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The Influence of Students' Attributes, Social-Emotional Growth, and Affective Learning in Physical Education

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***Abstract* —** *This study explored the attributes of PE students and how these influence their social-emotional growth and affective learning. It examined learners' attributes in terms of ability to learn, conscientiousness, interpersonal skills, adaptability, and integrity. It also assessed social-emotional growth through self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, as well as affective learning through receiving, responding, valuing, organization, characterization, and written outputs using rubrics. Additionally, the study investigated the significant relationships between students' attributes and both social-emotional growth and affective learning.*

A quantitative research design was used, with a researcher-made questionnaire as the main data-gathering instrument. Each item included five response options with corresponding scores.

Findings revealed that the null hypotheses stating no significant relationships were rejected. Results showed that attributes such as interpersonal skills, adaptability, and integrity were significantly associated with aspects of social-emotional development. This suggests that students who demonstrate strong social skills, flexibility, and ethical behavior tend to exhibit higher social-emotional competence.

Similarly, the relationship between students' attributes and affective learning was found to be significant. Learners' cognitive, behavioral, and interpersonal traits contributed to their engagement, appreciation, and responsible behavior in PE. These findings highlight the importance of developing both personal and social attributes to enhance learning outcomes. Based on the results, it is recommended that students actively participate in physical activities to support both academic and personal growth. Teachers should incorporate strategies that strengthen interpersonal and social-emotional skills. School leaders are encouraged to implement programs that promote holistic development, while parents should support positive behaviors at home. Future researchers may further explore these relationships to deepen understanding in this area.

Keywords: students' attributes, social-emotional growth, affective learning, interpersonal skills, adaptability, integrity

I. INTRODUCTION

Physical Education, as an integral component of Music, Arts, Physical Education, and Health (MAPEH) curriculum, plays a vital role in the holistic development of learners. Beyond technical skills and theoretical knowledge, Physical Education nurtures creativity, self-expression, emotional awareness, and cultural appreciation. However, students' engagement and achievement in Physical Education are not determined by cognitive abilities alone, these are also influenced by personal attributes, social-emotional growth, and affective learning experiences.

Ilari and Cho (2023) emphasize that learners with positive dispositions are more likely to participate actively, practice consistently, and build a deeper connection with Physical Education. Similarly, Shivam (2025) highlights that cultivating positive qualities and striving for quality education, rather than merely aiming for grades, fosters holistic development that benefits students both academically and personally. These underscore the importance of nurturing students' attributes as a foundation for meaningful Physical Education learning.

Equally vital is the role of social-emotional development, which encompasses skills in self-awareness, self-regulation, empathy, and interpersonal relationships. These competencies allow students to express themselves more meaningfully in Physical Education, collaborate with peers, and develop resilience in facing challenges. (Varner, 2022)

In addition, specific attributes such as personality traits, interests, attitudes, and learning styles shape how students engage with Physical Education. Affective learning, which centers on values, attitudes, and emotional involvement, further enriches the learning process. It enables students to view Physical Education not only as an academic subject but also as a pathway for self-growth and social connection. By encouraging motivation, enthusiasm, and a sense of belonging, affective learning strengthens students' ability to engage deeply and meaningfully in Physical Education.

Given these perspectives, it becomes essential to examine how students' attributes, social-emotional development and affective learning intersect and influence one another within the context of Physical Education. A clearer understanding of these interrelated factors can provide educators, curriculum developers, and school leaders with valuable insights for creating instructional strategies that support both academic achievement and holistic development among PE students.

II. METHODOLOGY

This study employed a quantitative research design to examine the attributes of MAPEH students and how this influence on their social-emotional growth and affective learning in Physical Education.

According to Sreekumar (2023) quantitative research methods are used to observe events that affect a particular

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group of individuals, which is the sample population. In this type of research, diverse numerical data are collected through various methods and then statistically analyzed to aggregate the data, compare them, or show relationships among the data. Quantitative research methods broadly include questionnaires, structured observations, and experiments.

Moreover, it utilized the descriptive approach which McCombes (2023) stated that it can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher did not control or manipulate any of the variables, but only observed and measured them.

III. Result and Discussion

Table I. Level of Attributes of High School learners in terms of Ability to Learn

Statements	Mean	SD	Remarks
Demonstrate the ability to understand new Physical Education concepts quickly.	4.26	0.56	Strongly Agree
Apply previously learned lessons when performing or creating Physical Education.	4.27	0.57	Strongly Agree
Organize ideas effectively when studying Physical Education.	4.29	0.47	Strongly Agree
Solve problems or challenges in Physical Education activities with creativity.	4.35	0.49	Strongly Agree
Interpret instructions and directions in Physical Education tasks accurately.	4.34	0.49	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.30 0.52 Very High		

Table 1 shows the level of attributes of high school learners in terms of ability to learn. Respondents strongly agree that they can solve problems or challenges in Physical Education activities with creativity, interpret instructions and directions in Physical Education tasks accurately, organize ideas effectively when studying Physical Education, apply previously learned lessons, and understand new Physical Education concepts quickly.

The level of attributes in terms of ability to learn attained a weighted mean of 4.30 with a standard deviation of 0.52, verbally interpreted as Very High. This indicates that learners demonstrate strong cognitive abilities in understanding, applying, and organizing Physical Educational knowledge and skills. This further implies that students are capable of adapting to new learning situations, thinking critically, and performing tasks effectively in Physical Education-related activities.

In summary, the findings suggest that the ability to learn is a highly developed attribute among high school learners. Through comprehension, application, organization, and creativity, students are able to engage successfully in Physical Education learning tasks and demonstrate a high level of academic readiness in the subject area.

Understanding how students learn can help teachers create better environments to learn. Individual learning styles play a key role in student effectiveness can understand new information. Some students learn better through visual aid, while others may prefer practical activities or listen. According to Al Husaini and Shukor (2022), recognizing these different learning styles is crucial to improving student performance as teachers adapt their teaching methods to meet the needs of their students.

The findings can be explained using Constructivist Learning Theory, which says that students learn better by connecting new ideas to what they already know (Jean Piaget; Lev Vygotsky). This is seen in how students apply past lessons, organize their thoughts, and quickly understand new concepts in Physical Education. The results also support Experiential Learning Theory by David Kolb, as students learn through active participation, problem-solving, and creativity during activities. Overall, this shows that students are not only capable of understanding lessons but are also flexible and effective learners, especially in hands-on learning situations.

