate techniques and tips that I learned from others" (M = 3.39, SD = ,0.57), indicator 3 "Through physical activity, I learned how to become leader" (M = 3.39, SD = 0.66), and indicator 4 " Through physical activity, I executed the playing style of my co-players" (M = 3.28, SD = 0.65).

Students develop their self-efficacy in terms of social modeling had an overall mean of 3.39(SD = 0.61) with verbal interpretation of agree (described). This indicates that by observing others who are similar to them demonstrate competence, students develop their self-efficacy. The student's self-confidence may increase after seeing a peer succeed at a task. The findings imply that as the students engage in social modeling it enhances them believe in their own capacity and capability to do the things they want to do. Through physical activity, the students' confidence was boosted, and shows critical thinking to incorporate techniques and tips that they learned from others or peers. The capability to become leader was shown as their motivation to embrace their own skills and talents.

According to Hayes et al. (2020), Self-efficacy refers to a person's faith in their capacity to effectively finish allotted assignments in explicit circumstances. In education, one technique for improving learners' self-adequacy is with experiential learning potentialities

Table 7. Students Described Self-Efficacy in terms of Social Modeling

	Indicators	Mean	Std. Deviation	Verbal Interpretation
1.	incorporated techniques and tips that I learned from others.	3.39	0.57	Agree
2.	become confident to do certain task/s especially in sport competitions.	3.41	0.61	Agree
3.	learned how to become leader.	3.39	0.66	Agree
4.	executed the playing style of my co-players.	3.28	0.65	Agree
5.	I realized my mistakes and flaws.	3.50	0.54	Strongly Agree
	Overall-Mean	**3.39**	**0.61**	**Agree**

Legend: 3.50-4.00 = Strongly Agree (Highly Described); 2.50-3.49 = Agree (Described);1.50-2.49 = Disagree (Moderately Described); 1.00-1.49 = Strongly Disagree (Not Described).

Social Persuasion

Table 8 presents on how students develop their self-efficacy in terms of social persuasion. It presented that indicator 3 "Through physical activity, I kept good relationships with my peers" (M = 3.57, SD = 0.51) with verbal interpretation of strongly agree (highly described). This indicator got the highest mean among the five indicators of social persuasion. Indicator 3 was followed by indicator 4 "Through physical activity, I developed my playing styles in sports" (M = 3.49, SD = 0.54), indicator 5 "Through physical activity, I appreciated the basic fundamentals in physical activities such as sports and dances" (M = 3.49, SD = ,0.53), indicator 2 "Through physical activity, I improved my dancing abilities" (M = 3.48, SD = 0.55), and indicator 1 "Through physical activity, I obeyed the advice of my teammates" (M = 3.43, SD = 0.59). Students develop their self-efficacy in terms of social persuasion had an overall mean of 3.49(SD = 0.54) with verbal interpretation of agree (described).

The findings above indicate that when a student is told that they have what it takes to succeed, they are more likely to achieve success (Moore, 2016). It will be more beneficial for students if they hear from a colleagues or peers that they are capable of achieving their goals. Receiving vocal support from others helps students overcome self-doubt and instead concentrate on delivering the work at hand their best effort. How students feel about their capacity to meet the task is influenced by what other

people say about their performance or ability to perform. The findings imply that having a high self-efficacy is a good thing. It encourages students to become more invested in the activities they take part in. Students become more firmly committed to their hobbies and activities, quickly bounce back from failures and disappointments and students consider difficult issues as tasks to be accomplished.

Based on the study of Zimmerman et al. (2018), Self-efficacy gives inspiration to improve learning techniques, learning accomplishment results, and critical thinking. Self-efficacy refers to a person's faith in their capacity to effectively finish allotted assignments in explicit circumstances cited by Hayes et al. (2020).

Table 8. Students Described Self-Efficacy in terms of Social Persuasion

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. obeyed the advice of my teammates	3.43	0.59	Agree
2. improved my dancing abilities.	3.48	0.55	Agree
3. kept good relationship with my peers	3.57	0.51	Strongly Agree
4. developed my playing styles in sports.	3.49	0.54	Agree
5. appreciated the basic fundamentals in physical activities such as sports and dances.	3.49	0.53	Agree
Overall Mean	**3.49**	**0.54**	**Agree**

Legend: 3.50-4.00 = Strongly Agree (Highly Described); 2.50-3.49 = Agree (Described);1.50-2.49 = Disagree (Moderately Described); 1.00-1.49 = Strongly Disagree (Not Described).

