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EMOTIONAL INTELLIGENCE (EI) AND SELF-DIRECTED LEARNING TOWARD THE BETTER STUDENT LEARNING OUTCOMES AND PERFORMANCE IN PHYSICAL EDUCATION

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ABSTRACT

The study intended to examine how Emotional Intelligence (EI) and Self-directed Learning influence Student Learning Outcomes in Physical Education and their Performance in PE. Specifically, it sought to find out the students level of emotional intelligence (EI), self-directed learning, learning outcomes, and students' performance in PE. To test the significant effect between Emotional Intelligence (EI) on Student Learning Outcomes and student performance as well as the significant effect between Self-directed learning and outcomes.

This study employed a pure descriptive quantitative research design to gather data and address the parameters defined in the study. The study includes a sample of all first-year college students from diverse educational institutions participating in Physical Education programs during the First Semester of the school year 2023-2024. The study involved random sampling, that represent the broader population. The research employed a self-made survey questionnaire that is well-established and validated. The researcher used mean, standard deviation and pearson-r correlation as appropriate statistical tools to analyze and interpret the data gathered.

The findings of the study were the following: The respondent's level of Emotional Intelligence (EI) was to a very great extent. The mean level of respondent's self-directed learning was to a very great extent. Also, the status of the students learning outcomes was to a very great extent. In addition, the student Performance during the 1st Sem in P.E revealing a predominantly excellent performance level, with a significant majority achieving scores within the "Excellent" range. As to emotional Intelligence (EI) on the students' learning outcomes, a significant relationship was found. Moreover, in terms of self-directed learning on the students' learning outcomes, a significant relationship was found lastly, a significant effect was found between emotional intelligence and self-directed learning on the Student s' performance.

On the basis of the foregoing findings, the following conclusion was drawn. As to emotional Intelligence (EI), emotional self-directed learning, and emotional intelligence and self-directed learning on the Student s' Performance, a significant relationship was found, thus rejecting all the hypothesis. The complexity of student emotion toward learnings were influenced by various factors like socio-economic background, prior education, motivation, and cultural differences.

Based on the conclusions drawn resulted to the following recommendations. For teachers implementing strategies to enhance emotional intelligence and promote self-directed learning in the classroom can significantly benefit students' academic performance and overall well-being. Incorporating SEL practices, such as mindfulness exercises and collaborative learning activities, can help create a positive and supportive learning environment conducive to student growth and development. For Students embracing opportunities to develop emotional intelligence and self-directed learning skills can lead to greater academic success and personal fulfillment. By actively engaging in activities that promote self-awareness, goal-setting, and reflection, students can cultivate the necessary competencies to navigate academic challenges and thrive in their educational journey.

KEYWORDS: *Emotional Intelligence (EI); Self-directed Learning; Student Learning Outcomes*

1. INTRODUCTION

Education always changing with a greater emphasis on individualized and student-centered learning approaches aimed at improving educational outcomes. Through this ever-changing educational landscape, Emotional Intelligence (EI) and Self-directed Learning (SDL have received significant attention as potential predictors of improved student learning outcomes. This chapter digs into the complicated problem of how EI and SDL cross and influence the entire learning experience in Physical Education.

Moreover, education is a dynamic and ever-changing field that is constantly adapting to meet the changing demands of students. There is an increasing emphasis on individualized and student-centered learning approaches in this changing educational landscape, all with the ultimate goal of improving educational outcomes.

The concept of Emotional Intelligence (EI) refers to an ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others. Individuals with high EI have the ability of self-regulation and self-motivation to promote performance, improve interpersonal relationships, and are often considered more affectionate by their peers. Emotional intelligence (EI) provides students with the emotional abilities they need to overcome the rigors of academic life by encouraging empathy, self-awareness, and effective interpersonal connections. SDL, on the other hand, allows students to take charge of their own learning by encouraging autonomy, critical thinking, and problem-solving abilities. In essence, the combination of these notions is thought to provide a holistic approach to education that has the potential to transform student learning results.

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In addition, EI and SDL has been praised as a successful predictor of job performance and leadership ability. Researchers have also claimed that emotional intelligence predicts success at school. Understanding the impacts of both personal and environmental factors on student academic achievements allows educators and managers to facilitate learning environment in accordance with individual personal characteristics instead of using a common solution for all students to achieve the best academic results (Vermunt, et. al., 2017). Furthermore, simultaneously examining personal characteristics and context factors is important not only for predicting academic success but also for understanding and explaining the mechanism of impact of these two factors on student learning results.

This study explored deeper into the complex and multifaceted realms of Emotional Intelligence (EI) and Self-directed Learning (SDL), as well as their possible impact on the learning experience in the domain of Physical Education.

1.1 Statement of the Problem

Specifically, the researcher sought to answer to the following questions:

1. What is the students' level of Emotional Intelligence (EI) in terms of:
   1.1. self-awareness;
   1.2 self-regulation;
   1.3. motivation;
   1.4. empathy; and
   1.5. social skills?
2. What is the mean level of student's self-directed learning in terms of:
   2.1. readiness to learn;
   2.2. setting learning goals; and
   2.3. engage in learning process?
3. What is the status of the students' learning outcomes in terms of:
   3.1. Knowledge acquisition;
   3.2. Skill proficiency;
   3.3. Behavior and Sportsmanship?
4. What is the level of student performance in P.E. subject in terms of first-semester grade?
5. Is there a significant effect on students' emotional intelligence (EI) and student learning outcomes?
6. Is there a significant effect on students' self-directed learning and student learning outcomes?
7. Is there a significant effect on students' emotional intelligence (EI) and students' self-directed learning on student performance?

2. METHODOLOGY

This study employed a pure descriptive quantitative research design to gather data and address the parameters defined in the study. According to Creswell (2014), quantitative research is an investigation of a social or human problem based on testing a theory made of variables, measured with statistics, and analyzed statistically to establish whether the theory's prediction generalizations hold true. The choice of this research design is well-suited for the study's objective of describing and quantifying the levels of Emotional Intelligence (EI) and Self-directed Learning (SDL) among students, as well as their corresponding academic performance in the context of Physical Education.

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of data gathered to answer the sub problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Level of Emotional Intelligence (EI)

In this study, the level of Emotional Intelligence (EI) refers to self-awareness, self-regulation, motivation, empathy, and social skills.

The level of Emotional Intelligence (EI) was revealed in the following table, which shows the statemen, mean, standard deviation and verbal interpretation.

Level of Emotional Intelligence (EI) in terms of Self-awareness

Table 1 presents the level of students emotional intelligence in terms of self-awareness.

The students strongly agree with being mindful of the impact of their emotions on their physical performance (M=4.23, SD=0.80) and with being reflective about their personal learning experiences (M=4.20, SD=0.78), indicating a high level of emotional intelligence (EI) in terms of self-awareness. The weighted mean of 4.18 with a standard deviation of 0.74 shows a very great extent developed level of self-awareness among the participants. This can imply that students are aware of their emotions and know how to handle their selves especially when it comes to their learning preferences. Students may be able to identify their learning preferences and adapt their study methods accordingly, based on their emotional state and individual needs.