Table II. Level of Attributes of High School Learners in terms of Conscientiousness

Statements	Mean	SD	Remarks
Follow classroom rules and guidelines consistently.	4.38	0.57	Strongly Agree
Organize learning materials needed for Physical Education activities.	4.19	0.53	Agree
Prepare in advance for Physical Education classes and performances.	4.25	0.56	Strongly Agree
Take responsibility for mistakes and correct them.	4.42	0.51	Strongly Agree
Show dedication when practicing or studying Physical Education lessons.	4.38	0.57	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.33 0.56 Very High		

Table 2 shows the level of attributes of high school learners in terms of conscientiousness. Respondents strongly agree that they take responsibility for their mistakes and correct them, follow classroom rules and guidelines consistently, and show dedication when practicing or studying Physical Education lessons. They also strongly agree that they prepare in advance for Physical Education classes and performances, while they agree that they organize learning materials needed for Physical Education activities.

The level of attributes in terms of conscientiousness attained a weighted mean of 4.33 with a standard deviation of 0.56, verbally interpreted as Very High. This indicates that learners demonstrate strong responsibility, discipline, and commitment in their Physical Education learning tasks. This further implies that students are organized, accountable, and dedicated to improving their performance and learning outcomes.

In summary, the findings suggest that conscientiousness is a highly developed attribute among high school learners. Through responsibility, preparation, and dedication, students are able to manage their tasks effectively and achieve better learning performance.

Consciousness is a crucial personality trait that significantly influences students, academic performance, personal development and long-term success. This feature is

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characterized by being organized, responsible and working (Dumfart and Neubauer, 2016). Moreover, awareness contributes to personal development. Students who are conscious usually set goals and work diligently toward them. This feature promotes resilience and helps them overcome the challenges. As stated by Kerthochian (2018), consciousness is essential for success in academic performance, especially among college students.

The findings can be explained using the Big Five Personality Theory by Paul Costa and Robert McCrae, which highlights conscientiousness as a trait related to being responsible, organized, and goal-oriented. The students' high level of conscientiousness—shown through their discipline, preparation, and accountability—clearly reflects this idea. The results also connect with Self-Regulated Learning Theory by Barry Zimmerman, as students show that they can plan, manage, and take control of their own learning. Overall, this suggests that students who are more conscientious are more likely to do well in school and handle their tasks effectively.

Table III. Level of Attributes of High School Learners in terms of Interpersonal skills

Statements	Mean	SD	Remarks
Communicate ideas clearly during Physical Education activities.	4.26	0.64	Strongly Agree
Listen attentively when classmates or teachers are speaking.	4.34	0.54	Strongly Agree
Show respect for others' opinions during discussions.	4.26	0.50	Strongly Agree
Cooperate with peers in group performances or tasks.	4.34	0.55	Strongly Agree
Share knowledge and resources with classmates when needed.	4.38	0.51	Strongly Agree
Weighted Mean			

Table 3 shows the level of attributes of high school learners in terms of interpersonal skills. Respondents strongly agree that they share knowledge and resources with classmates, listen attentively when others are speaking, cooperate with peers in group performances or tasks, and communicate ideas clearly during Physical Education activities. They also strongly agree that they show respect for others' opinions during discussions.

The level of attributes in terms of interpersonal skills attained a weighted mean of 4.32 with a standard deviation of 0.55, verbally interpreted as Very High. This indicates that learners possess strong communication and collaboration skills in Physical Education-related activities. This further implies that students are able to build positive relationships, work effectively in groups, and engage in meaningful interactions with peers and teachers.

In summary, the findings suggest that interpersonal skills are highly evident among high school learners. Through cooperation, respect, and effective communication, students are able to enhance their learning experiences and contribute positively to group tasks.

Interpersonal skills are not only essential for academic environments; they are also vital in everyday life. Sharma, Goswami and Gupta (2016) point out that social skills have a significant impact on the general development of students, influencing their ability to train friendships and work cooperatively. These skills help students build relationships that can provide support and encouragement during their academic journey. To develop interpersonal skills, students can practice participating in group projects, join clubs or engage in activities where teamwork is important. Communication seminars and peer tutoring programs are also useful (Khan et al., 2017).

The findings can be explained using Social Learning Theory by Albert Bandura, which shows that students learn through interacting, observing, and working with others. This is seen in how they communicate clearly, cooperate in group tasks, and respect their classmates. The results also connect with Sociocultural Theory by Lev Vygotsky, which highlights how social interaction helps students develop knowledge and skills. Overall, this means that strong interpersonal skills allow students to build good relationships, work well with others, and improve their learning experience.

Table IV. Level of Attributes of High School Learners in terms of Adaptability

Statements	Mean	SD	Remarks
Adjust to changes in Physical Education class schedules or activities.	4.34	0.61	Strongly Agree
Accept new teaching methods in learning Physical Education.	4.10	0.60	Agree
Modify learning strategies when tasks become difficult.	4.14	0.61	Agree
Respond positively to unexpected challenges in Physical Education class.	4.13	0.61	Agree
Adapt to working with different classmates in group tasks.	4.30	0.51	Strongly Agree
Weighted Mean	4.20		
SD	0.60		
Verbal Interpretation	High		

Table 4 shows the level of attributes of high school learners in terms of adaptability. Respondents strongly agree that they adjust to changes in Physical Education class schedules or activities and adapt to working with different classmates in group tasks. They also agree that they accept new teaching methods, modify learning strategies when tasks become difficult, and respond positively to unexpected challenges in Physical Education class.

The level of attributes in terms of adaptability attained a weighted mean of 4.20 with a standard deviation of 0.60, verbally interpreted as High. This indicates that learners are generally flexible and capable of adjusting to different learning situations. This further implies that students are open to change and able to cope with challenges, although there is still room for improvement in fully adapting to new methods and difficulties.

In summary, the findings suggest that adaptability is a well-developed attribute among high school learners. Through flexibility and openness, students are able to adjust to varying demands and learning environments in Physical Education.

Adaptability is a key feature for students while navigating several academic and personal challenges. When students are adaptable, they can adapt to new situations and learn effectively, which leads to greater success in their studies.

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This is particularly important in various learning environments where teaching methods and expectations can vary widely. For example, first-year students often face difficulties adapting to university life. According to Orlov et al. (2018), Understanding these adaptation challenges can help promote personal development and academic success.