Psychological Responses

Table 9 reveals on how the students develop their self-efficacy in terms of psychological responses. As shown in the table, indicator 5 "Through physical activity, I always do my best" (M = 3.63, SD = 0.50) and indicator 4 "Through physical activity, I become determined to pursue my goals" (M = 3.54, SD = 0.54) had a verbal interpretation of strongly agree (highly described). Followed by the indicator 1 "Through physical activity, I learned how to manage my skills in various situations" (M = 3.48, SD = 0.53), indicator 3 "Through physical activity, I felt guided to becoming a strong individual" (M = 3.44, SD = 0.55) and indicator 2 "Through physical activity, I confidently performed different task" (M = 3.42, SD = 0.58) had the verbal interpretations of agree (described). Students develop their self-efficacy in terms of psychological responses had an overall mean of 3.51(SD = 0.54) with verbal interpretation of strongly agree (highly described).

The findings above indicate that students approach a difficulty may be influenced by their attitude and perspective.

Thus, a good outlook may increase student's self-efficacy, whilst a negative outlook may decrease it. According to the study of Sandra K. et al. (2012) the kind and degree of beliefs that influence performance must be understood in order to assess self-efficacy. It has been developed to measure general self-efficacy as well as the sources and processes of self-efficacy using both quantitative and qualitative methods. To determine if `self-efficacy mediates, moderates, or otherwise influences a behavioral performance, self-efficacy is best evaluated while taking contextual elements into account.

Table 9. Students Described Self-Efficacy in terms of: Psychological Responses

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. learned how to manage my skills in various situations.	3.48	0.53	Agree

Indicators	Mean	Std. Deviation	Verbal Interpretation
2. confidently performed different related task.	3.42	0.58	Agree
3. felt guided to becoming a strong individual.	3.44	0.55	Agree
4. become determined to pursue my goals.	3.54	0.54	Strongly Agree
5. Always do my best.	3.63	0.50	Strongly Agree
Overall Mean	**3.51**	**0.54**	**Strongly Agree**

Legend: 3.50-4.00 = Strongly Agree (Highly Described); 2.50-3.49 = Agree (Described);1.50-2.49 = Disagree (Moderately Described); 1.00-1.49 = Strongly Disagree (Not Described).

Table 10 illustrate the summary of described self -efficacy of the students. It presented that indicator 4 "Psychological Responses" (M = 3.51, SD = 0.54) had a verbal interpretation of highly described and got a highest mean among the four indicators. It was followed by indicator 3 "Social Persuasion" (M = 3.49, SD = 0.54); indicator 1 "Mastery Experiences" (M = 3.44, SD = 0.59) has a verbal interpretation of described. Among the four indicators in experiential learning, indicator 2 "Social Modeling" (M = 3.39, SD = 0.61) had a lowest mean but still has a verbal interpretation of described.

Table 10: Summary Table on Students Described their Self-Efficacy

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Mastery Experiences	3.44	0.59	Described
2. Social Modeling	3.39	0.61	Described
3. Social Persuasion	3.49	0.54	Described
4. Psychological Responses	3.51	0.54	Highly Described
Overall	**3.46**	**0.57**	**Described**

Legend: 3.50-4.00 = (Highly Described); 2.50-3.49 = (Described);1.50-2.49 = (Moderately Described); 1.00-1.49 = (Not Described).

Correlation between experiential learning and self-efficacy

This table demonstrates the relationship between experiential learning and self-efficacy of the senior high school students at San Isidro National High School in Physical Education. The data were presented in tabular form with components of experiential learning, students' self-efficacy and r-value.

Table 11 presents the correlation between experiential learning activities and self-efficacy of the senior high school students at San Isidro National High School in Physical Education. A correlational analysis was used to determine the relationship of the variables under experiential learning and self-efficacy. The r was presented and compared the correlation at 0.01 level of significance (two-tailed). As shown in the table, concrete experience had a significant ($p<0.01$) and moderately positively correlated to self-efficacy in terms of mastery experiences ($r = 0.692$, $n = 350$), while experiential learning activities in terms of concrete experiences had a significant ($p<0.01$) and strongly positively correlated to social modeling ($r = 0.720$), social persuasion ($r=0.712$ $n = 350$), and psychological response ($r=0.70$, $n = 350$). This implies that when students engage in task have a chance to enhance and improved their self-efficacy. From the findings, it indicates that as the students more engage in concrete experiences, the higher self-efficacy can be built in students, otherwise, as the little engagement in concrete experiences, the lower self-efficacy that students might feel. This also implies that students with a direct, personal touch with the task, the more confident the students might be shown. In addition, the concrete experience of the students helps in enhancing their confidence of the students to do better and perform better in Physical Education subject. According to Fauville et al. (2021), associating specific