Table 1

Level of Emotional Intelligence (EI) in terms of Self-awareness

STATEMENT	***MEAN***	***SD***	***REMARKS***
I am aware of my emotions and can recognize them in myself.	*4.20*	*0.73*	*Agree*
I am conscious of my personal strengths and weaknesses.	*4.21*	*0.70*	*Strongly Agree*
I am familiar with my learning preferences.	*4.07*	*0.69*	*Agree*
I am mindful of the impact of my emotions on my physical performance.	*4.23*	*0.80*	*Strongly Agree*
I am reflective about my personal learning experiences.	*4.20*	*0.78*	*Agree*
Weighted Mean		*4.18*	
SD		*0.74*	
Verbal Interpretation		*To a great extent*	

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Level of Emotional Intelligence (EI) in terms of Self-Regulation

Table 2 exemplifies the level of emotional intelligence (EI) in terms of self-regulation, the data indicates a moderately high level of emotional intelligence (EI) in terms of self-regulation among respondents, with the score observed for being skilled in goal-setting and planning for learning (M=3.71, SD=0.88) and the score for being disciplined in maintaining a healthy physical routine (M=3.43, SD=0.92).

Table 2

Level of Emotional Intelligence (EI) in terms of Self- Regulation

STATEMENT	***MEAN***	***SD***	***REMARKS***
I am capable of managing stress and emotions effectively.	3.67	0.95	*Agree*
I am skilled in goal-setting and planning for my learning.	3.71	0.88	*Agree*
I am proficient in time management and organizational skills.	3.45	0.93	*Agree*
I am adaptable and flexible in various physical activities.	3.68	0.95	*Agree*
I am disciplined in maintaining a healthy physical routine.	3.43	0.92	*Agree*
Weighted Mean		*3.59*	
SD		*0.93*	
Verbal Interpretation		*To a great extent*	

Weighted mean of 3.59 with a standard deviation of 0.93, which verbally interpreted the level of self-regulation as to a great extent, showing a notable proficiency in this aspect of emotional intelligence. It can indicate that the data underscores a commendable level of Emotional Intelligence (EI) in terms of Self-Regulation among students while individuals display strength in goal-setting and planning for learning, there's an area for growth in maintaining a healthy physical routine.

Table 3

Level of Emotional Intelligence (EI) in terms of Motivation

STATEMENT	***MEAN***	***SD***	***REMARKS***
I am capable of managing stress and emotions effectively.	3.76	0.93	*Agree*
I am skilled in goal-setting and planning for my learning.	3.89	0.88	*Agree*
I am proficient in time management and organizational skills.	4.10	0.83	*Agree*
I am adaptable and flexible in various physical activities.	3.94	0.76	*Agree*
I am disciplined in maintaining a healthy physical routine.	4.07	0.84	*Agree*
Weighted Mean		*3.95*	
SD		*0.86*	
Verbal Interpretation		To a great extent	

Table 3 represents the level of emotional intelligence (EI) in terms of motivation the data indicates to a great extent level of emotional intelligence (EI) in terms of motivation among respondents, with the score observed for proficiency in time management and organizational skills (M=4.10,SD=0.83) and the score for being capable of managing stress and emotions effectively (M=3.76,SD=0.93). Overall, weighted mean acquires 3.95 and standard Deviation 0.86 which the level of motivation interpreted as to a great extent, indicating a strong proficiency in this aspect of emotional intelligence.

This indicates that students are highly motivated and have their control on their learning plans which helps them to be more adaptable in every situation. The findings also shows a high level of motivation, indicative of a strong proficiency in this aspect of emotional intelligence.

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Table 4

Level of Emotional Intelligence (EI) in terms of Empathy

STATEMENT	***MEAN***	***SD***	***REMARKS***
I am understanding of others' emotions in a physical activity setting.	4.24	0.80	*Strongly Agree*
I am considerate of my teammates' feelings and perspectives.	4.40	0.73	*Strongly Agree*
I am supportive of others in their learning journey.	4.53	0.71	*Strongly Agree*
I am aware of the impact of my actions on others during physical activities.	4.39	0.72	*Strongly Agree*
I am open to diverse perspectives in Physical Education.	4.29	0.73	*Strongly Agree*
Weighted Mean		*4.37*	
SD		*0.74*	
Verbal Interpretation		To a very great extent	

Table 4 represents the level of emotional intelligence (EI) in terms of empathy social skills suggests to a very great extent level of emotional intelligence (EI) in terms of empathy and social skills among respondents.

The highest score is observed for being supportive of others in their learning journey (M=4.53,SD=0.71), while the lowest score is for understanding others' emotions in a physical activity setting (M=4.24,SD=0.80). Overall , the weighted mean of 4.37 with a standard deviation of 0.74, the verbal interpretation categorizes the level of empathy and social skills as To a very great extent, indicating a strong proficiency in these aspects of emotional intelligence.

The findings can employ that students exhibit strong understanding, consideration, supportiveness, and awareness of others' emotions and perspectives in various contexts, particularly within physical activity settings. Overall, the data reflects a high level of proficiency in empathy and social skills, indicating a significant aspect of emotional intelligence among the participants.

Table 5

Level of Emotional Intelligence (EI) in terms of Social Skills

STATEMENT	***MEAN***	***SD***	***REMARKS***
I am effective in communicating and collaborating with peers.	4.08	0.79	*Agree*
I am skilled in teamwork and cooperation in group activities.	4.18	0.81	*Agree*
I am a leader with strong interpersonal skills.	3.49	0.96	*Agree*
I am proficient in conflict resolution during physical activities.	3.61	0.75	*Agree*
I am successful in building positive relationships in Physical Education.	4.03	0.81	*Agree*
Weighted Mean		*3.88*	
SD		*0.87*	
Verbal Interpretation		To a great extent	

Table 5 represents the level of emotional intelligence (EI) in terms of social skills reveals a comprehensive understanding of emotional intelligence (EI) in terms of social skills. Participants exhibit strong proficiency in various areas, as reflected with effective communication and collaboration with peers being notably (M=4.08,SD=0.79), demonstrating a robust ability to work effectively within teams. Conversely, another score is observed in leadership with strong interpersonal skills (M=3.49,SD=0.96), showing potential areas for improvement in leadership qualities.

With a weighted mean of 3.88 and a standard deviation of 0.87, the data indicate a consistent level of competence across the assessed skills. The verbal interpretation categorizes the level of social skills as to a great extent, affirming the robustness and reliability of the findings in assessing participants' emotional intelligence in social contexts.

The data provides insights into the emotional intelligence (EI) of individuals in terms of social skills. The findings shows that students demonstrate strong abilities in effective communication, collaboration, conflict resolution, and relationship-building within the context of physical education. Furthermore, findings underscore the importance of these skills in fostering positive interactions and teamwork, contributing to overall emotional intelligence.