The findings can be explained through the idea of cognitive adaptation by Jean Piaget, which suggests that students adjust to new situations by changing how they think and use what they already know. This can be seen in how students adapt to changes, accept new teaching methods, and deal with challenges in class. The results also connect with Experiential Learning Theory by David Kolb, where learning happens through experience and by trying different approaches. Overall, this shows that students who are adaptable tend to be more flexible, open to change, and better at handling different learning situations.

Table V. Level of Attributes of High School Learners in terms of Integrity

Statements	Mean	SD	Remarks
Treat classmates and teachers with fairness.	3.82	0.72	Strongly Agree
Respect classroom rules even without supervision.	3.61	0.63	Strongly Agree
Avoid taking credit for work that is not owned.	3.91	0.54	Strongly Agree
Keep promises made to teachers or peers.	3.92	0.37	Strongly Agree
Follow ethical practices in group work and performances.	3.80	0.40	Strongly Agree
Weighted Mean SD Verbal Interpretation	3.81 0.63 High		

Table 5 shows the level of attributes of high school learners in terms of integrity. Respondents agree that they keep promises made to teachers or peers, avoid taking credit for work that is not their own, treat classmates and teachers with fairness, follow ethical practices in group work and performances, and respect classroom rules even without supervision.

The level of attributes in terms of integrity attained a weighted mean of 3.81 with a standard deviation of 0.63, verbally interpreted as High. This indicates that learners generally practice honesty, fairness, and ethical behavior in their academic activities. This further implies that while integrity is evident among students, it is less strongly manifested compared to other attributes, suggesting a need for further reinforcement of ethical values.

In summary, the findings suggest that integrity is present among high school learners but may still be strengthened. Promoting honesty, accountability, and ethical practices can further enhance students' character and responsible behavior in Physical Education learning.

Ossai et al. (2023) stated that secondary students who maintained academic integrity during the examinations outperform those who did not do so. This shows that honesty in academics leads to a more solid foundation of knowledge and skills, which is crucial for future challenges. In addition, integrity plays an essential role in personal growth. When students act with integrity, they develop a strong feeling of self -esteem and confidence. This growth is important because it helps students meet the challenges of life with resilience. As indicated by Ayoub and Al-Salim (2021), online university students who have engaged in academic integrity reported higher levels of satisfaction and quality in their learning experiences.

The findings can be explained using Moral Development Theory by Lawrence Kohlberg, which describes how people learn what is right and wrong as they grow and go through different stages of moral thinking. The students' honesty, fairness, and respect for others show how their sense of values is developing. The results also relate to Social Learning Theory by Albert Bandura, which suggests that people learn ethical behavior by observing others and interacting within their environment. Overall, this means that integrity is something that develops over time and can be further strengthened through guidance, experience, and a supportive learning environment.

Table VI. Level of Social-Emotional Growth in terms of Self- awareness

Statements	Mean	SD	Remarks
Recognize personal strengths in Physical Education learning.	4.27	0.37	Strongly Agree
Identify areas that need improvement in performance.	4.27	0.62	Strongly Agree
Express feelings appropriately during Physical Education activities.	4.14	0.44	Strongly Agree
Acknowledge emotions that affect learning in class.	4.27	0.46	Strongly Agree
Reflect on personal experiences to guide future actions.	4.35	0.58	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.26 0.51 Very High		

Table 6 shows the level of social-emotional growth of high school learners in terms of self-awareness. Respondents strongly agree that they reflect on personal experiences to guide future actions, recognize their strengths in Physical Education learning, identify areas that need improvement, and acknowledge emotions that affect their learning. They also agree that they express their feelings appropriately during Physical Education activities.

The level of social-emotional growth in terms of self-awareness attained a weighted mean of 4.26 with a standard deviation of 0.51, verbally interpreted as Very High. This indicates that learners have a strong understanding of their emotions, strengths, and areas for improvement. This further implies that students are capable of self-reflection and emotional awareness, which supports their personal and academic growth.

In summary, the findings suggest that self-awareness is highly developed among high school learners. Through reflection and recognition of emotions, students are able to guide their behavior and improve their learning experiences.

The interaction between the ability to learn and self -awareness is a fundamental area of exploration among high school students, since it significantly affects their personal and academic development. Learning covers not only the

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acquisition of knowledge but also the understanding of oneself and the cognitive processes of one. Thaintherasombat and Chookampaeng (2022) found that the development of self -awareness skills in high school students can be facilitated through social and emotional learning initiatives (SEL). These initiatives help students recognize their emotions and learning preferences, promoting resilience and personal growth.

The findings can be explained using the Social and Emotional Learning (SEL) framework, which focuses on helping students become more aware of their emotions, manage them well, and make responsible choices. The students' ability to reflect on their experiences, recognize their strengths and weaknesses, and understand how their emotions affect their learning fits well with this framework. The results also relate to Self-Regulated Learning Theory by Barry Zimmerman, since the students show that they can think about their own performance and make adjustments to improve. Overall, these ideas highlight how self-awareness helps students manage their behavior, improve how they learn, and support both their academic and personal growth.

Table VII. Level of Social-Emotional Growth in terms of Self- Management

Statements	Mean	SD	Remarks
Control emotions during challenging Physical Education tasks.	4.19	0.63	Agree
Stay calm when mistakes occur in class or performance.	4.07	0.62	Agree
Manage stress effectively before and during activities.	4.16	0.65	Agree
Maintain focus despite distractions in the classroom.	4.35	0.56	Strongly Agree
Set goals and work consistently to achieve them.	4.33	0.57	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.22 0.61 Very High		

Table 7 shows the level of social-emotional development in terms of self-management. Respondents strongly agree that they maintain focus despite distractions and set goals and work consistently to achieve them. They also agree that they control emotions during challenging tasks, manage stress effectively, and stay calm when mistakes occur.

The level of social-emotional development in terms of self-management attained a weighted mean of 4.22 with a standard deviation of 0.61, verbally interpreted as Very High. This indicates that learners are capable of regulating their emotions and behaviors in various situations. This further implies that students demonstrate discipline, focus, and goal-oriented behavior in their Physical Education learning.

In summary, the findings suggest that self-management is a highly evident skill among high school learners. Through emotional control and goal setting, students are able to manage challenges and remain focused on their tasks.