choices made by individuals' performance by linking decisions, actions, and results accomplishment. With regards to experiential learning activities in terms of reflective observation, it had a significant ($p<0.01$) and strongly positively correlated to self-efficacy in terms of mastery experiences ($r = 0.710$, $n = 350$), social modeling ($r = 0.781$, $n = 350$), social persuasion ($r = 0.752$, $n = 350$), and psychological responses ($r = 0.770$, $n = 350$). This indicates that as the learners ask questions and discuss their experience with their peers, colleagues or teachers, it allows the students to identify any discrepancies between their understanding and the experiences they have encountered. If these discrepancies were understood by the students, it helps them to build trust in their selves that they can do better the next time they will do a performance. A failure from the previous performance of the students might help the students' self-efficacy to be boosted and perform well in the next performance. It further indicates that the more the students do a reflection on their achievements, failures, or performance, the higher self-efficacy might be built in their personalities. There's a significant ($p<0.01$) and strongly positive correlation between experiential learning activities in terms of abstract conceptualization and self-efficacy in terms of mastery experience ($r = 0.746$, n – 350), social modeling ($r = 0.740$, $n = 350$), social persuasion ($r = 0.768$, $n = 350$), and psychological responses ($r = 0.744$, $n = 350$). This indicates that encouragement and support from the peers or colleagues that surround the students is a big help in developing the self-efficacy of the students.

If the students received words of encouragement, the beliefs on his or her skills and talents were enhanced and the capabilities of the students to perform better were revealed. In addition, the more the students collaborate, communicate, and cooperate with their colleagues and peers, the higher self-efficacy they might possess and feel. Having an abstract conceptualization as students' experiential learning activities helps the students to develop their self-efficacy.

In experiential learning in terms of active experimentation, it had a significant ($p<0.01$) and strongly positive correlation to the self-efficacy of the Senior High School students at San Isidro National High School in Physical Education in terms of mastery experience ($r=0.760$, $n = 350$), social modeling ($r= 0.808$, $n = 350$), social persuasion ($r = 0.785$, $n = 350$), and psychological responses ($r = 0.770$, $n = 350$). It indicates that as the students apply their theoretical knowledge to real-life context, thy more confidence and self-efficacy they might show. If the students have a high efficacy in doing real-life performances or tasks, it means they were applying the knowledge learned from the context. Application of students' knowledge or incorporating techniques learned from others helps in increasing the self-efficacy of the students to perform better in the given tasks.

According to Gendron et al. (2013), Experiential learning has been shown to improve clinical reasoning, critical thinking, problem-solving, and personal and professional attributes and skills in PT students. Increasing PT students' self-efficacy has the potential to favorably affect their learning and performance. The interaction of self-efficacy beliefs with other mental processes and activities should be a significant consideration.

Table 11. Correlation between Experiential Learning Activities and Self-Efficacy of the Senior High School Students in Physical Education

Experiential Learning	**Self-Efficacy**			
	Mastery Experiences	Social Modeling	Social Persuasion	Psychological Responses
	r-value	r-value	r-value	r-value
Concrete Experience	0.692**	0.720**	0.712**	0.706**
Reflective Observation	0.710**	0.781**	0.752**	0.770**
Abstract Conceptualization	0.746**	0.740**	0.768**	0.744**
Active Experimentation	0.760**	0.808**	0.785**	0.770**

Conclusion

There is a significant relationship between experiential learning activities and students' self-efficacy in senior high school students in physical education. It was concluded that as students engage more in experiential learning, the higher the chance of the development of students' self-efficacy. Otherwise, the lesser engagement in experiential learning activities, the lower chance of developing the students' self-efficacy. Thus, the null hypothesis was rejected.

Recommendations

With significant and strong positive correlation between experiential learning activities and students' self-efficacy in senior high school students in physical education. The school heads are suggested to support and conduct a program that involves experiential activities for the students in developing their self-efficacy especially in physical education events. The teachers are also recommended to motivate their students in involving experiential activities for them to mold and develop their self-efficacy in engaging physical activities. The officials of DepEd Quezon, District office, as well as the respective schools in General Luna are suggested to conduct training program that align in experiential learning activities in developing students and athletes' self-efficacy to have a productive and better output in physical education competitions.

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