Level of Self-Directed Learning

Another variable in this study is the self-directed learning which refers to readiness to learn, setting learning goals and engage in learning process.

The level of self-directed learning was revealed in the following table, which shows the statements, mean, standard deviation and verbal interpretation.

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Table 6

Level of Self-Directed Learning in terms of Readiness to Learn

STATEMENT	*MEAN*	*SD*	*REMARKS*
I am open and receptive to new learning experiences.	4.44	0.76	*Strongly Agree*
I am curious and eager to explore in Physical Education.	4.20	0.84	*Agree*
I am willing to adapt to different learning environments.	4.38	0.72	*Strongly Agree*
I am proactive in seeking opportunities for learning.	4.15	0.78	*Agree*
I am mentally prepared and focused during learning activities.	4.09	0.81	*Agree*
Weighted Mean		*4.25*	
SD		*0.79*	
Verbal Interpretation		*To a very great extent*	

Table 6 shows the level of Self-Directed Learning in terms of Readiness to Learn the data demonstrates a comprehensive understanding of Self-Directed Learning in terms of Readiness to Learn. Students exhibit strong readiness and enthusiasm for new learning experiences, as evidenced by scores in openness to learning (M=4.44,SD=0.76) and curiosity in exploring (M=4.20,SD=0.84). Conversely, mental preparedness and focus during learning activities receive a score (M=4.09,DS=0.81), indicating potential areas for improvement in maintaining concentration.

With a weighted mean of 4.25 and a standard deviation of 0.79, the findings suggest a consistent level of readiness and receptivity to learning among participants. The verbal interpretation categorizes the level of readiness to learn as To a very great extent, affirming the robustness and reliability of the findings in assessing participants' self-directed learning behaviors.

The data highlights the readiness of individuals for self-directed learning experiences. It shows that students have strong inclination towards embracing new learning opportunities and exploring various aspects of physical education. Findings also indicates that students are ready to learn new things, explore new opportunities and find new learning experiences.

Level of Self-Directed Learning in terms of Setting Learning Goals

Table 7 shows the Self-Directed Learning in terms of Setting Learning Goals the data reveals a high level of proficiency in setting learning goals among participants, as indicated by strong agreement across all statements.

Participants demonstrate a keen ability to establish clear and achievable objectives, prioritize tasks, and remain motivated in pursuit of their learning goals wherein they are motivated to achieve learning goals in Physical education with a scores (M=4.10,SD=0.82). Conversely, score observed relates to the ability to prioritize and organize learning objectives (M=3.96,SD=0.76), showing a slight room for improvement in this aspect.

Table 7

Level of Self-Directed Learning in terms of Setting Learning Goals

STATEMENT	**MEAN**	***SD***	***REMARKS***
I am capable of setting clear and achievable learning goals.	4.01	0.81	*Agree*
I am aware of my strengths and weaknesses in setting goals.	4.09	0.78	*Agree*
I am able to prioritize and organize my learning objectives.	3.96	0.76	*Agree*
I am motivated to achieve my learning goals in Physical Education.	4.10	0.82	*Agree*
I am resilient in the face of challenges while pursuing learning goals.	4.01	0.82	*Agree*
Weighted Mean		*4.03*	
SD		*0.80*	
Verbal Interpretation		To a great extent	

With a weighted mean of 4.03 and a standard deviation of 0.80, the findings signify a consistent and robust level of competence in setting learning goals. The verbal interpretation categorizes the level of proficiency as "To a great extent," affirming the reliability and validity of the results in assessing participants' self-directed learning capabilities in goal-setting.

The findings show that there is deepness in setting and pursuing learning goals in the context of student's self-directed learning. Across various statements, strong agreement indicates a notable proficiency in goal-setting, prioritization, and resilience in the face of challenges. These findings emphasize the importance of fostering goal-setting skills in educational settings to promote self-directed learning and academic success.

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Table 8

Level of Self-Directed Learning in terms of Engage in Learning Process

STATEMENT	*MEAN*	*SD*	*REMARKS*
I am actively involved in the learning process.	4.19	0.72	*Agree*
I am attentive and focused during instructional activities.	4.18	0.75	*Agree*
I am participative and contribute to group learning activities.	4.29	0.70	*Strongly Agree*
I am reflective on my learning process and outcomes.	4.25	0.75	*Strongly Agree*
I am proactive in seeking feedback for continuous improvement.	4.25	0.80	*Strongly Agree*
Weighted Mean	*4.23*		
SD	*0.74*		
Verbal Interpretation	*To a very great extent*		

Table 8 shows level of self-directed learning in terms of engage in learning process the data demonstrates a consistently high level of self-directed learning engagement among participants, with all statements receiving strong agreement. Notably, students excel in being participative and contributing to group learning activities (M=4.29,SD=0.70), while also showing proactive behavior in seeking feedback for continuous improvement (M=4.25,SD=0.80). The weighted mean of 4.23, coupled with a standard deviation of 0.74, indicates to a great extent self-directed learning practices, emphasizing the importance of active participation and reflective engagement in the learning process.

Findings show that active engagement, reflective practices, and a proactive approach to seeking feedback for continuous improvement in the learning process is really important for the students.

Level of Students' Learning Outcomes in terms of Knowledge Acquisition

For dependent variable of this study, the level of learning outcomes in physical education was also be identified, which refers to knowledge acquisition, skill proficiency, and behavior and sportsmanship. The level of learning outcomes in physical education was revealed in the following table, which shows the statements, mean, standard deviation and verbal interpretation.

Table 9

Level of Students' Learning Outcomes in terms of Knowledge Acquisition

STATEMENT	*MEAN*	*SD*	*REMARKS*
I am actively involved in the learning process.	4.13	0.76	*Agree*
I am attentive and focused during instructional activities.	4.14	0.86	*Agree*
I am participative and contribute to group learning activities.	4.27	0.73	*Strongly Agree*
I am reflective on my learning process and outcomes.	4.05	0.82	*Agree*
I am proactive in seeking feedback for continuous improvement.	4.19	0.83	*Agree*
Weighted Mean	*4.16*		
SD	*0.80*		
Verbal Interpretation	To a great extent		

Table 9 shows the level of students' learning outcomes in terms of knowledge acquisition. Students are participative and contribute to group learning activities (M=4.27,SD=0.73) indicating a strong agreement among participants. Conversely, another score was observed wherein it states that students are reflective on their learning process and outcomes (M=4.05,SD=0.82), still presents a robust agreement. Overall, students demonstrated to a great extent commitment to knowledge acquisition, as indicated by the weighted mean of 4.16 and standard deviation of 0.80.

Result implies that students have a strong commitment to knowledge acquisition, particularly in actively engaging in group learning activities. However, there is room for improvement in fostering reflection on learning processes and outcomes.