The relationship between student learning skills and their self -management skills is a critical research area, mainly due to its implications for motivation, time management and academic performance in various educational environments. Self -management skills cover a series of skills that directly influence learning results. According to the study by Stan (2021), there is a positive correlation between effective self -management and enhanced students, suggesting that students with well -developed self -management skills are more likely to demonstrate greater academic performance. This discovery highlights the need to promote these skills to improve general educational results.

The findings can be explained using the Social and Emotional Learning (SEL) framework, which focuses on helping students develop self-management skills like controlling their emotions, setting goals, and staying focused on tasks. This is reflected in how students manage to stay on track despite distractions, regulate their emotions, and work consistently toward their goals. The results also relate to Self-Regulated Learning Theory by Barry Zimmerman, since the students show that they can plan their learning, monitor their progress, and adjust their behavior when needed. Overall, this suggests that strong self-management skills play a big role in helping students perform better and succeed in their learning tasks.

Table VIII. Level of Social-Emotional Growth in terms of Social Awareness

Statement As a student, I can…	Mean	SD	Remarks
… handle stress from training and competitions in a positive way.	4.63	0.66	Strongly Agree
… manage emotions effectively during challenging situations.	4.62	0.62	Strongly Agree
… adapt to unexpected changes or setbacks in performance.	4.51	0.75	Strongly Agree
… use healthy strategies to overcome difficulties in sports and academics.	4.69	0.62	Strongly Agree
…balance academic responsibilities with athletic commitments.	4.61	0.62	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.14 0.61 High		

Table 8 shows the level of social-emotional development in terms of social awareness. Respondents strongly agree that they show empathy when peers experience difficulties. They also agree that they recognize classmates' feelings, respect cultural differences expressed through Physical Education, value others' contributions, and understand the needs of group members.

The level of social-emotional growth in terms of social awareness attained a weighted mean of 4.14 with a standard deviation of 0.61, verbally interpreted as High. This indicates that learners are generally aware of others' emotions and perspectives. This further implies that students demonstrate empathy and respect, although there is still room to further strengthen their sensitivity toward others.

In summary, the findings suggest that social awareness is well-developed among high school learners. Through empathy and understanding, students are able to build positive and respectful interactions in Physical Education activities.

Dar (2016) conducted a case study which illustrated how primary students develop empathetic and pro-social trends through constructive educational experiences. These results underlined the potential of educational contexts to shape social

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conscience thanks to cognitive engagement. Research indicated that tailor-made educational approaches can improve pro-social behavior and empathetic reasoning in students, which suggests that effective learning environments can cultivate social conscience.

The findings can be explained using the Social and Emotional Learning (SEL) framework, which focuses on developing social awareness such as empathy, respect for diversity, and understanding other people's perspectives. This is reflected in how students recognize their classmates' feelings, show empathy, and value the contributions of others in group activities. The results also relate to Social Development Theory by Lev Vygotsky, which emphasizes that social interaction plays an important role in shaping how individuals understand and relate to others. Overall, this suggests that a supportive and interactive learning environment can help students become more empathetic and build better relationships with those around them.

Table IX. Level of Social-Emotional growth in terms of Relationship Skills

Statements	Mean	SD	Remarks
Build positive relationships with classmates and teachers.	4.11	0.67	Agree
Cooperate with peers to achieve common goals.	4.13	0.69	Agree
Offer help to classmates who need assistance.	4.22	0.56	Strongly Agree
Encourage teamwork during performances or tasks.	4.22	0.70	Strongly Agree
Maintain friendships by showing care and understanding.	4.24	0.63	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.18 0.65 High		

Table 9 shows the level of social-emotional development in terms of relationship skills. Respondents strongly agree that they maintain friendships by showing care and understanding, offer help to classmates, and encourage teamwork during performances or tasks. They also agree that they build positive relationships with classmates and teachers and cooperate with peers to achieve common goals.

The level of social-emotional growth in terms of relationship skills attained a weighted mean of 4.18 with a standard deviation of 0.65, verbally interpreted as High. This indicates that learners are capable of forming and maintaining positive relationships. This further implies that students are cooperative, supportive, and able to work effectively with others

In summary, the findings suggest that relationship skills are evident among high school learners. Through cooperation, support, and understanding, students are able to strengthen their social connections and enhance group performance.

Research has shown that students with improved learning ability tend to exhibit better interpersonal skills, such as effective communication and empathic commitment (Moradi, Faghiharam and Ghasempour, 2018). Also, it was discovered that learning ability acts as a crucial mediator, reinforcing the connections between collaboration activities and the development of interpersonal skills. This indicates that promoting learning ability can be key to improving the way students with different learning skills interact within a group environment.

The findings can be explained using the Social and Emotional Learning (SEL) framework, which emphasizes the development of relationship skills such as cooperation, empathy, and building positive connections with others. This is reflected in how students maintain friendships, support their classmates, and work well in group tasks. The results also relate to Social Interdependence Theory by David Johnson and Roger Johnson, which highlights that cooperation and positive relationships are important in achieving shared goals. Overall, these theories suggest that strong relationship skills help students collaborate more effectively and improve both their social and academic experiences.

Table X. Level of Social-Emotional Growth in terms of Responsible Decision Making

Statements	Mean	SD	Remarks
Consider possible consequences before making choices.	4.26	0.72	Strongly Agree
Evaluate options carefully when solving problems in class.	4.27	0.59	Strongly Agree
Choose actions that promote fairness and respect.	4.29	0.66	Strongly Agree
Apply critical thinking when faced with challenges.	4.22	0.56	Strongly Agree
Balance personal needs with group goals in class tasks.	4.33	0.47	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.28 0.50 Very High		

Table 10 shows the level of social-emotional growth in terms of responsible decision-making. Respondents strongly agree that they choose actions that promote fairness and respect, balance personal needs with group goals, evaluate options carefully, consider possible consequences, and apply critical thinking when faced with challenges.

The level of social-emotional growth in terms of responsible decision-making attained a weighted mean of 4.28 with a standard deviation of 0.50, verbally interpreted as Very High. This indicates that learners demonstrate strong judgment and accountability in their actions. This further implies that students are capable of making sound decisions that benefit both themselves and others.

In summary, the findings suggest that responsible decision-making is highly developed among high school learners. Through critical thinking, fairness, and accountability, students are able to make appropriate choices in various learning situations.

Student learning skills significantly influence their decision -making processes, shaped by a combination of cognitive skills, emotional intelligence and environmental factors. The ability to process information and applying knowledge is rooted in cognitive skills, which directly affect the quality of decisions made by students. Asha and Al Hawi (2016) exploited the impact of cooperative learning, indicating that students involving collaboratively demonstrate improved decision-making skills and better academic performance. This suggests that cognitive development, facilitated by social

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interactions, plays a crucial role in the way students sail choices and problem solving.

The findings can be explained using the Social and Emotional Learning (SEL) framework, which focuses on responsible decision-making through critical thinking, considering consequences, and taking into account fairness and the well-being of others. This is reflected in how students carefully evaluate options, balance their personal needs with group goals, and apply critical thinking when making choices. The results also relate to Cognitive Development Theory by Jean Piaget, as students show logical reasoning and the ability to process information when making decisions. In addition, Social Learning Theory by Albert Bandura supports the findings, since cooperative learning experiences help improve students' decision-making skills. Overall, these theories suggest that responsible decision-making develops through both thinking skills and social interaction.

Table XI. Level of Affective Learning in terms of Written output

Written Exam	Frequency	Percentage	Remarks
90 – 100	47	30.72%	Outstanding
85 – 89	38	24.84%	Very Satisfactory
80 – 84	37	24.18%	Satisfactory
75 – 79	25	16.34%	Fairly Satisfactory
Below 75	6	3.92%	Did Not Meet Expectations
Total	153	100%	
Weighted Mean SD Verbal Interpretation			86.55 7.66 High

Table 11 shows the level of affective learning of high school learners in terms of written output. The majority of respondents fall under the Outstanding category (30.72%), followed by Very Satisfactory (24.84%) and Satisfactory (24.18%). A smaller percentage obtained Fairly Satisfactory (16.34%), while only a few did not meet expectations (3.92%).

The level of affective learning in terms of written output attained a weighted mean of 86.55 with a standard deviation of 7.66, verbally interpreted as High. This indicates that learners generally perform well in written assessments related to Physical Education. This further implies that students are able to express their understanding and appreciation of Physical Education concepts through written tasks.

In summary, the findings suggest that learners demonstrate a high level of affective learning in written output. Most students achieve satisfactory to outstanding performance, reflecting their ability to internalize and express learning effectively.

Student learning skills play a critical role in the formation of their emotional engagement and affective results during written tasks. Recent research highlights the intricate relationship between cognitive and affective factors in educational contexts. Zabihi (2018) emphasized that students' affective responses significantly affect their performance in writing, suggesting that emotional involvement can improve or hinder the overall quality of written tasks. This statement aligns with the discoveries of Gaffney and Kercsmar (2016), which proposed that a situated learning perspective - where students engage in technology in writing and speaking courses - can positively influence emotional involvement and, consequently, lead to better writing results.

The findings can be explained through the Affective Domain of Learning in Bloom's Taxonomy, which focuses on how emotions, attitudes, and values influence the learning process. This is reflected in how students express their understanding and appreciation of Physical Education concepts through written work, showing that they have internalized and given value to what they have learned. The results also connect with Constructivist Learning Theory by Jean Piaget, as students demonstrate understanding by organizing their thoughts and expressing them through writing. In addition, Situated Learning Theory by Jean Lave and Etienne Wenger supports the idea that meaningful learning experiences can strengthen emotional engagement and improve performance. Overall, these theories suggest that affective learning plays an important role in how students understand and express their knowledge in written tasks.

Table XII. Level of Affective Learning in terms of Receiving

Statements	Mean	SD	Remarks
Pay attention when the Physical Education teacher explains new lessons or concepts.	4.02	0.69	Strongly Agree
Listen willingly to different kinds of Physical Education during MAPEH class.	4.05	0.49	Strongly Agree
Show interest when Physical Education activities are introduced in class.	4.37	0.61	Strongly Agree
Listen carefully to Physical Educational instructions before starting an activity.	4.24	0.52	Strongly Agree
Accept learning songs or Physical Educational pieces that are unfamiliar.	4.12	0.51	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.16 0.66 High		

Table 12 shows the level of affective learning in terms of receiving. Respondents strongly agree that they show interest when Physical Education activities are introduced and listen carefully to Physical Educational instructions. They also agree that they pay attention during lessons, listen willingly to different kinds of Physical Education, and accept unfamiliar songs or Physical Educational pieces.

The level of affective learning in terms of receiving attained a weighted mean of 4.16 with a standard deviation of 0.66, verbally interpreted as High. This indicates that learners are attentive and open to new Physical Educational experiences. This further implies that students are receptive to learning and demonstrate willingness to engage in Physical Education-related activities.

In summary, the findings suggest that receiving is a well-developed aspect of affective learning. Through attentiveness and openness, students are able to absorb and appreciate Physical Educational concepts effectively.

The learning skills of high school students are influenced by a complex interaction of cognitive development, environmental factors and educational strategies. Cognitive

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development plays a fundamental role in modeling learning skills, as highlighted by Newton, Sperling and Martin (2017), which discuss the meaning of the executive functioning and its relationship with the difficulties of learning and the ADHD. These cognitive processes are essential for the organization of information, resolution of problems and self -regulation, showing that cognitive maturity can improve academic performance.

The findings can be explained through the Affective Domain of Learning in Bloom's Taxonomy, which emphasizes "receiving" as the first level, where students show awareness and a willingness to take part in learning activities. This is seen in how learners pay attention, show interest, and remain open to different Physical Education activities. The results also relate to Cognitive Development Theory, particularly executive functioning as discussed by Newton, Sperling, and Martin (2017), since students demonstrate the ability to focus, follow instructions, and process information during lessons. Overall, these ideas suggest that both emotional readiness and cognitive skills are important in helping students engage with and respond to new learning experiences.

Table XIII. Level of Affective Learning in terms of Responding

Statements	Mean	SD	Remarks
Participate actively in Physical Education activities during MAPEH class.	3.91	0.67	Agree
Respond positively when asked to sing, play instruments, or move to Physical Education.	3.98	0.60	Agree
Follow Physical Educational instructions given by the teacher during class activities.	4.20	0.70	Agree
Ask questions when a Physical Education lesson or activity is unclear.	4.16	0.60	Agree
Cooperate with classmates during group Physical Education performances or activities.	4.04	0.61	Agree
Weighted Mean SD Verbal Interpretation	4.06 0.64 High		

Table 13 shows the level of affective learning in terms of responding. Respondents agree that they follow Physical Educational instructions, ask questions when lessons are unclear, cooperate with classmates, respond positively to activities, and participate actively in Physical Education tasks.