The learning process happens as the individual interacts with, experiences, and interprets events occurring in the world.

Table 10 shows the level of Students' learning outcomes in terms of Skill Proficiency.

Table 10

Level of Students' Learning Outcomes in terms of Skill Proficiency

STATEMENT	*MEAN*	*SD*	*REMARKS*
I am dedicated to developing and improving my physical skills.	4.27	0.80	*Strongly Agree*
I practice regularly to enhance my proficiency in specific skills.	3.97	0.90	*Agree*
I seek feedback and guidance to refine and master physical skills.	3.91	0.94	*Agree*
I set personal goals for skill development in Physical Education.	4.03	0.84	*Agree*

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I adapt and apply new skills learned in various physical activities.	4.13	0.88	*Agree*
Weighted Mean		*4.06*	
SD		*0.88*	
Verbal Interpretation		To a great extent	

Results shows that students seek feedback and guidance to refine and master physical skills got a (M=4.27,SD=0.80) indicating a strong propensity among respondents to actively pursue refinement and mastery in their physical abilities. Conversely, practicing regularly to enhance proficiency in specific skills received score of (M=3.97,SD=0.90) showing a need for more consistent practice habits to improve skill proficiency. The standard deviation for the overall responses was 0.88, indicating a moderate level of variability in the respondents' perceptions. The weighted mean for all statements was 4.06, highlighting a generally high level of agreement across the items in terms of skill proficiency and behavior in physical education.

The data presented may implies that students are well aware on how they will develop new sets of learning skills so that they can be more proficient. It also indicates that they are willing to be more skilled because they continuously seeking for more feedback for the better growth and improvement.

It is generally accepted and well documented that mastery goal orientation positively affects students' learning behavior. However, less is known about this association in self-directed learning during adolescence, which additionally promotes student's positive emotions. Schweder, S, (2019), tested whether positive emotions mediate the association between mastery goal orientation and effort investment, absorption, elaboration, and self-control in self-directed vs. teacher-directed. Positive emotions mediate all relationships between mastery goal orientation and learning behavior in students from self-directed learning, whereas positive emotions only mediate the relations between mastery goal orientation and absorption in students from teacher-directed learning.

Derived from this statement, it seems that individuals with high emotional intelligence pay attention to, use, understand, and manage emotions, and these skills serve adaptive functions that potentially benefit themselves and others.
Table 11 shows level of Students' Learning Outcomes in terms of Behavior and Sportsmanship.

Students indicate strong agreement in which they can demonstrate respect towards teammates, opponents, and instructors (M=4.58,SD=0.66). Conversely, they are also actively contribute to a positive and inclusive team environment (M=4.29,SD=0.83) reflecting a robust agreement.

Table 11

Level of Students' Learning Outcomes in terms of Behavior and Sportsmanship

STATEMENT	***MEAN***	***SD***	***REMARKS***
I exhibit positive behavior and sportsmanship in Physical Education.	4.41	0.76	*Strongly Agree*
I demonstrate respect towards teammates, opponents, and instructors.	4.58	0.66	*Strongly Agree*
I handle both success and failure with grace and resilience.	4.38	0.85	*Strongly Agree*
I actively contribute to a positive and inclusive team environment.	4.29	0.83	*Strongly Agree*
I embody fair play and ethical conduct in sports and physical activities.	4.50	0.71	*Strongly Agree*
Weighted Mean		*4.43*	
SD		*0.77*	
Verbal Interpretation		To a very great extent	

The weighted mean for students' learning outcomes in behavior and sportsmanship is 4.43, with a standard deviation of 0.77, indicating to a very great extent level of agreement across the surveyed statements. This mean a prevalent culture of positive behavior, respect, and ethical conduct in Physical Education among the respondents, fostering a conducive learning
The data reveals a consistent trend of strong agreement among students across various aspects of emotional intelligence, self-directed learning, and behavior in sportsmanship. This underscores the effectiveness of educational programs in fostering a positive and conducive learning environment.

The table illustrates students' performance levels in the 1st semester based on grades

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Table 12
Level of Students' Performance in terms of Grade

Students' Performance in terms of Practical Test 1	Frequency (f)	Percentage (%)	Verbal Interpretation
96-100 (1.25 -1.00)	108	90.76 %	Excellent
90- 95(1.75-1.50)	9	7.56 %	Very Satisfactory
84-89 (2.25-200)	1	0.84 %	Satisfactory
78-83 (2.75-2.50)	1	0.84 %	Fairly Satisfactory
77 and below (3.00 and below)	0	0 %	Need Improvement
Mean =1.17 SD=0.25	**N=119**	**100 %**	**Excellent**

Remarkably, 90.76% of students achieved an outstanding score between 96-100, denoted as "Excellent." Additionally, 7.56% attained a "Very Satisfactory" score ranging from 90-95, while only a minimal percentage fell into the "Satisfactory" category with a score between 84-89, comprising 0.84%. Notably, there were no students who scored below "Satisfactory," demonstrating a commendable overall performance. The mean score stands at 1.17 with a standard deviation of 0.25, indicating a high level of excellence across the student body.

The table showcases students' performance in a Physical education, revealing a predominantly excellent performance level, with a significant majority achieving scores within the "Excellent" range. Notably, no students fell below the "Satisfactory" threshold, reflecting a commendable overall performance across the student cohort.

The result provides insight into various aspects of the educational process and its outcomes. High grades in Practical Test 1 indicate strong understanding and proficiency in the practical skills being tested. This can highlight which areas of the curriculum are being effectively taught and comprehended by students.

Significant Effect of the Emotional Intelligence (EI) on the Student Learning Outcomes

The table 13 illustrates the substantial impact of emotional intelligence (EI) on student learning outcomes across different dimensions.

Similarly, for Self-Regulation, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.444, 0.594, and 0.466, respectively. These coefficients yield t-values of 6.373, 7.372, and 6.440, with p-values of 0.000, 0.000, and 0.000, reinforcing a significant effect on student performance.

In terms of Motivation, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship stand at 0.532, 0.658, and 0.586, respectively, with corresponding t-values of 7.460, 7.755, and 8.129. All p-values are 0.000, indicating a highly significant impact on student outcomes.

Furthermore, for Empathy, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.491, 0.638, and 0.631, respectively. These coefficients result in t-values of 5.830, 6.429, and 7.821, with p-values of 0.000 across all dimensions.