The level of affective learning in terms of responding attained a weighted mean of 4.06 with a standard deviation of 0.64, verbally interpreted as High. This indicates that learners actively participate and engage in Physical Education-related activities. This further implies that students are responsive and involved in classroom interactions, contributing to a dynamic learning environment.

In summary, the findings suggest that responding is evident among high school learners. Through participation and cooperation, students are able to engage meaningfully in Physical Education learning experiences.

Wang et al. (2019) concluded that certain brain regions linked to self-regulation and organizational skills are correlated with the highest academic performance. This suggests that cognitive processes underlying consciousness can be biologically anchored, affecting the way students address educational challenges.

However, the influence of consciousness is not unrestricted by external factors. Rahafar et al. (2016) highlighted the importance of considering contextual variables, such as chronotype, gender and test anxiety, which interact with consciousness to shape academic performance. For example, a student's natural predisposition to be a person in the morning or at night can affect his involvement in school activities, thus impacting his academic performance. Thus, while consciousness itself is a powerful determinant of success, it operates within a complex network of personal and contextual influences that require attentive consideration in educational strategies and interventions.

The findings can be explained through the Affective Domain of Learning in Bloom's Taxonomy, particularly the "responding" level, which involves learners actively taking part, showing willingness to engage, and reacting to learning activities. This is reflected in how students follow instructions, ask questions when needed, cooperate with classmates, and actively participate in Physical Education tasks. The results also relate to Social Learning Theory by Albert Bandura, where students develop engagement and cooperation through interaction with their peers and classroom experiences. Overall, these theories suggest that when students actively participate in learning activities, their engagement becomes stronger and the classroom environment becomes more interactive and meaningful.

Table XIV. Level of Affective Learning in terms of Valuing

Statements	Mean	SD	Remarks
Appreciate the importance of Physical Education in personal and school life.	3.95	0.69	Agree
Show respect for different types of Physical Education and Physical Educational cultures.	3.90	0.64	Agree
Value participation in Physical Education activities during MAPEH class.	4.09	0.68	Agree
Demonstrate respect for classmates' Physical Educational performances.	4.12	0.62	Agree
Take pride in completing Physical Education tasks and performances.	4.04	0.62	Agree
Weighted Mean SD Verbal Interpretation	4.02 0.65 High		

Table 14 shows the level of affective learning in terms of valuing. Respondents agree that they demonstrate respect for classmates' performances, value participation in Physical Education activities, take pride in completing tasks, appreciate the importance of Physical Education, and respect different Physical Educational cultures.

The level of affective learning in terms of valuing attained a weighted mean of 4.02 with a standard deviation of 0.65, verbally interpreted as High. This indicates that learners recognize the importance of Physical Education and show appreciation for it. This further implies that students are

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developing positive attitudes and values toward Physical Education.

In summary, the findings suggest that valuing is present among high school learners. Through appreciation and respect, students are able to develop a deeper connection to Physical Education and its role in their lives.

The study by Ahmadi, Hejazi and Babakhani (2017) showed that involvement in extracurricular activities enhances communication and collaboration skills, which are vital to social development. These settings usually require students to interact with various pairs, thus expanding their social horizons and improving their ability to work effectively in groups.

The findings can be explained using the Affective Domain of Learning in Bloom's Taxonomy, particularly the "valuing" level, which reflects students' appreciation, respect, and recognition of the importance of learning activities. This is shown in how learners respect their classmates' performances, take pride in completing tasks, and recognize the value of Physical Education. The results also relate to Social Learning Theory by Albert Bandura, where students develop positive attitudes and values through interaction and shared experiences with others. In addition, the study of Ahmadi, Hejazi, and Babakhani (2017) supports this by showing that participation in group and extracurricular activities helps improve communication and collaboration skills. Overall, these ideas suggest that valuing is developed through meaningful interaction and active engagement in learning experiences.

Table XV. Level of Affective Learning in terms of Organization

Statements	Mean	SD	Remarks
Integrate Physical Education-related values into personal learning habits.	3.84	0.66	Agree
Prioritize Physical Education activities alongside other MAPEH components.	3.84	0.65	Agree
Organize time effectively to practice Physical Education lessons and activities.	4.17	0.69	Agree
Balance individual and group responsibilities during Physical Education tasks.	4.10	0.64	Agree
Compare and reconcile personal preferences with group Physical Educational goals.	4.01	0.64	Agree
Weighted Mean SD Verbal Interpretation	3.99 0.67 High		

Table 15 shows the level of affective learning in terms of organization. Respondents agree that they organize time effectively, balance individual and group responsibilities, compare personal preferences with group goals, and integrate Physical Education-related values into also their learning habits. They agree that they prioritize Physical Education activities alongside other components.

The level of affective learning in terms of organization attained a weighted mean of 3.99 with a standard deviation of 0.67, verbally interpreted as High. This indicates that learners are capable of organizing values and managing responsibilities in Physical Education learning. This further implies that students are developing the ability to integrate Physical Education into their daily routines and decision-making processes.

In summary, the findings suggest that organization is evident among high school learners. Through planning and value integration, students are able to manage their roles and responsibilities effectively.

Educational challenges, including the quality of instruction and availability of support learning environments, also play a crucial role in students' adaptability (Barrera and Barrera, 2020). The authors' research indicated that the programs aimed at strengthening the academic resilience of secondary education students are necessary to promote an adaptive mentality in schools. In general, a multifaceted approach that considers cultural, socioeconomic and educational factors is essential to understand the adaptability of high school students in the Philippine context, allowing better support systems to improve their resilience and performance.

The findings can be explained through the Affective Domain of Learning in Bloom's Taxonomy, particularly the "organization" level, which describes how learners begin to arrange and internalize values into a system that guides their behavior. This is reflected in how students manage their time, balance responsibilities, prioritize Physical Education tasks, and align personal goals with group objectives. The results also relate to Self-Regulated Learning Theory by Barry Zimmerman, as students show planning, prioritization, and effective management of their learning activities. Overall, these findings suggest that organization develops as students gradually internalize values and apply them in managing both their academic and personal responsibilities.