Table 13
Significant Effect of the Emotional Intelligence (EI) on the Student Learning Outcomes

Emotional Intelligence (EI)	Student Learning Outcomes	Coefficient	t-value	p-value
Self-Awareness	Knowledge Acquisition	0.487	4.674	0.000
	Skill Proficiency	0.394	2.990	0.003
	Behavior & Sportsmanship	0.592	5.660	0.000
Self-Regulation	Knowledge Acquisition	0.444	6.373	0.000
	Skill Proficiency Behavior &	0.593	7.372	0.000
	Sportsmanship	0.466	6.440	0.000
Motivation	Knowledge Acquisition	0.532	7.460	0.000
	Skill Proficiency	0.658	7.755	0.000
	Behavior & Sportsmanship		8.129	0.000
		0.586		
Empathy	Knowledge Acquisition	0.491	5.830	0.000
	Skill Proficiency	0.638	6.429	0.000
	Behavior & Sportsmanship	0.631	7.821	0.000

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Social Skills	Knowledge Acquisition	0.374	4.736	0.000
	Skill Proficiency	0.422	4.379	0.000
	Behavior & Sportsmanship	0.361	4.332	0.000

Lastly, regarding Social Skills, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.373987, 0.422, and 0.361, respectively. These coefficients correspond to t-values of 4.736, 4.379, and 4.332, with p-values of 0.000, highlighting a significant influence on student learning outcome.

A significant effect of Emotional Intelligence (EI) on student learning outcomes implies that students who possess higher levels of EI are likely to achieve better academic performance and overall learning success. Students with high EI can better manage stress, stay motivated, and maintain focus, which contributes to improved grades and academic achievements. Also, improved Classroom Behavior: High EI is associated with better self-regulation, allowing students to control their emotions and behaviors, leading to a more positive and conducive learning environment

Table 14 illustrates the substantial impact of Self-directed Learning on various facets of student learning outcomes.

Table 14

Significant Effect of the Self-directed Learning on the Student Learning Outcomes

Self-directed Learning	Student Learning Outcomes	Coefficient	t-value	p-value
Readiness to Learn		0.725	11.667	0.000
	Knowledge Acquisition	0.707	7.968	0.000
	Skill Proficiency	0.722	10.655	0.000
	Behavior & Sportsmanship			
Setting Learning Goals	Knowledge Acquisition	0.688	10.973	0.000
	Skill Proficiency	0.832	11.072	0.000
	Behavior & Sportsmanship	0.619	8.465	0.000
Engage on Learning Process	Knowledge Acquisition	0.757	11.419	0.000
	Skill Proficiency	0.807	9.062	0.000
	Behavior & Sportsmanship	0.659	8.280	0.000

Specifically, for Readiness to Learn, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.725, 0.707, and 0.722, respectively, resulting in t-values of 11.667, 7.968, and 10.655. The p-values for all variables are 0.00000, indicating a highly significant influence, denoted by "Significant

Likewise, in terms of Setting Learning Goals, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.688, 0.832, and 0.619, respectively. These coefficients correspond to t-values of 10.973, 11.072, and 8.465, with all p-values being 0.000, signifying a significant effect on student outcomes.

Furthermore, for Engage on Learning Process, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.757, 0.807, and 0.659, respectively. These coefficients yield t-values of 11.419, 9.062, and 8.280, with p-values of 0.000 across all dimensions, highlighting a highly significant influence on student learning outcomes

When students engage in self-directed learning, they develop a greater sense of ownership and responsibility for their education. This empowerment leads to several positive outcomes. Students who direct their own learning are typically more motivated and engaged, as they pursue topics of personal interest and relevance. This engagement often results in deeper understanding and retention of knowledge.

Effect of Emotional Intelligence and Self-Directed Learning on the Student s' Performance

Table 15 illustrates the outcomes of the examination into how Emotional Intelligence (EI) and Self-Directed Learning influence students' academic performance, measured by their grades Analyzing the coefficients, t-values, and p-values for each variable, it's evident that there is no statistically significant impact on students' grades regarding Self-Awareness (Coefficient: -0.016, t-value: -0.203, p-value: 0.839), Self-Regulation (Coefficient: 0.000, t-value: 0.004, p-value: 0.997), Motivation (Coefficient: -0.005, t-value: -0.087, p-value: 0.931), Empathy (Coefficient: -0.029, t-value: -0.448, p-value: 0.655), and Social Skills (Coefficient: -0.030, t-value: -0.518, p-value: 0.605).

Similarly, for Self-directed Learning variables, Readiness to Learn (Coefficient: -0.055, t-value: 0.991, p-value: -0.883), Setting Learning Goals (Coefficient: -0.049, t-value: 0.991, p-value: -0.812), and Engage on Learning Process (Coefficient:

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0.017, t-value: 0.991, p-value: 0.252), none exhibit significant associations with students' grades, indicating a lack of substantial impact in this context.

Table 15

Effect of Emotional Intelligence and Self-Directed Learning on the Student s' Performance

Emotional Intelligence (EI)	**Students' Performance**	**Coefficient**	**t-value**	**p-value**
Self-Awareness	Grade	-0.016	-0.203	0.839
Self-Regulation	Grade	0.000	0.004	0.997
Motivation	Grade	-0.005	-0.087	0.931
Empathy	Grade	-0.029	-0.448	0.655
Social Skills	Grade	-0.030	-0.518	0.605
Self-directed Learning	**Students' Performance**	**Coefficient**	**t-value**	**p-value**
Readiness to Learn	Grade	-0.055	0.991	-0.883
Setting Learning Goals	Grade	-0.049	0.991	-0.812
Engage on Learning Process	Grade	0.017	0.991	0.252

The analysis indicates that neither Emotional Intelligence nor Self-Directed Learning exhibits a statistically no significant effect on students' grades, as denoted by the non-significant p-values ($p > 0.05$), showing that these factors may not significantly impact students' overall academic performance in terms of grades.

This suggest that when students take initiative and responsibility for their own learning, they tend to achieve better academic results and overall educational success

For Emotional Intelligence variables, including Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills, none show significant associations with students' grades. Similarly, for Self-Directed Learning variables, such as Readiness to Learn, Setting Learning Goals, and Engagement in the Learning Process, no significant impact on grades is observed. The coefficients, t-values, and p-values for each variable indicate a lack of statistically significant associations with students' grades, as evidenced by p-values exceeding 0.05. This suggests that Emotional Intelligence and Self-Directed Learning may not significantly influence students' overall academic performance in terms of grades. This implies that factors beyond Emotional Intelligence and Self-Directed Learning may play a more substantial role in determining students' academic success. Additionally, it suggests that when students take initiative and responsibility for their own learning, they may achieve better academic results and overall educational success, regardless of their level of Emotional Intelligence or engagement in Self-Directed Learning activities

Chapter 4

4. CONCLUSION AND RECOMMENDATIONS

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data gathered to answer the sub problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Level of Emotional Intelligence (EI)

In this study, the level of Emotional Intelligence (EI) refers to self-awareness, self-regulation, motivation, empathy, and social skills.

The level of Emotional Intelligence (EI) was revealed in the following table, which shows the statemen, mean, standard deviation and verbal interpretation.

Level of Emotional Intelligence (EI) in terms of Self-awareness

Table 1 presents the level of students emotional intelligence in terms of self-awareness.