Table XVI. Level of Affective Learning in terms of Characterization

Statements	Mean	SD	Remarks
Demonstrate consistent respect for Physical Education activities and performances.	3.97	0.63	Agree
Uphold positive behavior during Physical Education classes and school events.	3.99	0.63	Agree
Reflect Physical Educational appreciation through regular participation and effort.	4.21	0.66	Strongly Agree
Exhibit discipline and responsibility in fulfilling Physical Education-related tasks.	4.15	0.65	Agree
Show commitment to Physical Education learning as part of personal identity.	4.05	0.62	Agree
Weighted Mean SD Verbal Interpretation	4.07 0.64 High		

Table 16 shows the level of affective learning in terms of characterization. Respondents strongly agree that they reflect Physical Educational appreciation through regular participation and effort. They also agree that they exhibit discipline and responsibility, show commitment to Physical Education learning, uphold positive behavior, and demonstrate respect during Physical Education activities.

The level of affective learning in terms of characterization attained a weighted mean of 4.07 with a standard deviation of 0.64, verbally interpreted as High. This indicates that learners consistently demonstrate positive attitudes and behaviors

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related to Physical Education. This further implies that students internalize values and apply them in their actions, making Physical Education an integral part of their identity.

In summary, the findings suggest that characterization is a well-established aspect of affective learning. Through consistent behavior, discipline, and commitment, students are able to embody the values learned in Physical Education.

Academic pressures, resulting from the desire for high grades and university admissions, can lead students to engage in dishonest practices, thus compromising their integrity. Almutairi (2022) stressed that the integrity of teachers plays a crucial role in training the ethical behavior of students. If educators model ethical driving, students are more likely to follow the step. To reduce dishonest practices among students caused by academic pressures, educational institutions should emphasize and enhance the ethical integrity of teachers. When educators consistently model ethical behavior, they can effectively influence students to adopt similar values, thereby promoting academic honesty and preserving student integrity.

The findings can be explained using the Affective Domain of Learning in Bloom's Taxonomy, particularly the "characterization" level, which represents the highest stage where learners consistently internalize values and let them guide their behavior. This is reflected in the students' discipline, responsibility, respect, and commitment in Physical Education, showing that these values have become part of their identity. The results also relate to Social Learning Theory by Albert Bandura, where students develop ethical behavior by observing and modeling the actions of their teachers. The study of Almutairi (2022) further supports this by emphasizing the role of teachers' integrity in shaping students' own ethical behavior. Overall, these ideas suggest that character development is strengthened through consistent modeling, reinforcement, and the gradual internalization of values in the learning environment.

Table XVII. Significant relationship between Attributes of High School Learners and Social-Emotional Growth

Attributes		Social- Emotional Growth				
		Self- awareness	Self- management	Social awareness	Relationship skills	Responsible Decision Making
Ability to learn	Pearson Correlation	0.107	-0.084	.241**	.501***	0.109
	Sig. (2-tailed)	0.187	0.302	0.003	<0.001	0.178
	N	153	153	153	153	153
Conscientiousness	Pearson Correlation	0.153	0.07	-0.033	.344***	0.004
	Sig. (2-tailed)	0.060	0.391	0.681	<0.001	0.957
	N	153	153	153	153	153
Interpersonal skills	Pearson Correlation	.184*	.228**	.224**	-0.005	.298***
	Sig. (2-tailed)	0.022	0.005	0.005	0.956	<0.001
	N	153	153	153	153	153
Adaptability	Pearson Correlation	.191*	.321***	-0.049	0.066	0.118
	Sig. (2-tailed)	0.018	<0.001	0.549	0.420	0.147
	N	153	153	153	153	153
Integrity	Pearson Correlation	-0.078	0.128	.166*	.193*	0.088
Pearson Correlation	-0.078	0.128	.166*	.193*	0.088	Pearson Correlation

Note: *p<.05, **p<.01, ***p<.001

Table 17 presents the test of significant relationship between the attributes of PE Students' and their social-emotional growth across five domains. Using Pearson Product–Moment Correlation with 153 respondents, the analysis determined whether learners attributes' ability to learn, conscientiousness, interpersonal skills, adaptability, and integrity are significantly associated with social-emotional development in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The results reveal that selected dimensions of learner attributes show statistically significant relationships with specific domains of social-emotional growth. Interpersonal skills demonstrate the most consistent significant relationships, particularly with self-awareness, self-management, social awareness, and responsible decision-making, indicating moderate associations. Ability to learn also shows significant relationships with social awareness and a strong relationship with relationship skills. Adaptability is significantly associated with self-awareness and self-management, while integrity shows significant relationships with social awareness and relationship skills. Conscientiousness, on the other hand, is significantly related only to relationship skills. However, several attribute domains do not show significant relationships across all areas of social-emotional development, as indicated by p-values greater than 0.05. These findings imply that while certain learner attributes contribute meaningfully to specific aspects of social-emotional growth, their influence is not uniformly distributed across all domains.

In summary, the findings demonstrate that learner attributes are partially and selectively associated with social-emotional development. Attributes such as interpersonal skills, adaptability, and ability to learn play more prominent roles in enhancing emotional awareness, self-regulation, and interpersonal relationships. The results further suggest that social-emotional development operates as a multifaceted construct influenced by various interacting learner characteristics. Rather than being shaped by a single dominant attribute, it is developed through a combination of cognitive, behavioral, and interpersonal factors that collectively support students' emotional and social competence.

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Ultimately, educators play an essential role in creating an environment that promotes academic integrity. By integrating discussions on ethics into the study program and by creating an atmosphere of support, educators can cultivate a sense of responsibility among students. Guerre-Dib, Portales and Heredia-Escorza (2020) pointed out that academic integrity in school affects not only the immediate educational results of students, but also influences their ethical behavior at work later in life. Consequently, approaching the factors that influence the integrity of secondary students is essential to feed a generation that values honesty and ethical conduct.

The findings can be explained using the Social and Emotional Learning (SEL) framework, which describes how learners develop core competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The significant relationships between learner attributes and specific social-emotional domains suggest that these competencies are shaped by a mix of cognitive, behavioral, and interpersonal factors. The results also relate to Social Cognitive Theory by Albert Bandura, which highlights how behavior and development are influenced through interaction, observation, and reciprocal relationships within the learning environment. In addition, the ecological perspective of development proposed by Urie Bronfenbrenner emphasizes that student development is affected by multiple interacting factors rather than a single influence. The study of Guerre-Dib, Portales, and Heredia-Escorza (2020) further supports these findings by showing the long-term impact of academic integrity on ethical behavior beyond the school setting.