The students strongly agree with being mindful of the impact of their emotions on their physical performance (M=4.23, SD=0.80) and with being reflective about their personal learning experiences (M=4.20, SD=0.78), indicating a high level of emotional intelligence (EI) in terms of self-awareness. The weighted mean of 4.18 with a standard deviation of 0.74 shows a very great extent developed level of self-awareness among the participants. This can imply that students are aware of their emotions and know how to handle their selves especially when it comes to their learning preferences. Students may be able to identify their learning preferences and adapt their study methods accordingly, based on their emotional state and individual needs.

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Table 1
Level of Emotional Intelligence (EI) in terms of Self-awareness

STATEMENT	MEAN	SD	REMARKS
I am aware of my emotions and can recognize them in myself.	4.20	0.73	Agree
I am conscious of my personal strengths and weaknesses.	4.21	0.70	Strongly Agree
I am familiar with my learning preferences.	4.07	0.69	Agree
I am mindful of the impact of my emotions on my physical performance.	4.23	0.80	Strongly Agree
I am reflective about my personal learning experiences.	4.20	0.78	Agree
Weighted Mean	4.18		
SD	0.74		
Verbal Interpretation	To a great extent		

In connection with the result, Rode, J. et al. (2017) stated that self-awareness is to inform themselves of interest to identify feelings and how it affects performance. This self-awareness is the key to sensitize a person of strength and weakness. This self-aware.

Johnson, B. (2019), agreed that emotional health is fundamental to effective learning. The most critical element of a students' success is an understanding of how to learn. Student with self-awareness and intrinsically motivated will definitely have very high of academic performance which allows one to obtain self-confidence.

Level of Emotional Intelligence (EI) in terms of Self-Regulation

Table 2 exemplifies the level of emotional intelligence (EI) in terms of self-regulation, the data indicates a moderately high level of emotional intelligence (EI) in terms of self-regulation among respondents, with the score observed for being skilled in goal-setting and planning for learning (M=3.71, SD=0.88) and the score for being disciplined in maintaining a healthy physical routine (M=3.43, SD=0.92).

Table 2
Level of Emotional Intelligence (EI) in terms of Self- Regulation

STATEMENT	M EAN	SD	REMARKS
I am capable of managing stress and emotions effectively.	3.67	0.95	Agree
I am skilled in goal-setting and planning for my learning.	3.71	0.88	Agree
I am proficient in time management and organizational skills.	3.45	0.93	Agree
I am adaptable and flexible in various physical activities.	3.68	0.95	Agree
I am disciplined in maintaining a healthy physical routine.	3.43	0.92	Agree
Weighted Mean	3.59		
SD	0.93		
Verbal Interpretation	To a great extent		

Weighted mean of 3.59 with a standard deviation of 0.93, which verbally interpreted the level of self-regulation as to a great extent, showing a notable proficiency in this aspect of emotional intelligence. It can indicate that the data underscores a commendable level of Emotional Intelligence (EI) in terms of Self-Regulation among students while individuals display strength in goal-setting and planning for learning, there's an area for growth in maintaining a healthy physical routine.

Self-regulation is particularly important as students are required to suppress distractions and other short-term attractions so as to sustain their focus and effort on tasks in order to meet their self-defined learning goals (Fredricks et al., 2014).

Moreover, self-regulation is significant to avoid ruminating on negative events during times of frustration. In so doing, it helps to maintain effort and persistence to act on progressing towards the learning goals. The capability to regulate negative emotions also provides an adaptive mechanism for students to handle stressful academic learning (Saklofske et al., 2017).

Table 3
Level of Emotional Intelligence (EI) in terms of Motivation

STATEMENT	MEAN	SD	REMARKS
I am capable of managing stress and emotions effectively.	3.76	0.93	Agree
I am skilled in goal-setting and planning for my learning.	3.89	0.88	Agree
I am proficient in time management and organizational skills.	4.10	0.83	Agree
I am adaptable and flexible in various physical activities.	3.94	0.76	Agree
I am disciplined in maintaining a healthy physical routine.	4.07	0.84	Agree
Weighted Mean	3.95		
SD	0.86		
Verbal Interpretation	To a great extent		

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Table 3 represents the level of emotional intelligence (EI) in terms of motivation the data indicates to a great extent level of emotional intelligence (EI) in terms of motivation among respondents, with the score observed for proficiency in time management and organizational skills (M=4.10,SD=0.83) and the score for being capable of managing stress and emotions effectively (M=3.76,SD=0.93). Overall, weighted mean acquires 3.95 and standard Deviation 0.86 which the level of motivation interpreted as to a great extent, indicating a strong proficiency in this aspect of emotional intelligence.

This indicates that students are highly motivated and have their control on their learning plans which helps them to be more adaptable in every situation. The findings also shows a high level of motivation, indicative of a strong proficiency in this aspect of emotional intelligence.

According to Salovey and Mayer (2020), individuals who are more emotionally intelligent are better at utilizing emotions to motivate themselves to achieve a worthwhile end. In the realm of learning, they may harness positive emotions to foster their intrinsic motivation to learn and to increase their confidence in their capabilities to motivate goal-oriented behavior.

Table 4
Level of Emotional Intelligence (EI) in terms of Empathy

STATEMENT	MEAN	SD	REMARKS
I am understanding of others' emotions in a physical activity setting.	4.24	0.80	Strongly Agree
I am considerate of my teammates' feelings and perspectives.	4.40	0.73	Strongly Agree
I am supportive of others in their learning journey.	4.53	0.71	Strongly Agree
I am aware of the impact of my actions on others during physical activities.	4.39	0.72	Strongly Agree
I am open to diverse perspectives in Physical Education.	4.29	0.73	Strongly Agree
Weighted Mean	4.37		
SD	0.74		
Verbal Interpretation	To a very great extent		

Table 4 represents the level of emotional intelligence (EI) in terms of empathy social skills suggests to a very great extent level of emotional intelligence (EI) in terms of empathy and social skills among respondents.

The highest score is observed for being supportive of others in their learning journey (M=4.53,SD=0.71), while the lowest score is for understanding others' emotions in a physical activity setting (M=4.24,SD=0.80). Overall , the weighted mean of 4.37 with a standard deviation of 0.74, the verbal interpretation categorizes the level of empathy and social skills as To a very great extent, indicating a strong proficiency in these aspects of emotional intelligence.

The findings can employ that students exhibit strong understanding, consideration, supportiveness, and awareness of others' emotions and perspectives in various contexts, particularly within physical activity settings. Overall, the data reflects a high level of proficiency in empathy and social skills, indicating a significant aspect of emotional intelligence among the participants.

In connection with this, it is stated that one of the functions played by the school is allowing the child freely describe particular emotions associated with sympathy and empathy for others and also help control the feelings that are not good enough and not particularly great anger and extreme excitement (Fontana, 2014).