Table XVIII. Significant relationship between attributes of high school learners and Affective Learning

Attributes		Affective Learning					
		Writ-ten Out-put	Receiving	Responding	Valuing	Organization	Characterization
Ability to learn	Pearson Correlation	-0.089	.269**	.268**	.314***	.341***	.292***
	Sig. (2-tailed)	0.275	0.001	0.001	<0.001	<0.001	<0.001
	N	153	153	153	153	153	153
Conscientiousn ess	Pearson Correlation	-0.041	.324***	.232**	.215**	.214**	.209**
	Sig. (2-tailed)	0.612	<0.001	0.004	0.008	0.008	0.009
	N	153	153	153	153	153	153
Interpersonal skills	Pearson Correlation	0.029	-.181*	0.119	.176*	.162*	0.152
	Sig. (2-tailed)	0.719	0.025	0.142	0.030	0.045	0.062
	N	153	153	153	153	153	153
Adaptabi-lity	Pearson Correlation	-0.024	-0.047	0.095	0.069	0.03	0.064
	Sig. (2-tailed)	0.770	0.562	0.242	0.395	0.715	0.429
	N	153	153	153	153	153	153
Integrity	Pearson Correlation	0.13	.163*	.243**	.253**	.219**	.185*
	Sig. (2-tailed)	0.110	0.044	0.002	0.002	0.007	0.022
	N	153	153	153	153	153	153

*Note: *p<.05, **p<.01, ***p<.001*

Table 18 presents the test of significant relationship between the attributes of high school learners and their affective learning across six domains. Using Pearson Product–Moment Correlation with 153 respondents, the analysis determined whether learner attributes' ability to learn, conscientiousness, interpersonal skills, adaptability, and integrity are significantly associated with affective learning in terms of written output, receiving, responding, valuing, organization, and characterization.

The results reveal that selected dimensions of learner attributes show statistically significant relationships with specific domains of affective learning. Ability to learn demonstrates significant positive relationships with receiving, responding, valuing, organization, and characterization, with correlations ranging from moderate to strong ($p < 0.01$ to $p < 0.001$), but shows no significant relationship with written output. Conscientiousness also shows consistent significant relationships across receiving, responding, valuing, organization, and characterization, indicating that responsible and disciplined learners tend to exhibit stronger affective engagement. Integrity likewise demonstrates significant positive relationships with most affective domains, particularly responding, valuing, and organization. Interpersonal skills show limited significant relationships, with a negative association in receiving and weak positive relationships in valuing and organization, while adaptability does not show any significant relationship across all affective learning domains. These findings indicate that not all learner attributes equally influence affective learning, as shown by several non-significant results ($p > 0.05$).

In summary, the findings demonstrate that learner attributes are selectively associated with affective learning. Attributes such as ability to learn, conscientiousness, and integrity play more substantial roles in enhancing students' affective engagement, particularly in areas involving participation, valuing, and internalization of learning. The results further suggest that affective learning is a multidimensional construct influenced by a combination of cognitive, behavioral, and ethical characteristics. Rather than being dependent on a single attribute, affective development emerges from the interaction of multiple learner traits that collectively shape students' attitudes, values, and responses toward learning.

Educational challenges, including the quality of instruction and availability of support learning environments, also play a crucial role in students' adaptability (Barrera and Barrera, 2020). The authors' research indicated that the programs aimed at strengthening the academic resilience of secondary

education students are necessary to promote an adaptive mentality in schools. In general, a multifaceted approach that considers cultural, socioeconomic and educational factors is essential to understand the adaptability of high school students in the Philippine context, allowing better support systems to improve their resilience and performance

The findings can be explained using the Social and Emotional Learning (SEL) framework, which describes how affective learning develops through competencies such as receiving, responding, valuing, organization, and characterization. The significant relationships between learner attributes and affective learning domains suggest that emotional, behavioral, and cognitive factors work together in shaping how students engage with and internalize learning experiences. The results also relate to Social Cognitive Theory by Albert Bandura, which emphasizes that learning and behavior are influenced through interaction, observation, and reinforcement within the learning environment. In addition, the patterns observed across affective domains align with Sociocultural Theory by Lev Vygotsky, highlighting how social interaction contributes to the development of values, attitudes, and learning behaviors. The study of Barrera and Barrera (2020) further supports these findings by pointing to the role of environmental and institutional factors in shaping students' adaptability and resilience.

IV. Conclusion

Based on the findings of the study, the following conclusions were drawn:

The null hypothesis stating that there is no significant relationship between the attributes of high school learners and their social-emotional growth is rejected. The analysis showed that certain attributes, such as interpersonal skills, adaptability, and integrity, are significantly associated with specific aspects of social-emotional development, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This implies that learners who demonstrate strong interpersonal skills, flexibility, and ethical behavior are more likely to exhibit higher social-emotional competence.

The null hypothesis stating that there is no significant relationship between the attributes of high school learners and their affective learning is rejected. The results revealed that attributes like ability to learn, conscientiousness, interpersonal skills, and integrity have significant positive correlations with various domains of affective learning, including receiving, responding, valuing, organization, and characterization. This indicates that learners' cognitive, behavioral, and interpersonal attributes contribute meaningfully to their engagement, appreciation, and responsible behavior in Physical Education learning.

Recommendation

Based on the drawn conclusions resulted to the following recommendations:

1. Students may actively engage in Physical Education activities that foster not only technical skills but also emotional growth, motivation, and social awareness, which can enhance both academic performance and personal development.2. MAPEH Teachers may integrate activities and strategies that develop students' interpersonal skills, adaptability, and integrity, while embedding social-emotional learning in Physical Education instruction to make lessons more meaningful and responsive to learners' attributes.3. School Leaders and Administrators may recommend to design policies, programs, and professional development initiatives that strengthen students' social-emotional and affective learning in Physical Education, ensuring that educational strategies address both technical competencies and holistic development.4. Parents and Guardians may support students' development by encouraging ethical behavior, self-management, and reflective practices at home, complementing school-based Physical Education activities and fostering overall well-being.5. Future Researchers are encouraged to explore further the relationships among learner attributes, social-emotional development, and affective learning in Physical Education or other subject areas, providing additional insights to guide educational practices and interventions.

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