Table 5
Level of Emotional Intelligence (EI) in terms of Social Skills

STATEMENT	MEAN	SD	REMARKS
I am effective in communicating and collaborating with peers.	4.08	0.79	Agree
I am skilled in teamwork and cooperation in group activities.	4.18	0.81	Agree
I am a leader with strong interpersonal skills.	3.49	0.96	Agree
I am proficient in conflict resolution during physical activities.	3.61	0.75	Agree
I am successful in building positive relationships in Physical Education.	4.03	0.81	Agree
Weighted Mean	3.88		
SD	0.87		
Verbal Interpretation	To a great extent		

Table 5 represents the level of emotional intelligence (EI) in terms of social skills reveals a comprehensive understanding of emotional intelligence (EI) in terms of social skills. Participants exhibit strong proficiency in various areas, as reflected with effective communication and collaboration with peers being notably (M=4.08,SD=0.79), demonstrating a robust ability to work effectively within teams. Conversely, another score is observed in leadership with strong interpersonal skills (M=3.49,SD=0.96), showing potential areas for improvement in leadership qualities.

With a weighted mean of 3.88 and a standard deviation of 0.87, the data indicate a consistent level of competence across the assessed skills. The verbal interpretation categorizes the level of social skills as to a great extent, affirming the robustness and reliability of the findings in assessing participants' emotional intelligence in social contexts.

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The data provides insights into the emotional intelligence (EI) of individuals in terms of social skills. The findings shows that students demonstrate strong abilities in effective communication, collaboration, conflict resolution, and relationship-building within the context of physical education. Furthermore, findings underscore the importance of these skills in fostering positive interactions and teamwork, contributing to overall emotional intelligence.

Clarke, (2020), states that to facilitate self-growth, critical reflection is an essential element, which is motivated and prompted by the intensity of emotions experienced. Hence, individuals with higher EI are more aware of emotions in the self and others, facilitating more critical reflections and thereby fostering self-growth.

Level of Self-Directed Learning

Another variable in this study is the self-directed learning which refers to readiness to learn, setting learning goals and engage in learning process.

The level of self-directed learning was revealed in the following table, which shows the statements, mean, standard deviation and verbal interpretation.

Table 6
Level of Self-Directed Learning in terms of Readiness to Learn

STATEMENT	MEAN	SD	REMARKS
I am open and receptive to new learning experiences.	4.44	0.76	Strongly Agree
I am curious and eager to explore in Physical Education.	4.20	0.84	Agree
I am willing to adapt to different learning environments.	4.38	0.72	Strongly Agree
I am proactive in seeking opportunities for learning.	4.15	0.78	Agree
I am mentally prepared and focused during learning activities.	4.09	0.81	Agree
Weighted Mean	4.25		
SD	0.79		
Verbal Interpretation	To a very great extent		

Table 6 shows the level of Self-Directed Learning in terms of Readiness to Learn the data demonstrates a comprehensive understanding of Self-Directed Learning in terms of Readiness to Learn. Students exhibit strong readiness and enthusiasm for new learning experiences, as evidenced by scores in openness to learning (M=4.44,SD=0.76) and curiosity in exploring (M=4.20,SD=0.84). Conversely, mental preparedness and focus during learning activities receive a score (M=4.09,DS=0.81), indicating potential areas for improvement in maintaining concentration.

With a weighted mean of 4.25 and a standard deviation of 0.79, the findings suggest a consistent level of readiness and receptivity to learning among participants. The verbal interpretation categorizes the level of readiness to learn as To a very great extent, affirming the robustness and reliability of the findings in assessing participants' self-directed learning behaviors.

The data highlights the readiness of individuals for self-directed learning experiences. It shows that students have strong inclination towards embracing new learning opportunities and exploring various aspects of physical education. Findings also indicates that students are ready to learn new things, explore new opportunities and find new learning experiences.

In the context of higher education, self-directed learning has also been fostered greatly. In addition to its relevance in meeting the needs of society, self-directed learning is highly valued in higher education because its emphasis on personal autonomy, personal responsibility and personal growth embodies the core values of higher education (Wilcox, 2016).

An important mission of higher education is to nurture globally competitive students equipped with the capacity for lifelong learning, so as to cope with the challenges of a more dynamic future (University Grants Committee, 2020).

Level of Self-Directed Learning in terms of Setting Learning Goals

Table 7 shows the Self-Directed Learning in terms of Setting Learning Goals the data reveals a high level of proficiency in setting learning goals among participants, as indicated by strong agreement across all statements.

Participants demonstrate a keen ability to establish clear and achievable objectives, prioritize tasks, and remain motivated in pursuit of their learning goals wherein they are motivated to achieve learning goals in Physical education with a scores (M=4.10,SD=0.82). Conversely, score observed relates to the ability to prioritize and organize learning objectives (M=3.96,SD=0.76), showing a slight room for improvement in this aspect.

Table 7
Level of Self-Directed Learning in terms of Setting Learning Goals

STATEMENT	MEAN	SD	REMARKS
I am capable of setting clear and achievable learning goals.	4.01	0.81	Agree
I am aware of my strengths and weaknesses in setting goals.	4.09	0.78	Agree
I am able to prioritize and organize my learning objectives.	3.96	0.76	Agree
I am motivated to achieve my learning goals in Physical Education.	4.10	0.82	Agree

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I am resilient in the face of challenges while pursuing learning goals.	4.01	0.82	Agree
Weighted Mean	4.03		
SD	0.80		
Verbal Interpretation	To a great extent		

With a weighted mean of 4.03 and a standard deviation of 0.80, the findings signify a consistent and robust level of competence in setting learning goals. The verbal interpretation categorizes the level of proficiency as "To a great extent," affirming the reliability and validity of the results in assessing participants' self-directed learning capabilities in goal-setting.

The findings show that there is deepness in setting and pursuing learning goals in the context of student's self-directed learning. Across various statements, strong agreement indicates a notable proficiency in goal-setting, prioritization, and resilience in the face of challenges. These findings emphasize the importance of fostering goal-setting skills in educational settings to promote self-directed learning and academic success.

As explained by Candy (2016), self-directed learning and lifelong learning have a reciprocal relationship. Given that self-directed learning is the principal activity in the independent pursuit of learning, lifelong learning is 'equipping people with skills and competencies to continue their own "self-education" beyond the end of formal schooling'.

Table 8
Level of Self-Directed Learning in terms of Engage in Learning Process

STATEMENT	MEAN	SD	REMARKS
I am actively involved in the learning process.	4.19	0.72	Agree
I am attentive and focused during instructional activities.	4.18	0.75	Agree
I am participative and contribute to group learning activities.	4.29	0.70	Strongly Agree
I am reflective on my learning process and outcomes.	4.25	0.75	Strongly Agree
I am proactive in seeking feedback for continuous improvement.	4.25	0.80	Strongly Agree
Weighted Mean	4.23		
SD	0.74		
Verbal Interpretation	To a very great extent		

Table 8 shows level of self-directed learning in terms of engage in learning process the data demonstrates a consistently high level of self-directed learning engagement among participants, with all statements receiving strong agreement. Notably, students excel in being participative and contributing to group learning activities (M=4.29,SD=0.70), while also showing proactive behavior in seeking feedback for continuous improvement (M=4.25,SD=0.80). The weighted mean of 4.23, coupled with a standard deviation of 0.74, indicates to a great extent self-directed learning practices, emphasizing the importance of active participation and reflective engagement in the learning process.

Findings show that active engagement, reflective practices, and a proactive approach to seeking feedback for continuous improvement in the learning process is really important for the students.

A self-directed learner decides what needs to be learned next, diagnoses his learning needs, formulates learning goals, finds suitable resources for learning, monitors and reflects on his learning activities. (Jossberger et al, 2020).

Level of Students' Learning Outcomes in terms of Knowledge Acquisition

For dependent variable of this study, the level of learning outcomes in physical education was also be identified, which refers to knowledge acquisition, skill proficiency, and behavior and sportsmanship. The level of learning outcomes in physical education was revealed in the following table, which shows the statements, mean, standard deviation and verbal interpretation.

Table 9
Level of Students' Learning Outcomes in terms of Knowledge Acquisition

STATEMENT	MEAN	SD	REMARKS
I am actively involved in the learning process.	4.13	0.76	Agree
I am attentive and focused during instructional activities.	4.14	0.86	Agree
I am participative and contribute to group learning activities.	4.27	0.73	Strongly Agree
I am reflective on my learning process and outcomes.	4.05	0.82	Agree
I am proactive in seeking feedback for continuous improvement.	4.19	0.83	Agree
Weighted Mean	4.16		
SD	0.80		
Verbal Interpretation	To a great extent		

Table 9 shows the level of students' learning outcomes in terms of knowledge acquisition. Students are participative and contribute to group learning activities (M=4.27,SD=0.73) indicating a strong agreement among participants. Conversely, another score was observed wherein it states that students are reflective on their learning process and outcomes (M=4.05,SD=0.82), still presents a robust agreement. Overall, students demonstrated to a great extent commitment to

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knowledge acquisition, as indicated by the weighted mean of 4.16 and standard deviation of 0.80.

Result implies that students have a strong commitment to knowledge acquisition, particularly in actively engaging in group learning activities. However, there is room for improvement in fostering reflection on learning processes and outcomes.

Using this process, learners can solve problems, achieve goals, develop knowledge and skills, innovate, and realize their potential. Moreover, a learner's development is highly influenced by the environment, including social interactions and other context-based factors (Tan, 2017).

The learning process happens as the individual interacts with, experiences, and interprets events occurring in the world.
Table 10 shows the level of Students' learning outcomes in terms of Skill Proficiency.

Table 10
Level of Students' Learning Outcomes in terms of Skill Proficiency

STATEMENT	MEAN	SD	REMARKS
I am dedicated to developing and improving my physical skills.	4.27	0.80	Strongly Agree
I practice regularly to enhance my proficiency in specific skills.	3.97	0.90	Agree
I seek feedback and guidance to refine and master physical skills.	3.91	0.94	Agree
I set personal goals for skill development in Physical Education.	4.03	0.84	Agree
I adapt and apply new skills learned in various physical activities.	4.13	0.88	Agree
Weighted Mean	4.06		
SD	0.88		
Verbal Interpretation	To a great extent		

Results shows that students seek feedback and guidance to refine and master physical skills got a (M=4.27,SD=0.80) indicating a strong propensity among respondents to actively pursue refinement and mastery in their physical abilities. Conversely, practicing regularly to enhance proficiency in specific skills received score of (M=3.97,SD=0.90) showing a need for more consistent practice habits to improve skill proficiency. The standard deviation for the overall responses was 0.88, indicating a moderate level of variability in the respondents' perceptions. The weighted mean for all statements was 4.06, highlighting a generally high level of agreement across the items in terms of skill proficiency and behavior in physical education.

The data presented may implies that students are well aware on how they will develop new sets of learning skills so that they can be more proficient. It also indicates that they are willing to be more skilled because they continuously seeking for more feedback for the better growth and improvement.

It is generally accepted and well documented that mastery goal orientation positively affects students' learning behavior. However, less is known about this association in self-directed learning during adolescence, which additionally promotes student's positive emotions. Schweder, S, (2019), tested whether positive emotions mediate the association between mastery goal orientation and effort investment, absorption, elaboration, and self-control in self-directed vs. teacher-directed. Positive emotions mediate all relationships between mastery goal orientation and learning behavior in students from self-directed learning, whereas positive emotions only mediate the relations between mastery goal orientation and absorption in students from teacher-directed learning.

Mayer et al. (2018) stated that some individuals have a greater capacity than others to carry out sophisticated information processing about emotions and emotion-relevant stimuli and to use this information as a guide to thinking and behavior.

Derived from this statement, it seems that individuals with high emotional intelligence pay attention to, use, understand, and manage emotions, and these skills serve adaptive functions that potentially benefit themselves and others.

Table 11 shows level of Students' Learning Outcomes in terms of Behavior and Sportsmanship.
Students indicate strong agreement in which they can demonstrate respect towards teammates, opponents, and instructors (M=4.58,SD=0.66). Conversely, they are also actively contribute to a positive and inclusive team environment (M=4.29,SD=0.83) reflecting a robust agreement.

Table 11
Level of Students' Learning Outcomes in terms of Behavior and Sportsmanship

STATEMENT	MEAN	SD	REMARKS
I exhibit positive behavior and sportsmanship in Physical Education.	4.41	0.76	Strongly Agree
I demonstrate respect towards teammates, opponents, and instructors.	4.58	0.66	Strongly Agree
I handle both success and failure with grace and resilience.	4.38	0.85	Strongly Agree
I actively contribute to a positive and inclusive team environment.	4.29	0.83	Strongly Agree
I embody fair play and ethical conduct in sports and physical activities.	4.50	0.71	Strongly Agree
Weighted Mean	4.43		
SD	0.77		
Verbal Interpretation	To a very great extent		

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The weighted mean for students' learning outcomes in behavior and sportsmanship is 4.43, with a standard deviation of 0.77, indicating to a very great extent level of agreement across the surveyed statements. This mean a prevalent culture of positive behavior, respect, and ethical conduct in Physical Education among the respondents, fostering a conducive learning

The data reveals a consistent trend of strong agreement among students across various aspects of emotional intelligence, self-directed learning, and behavior in sportsmanship. This underscores the effectiveness of educational programs in fostering a positive and conducive learning environment.

Using this process, learners can solve problems, achieve goals, develop knowledge and skills, innovate, and realize their potential. Moreover, a learner's development is highly influenced by the environment, including social interactions and other context-based factors (Tan, 2017).

The table illustrates students' performance levels in the 1st semester based on grades

Table 12

Level of Students' Performance in terms of Grade

Students' Performance in terms of Practical Test 1		Frequency (f)	Percentage (%)	Verbal Interpretation
96-100	(1.25 -1.00)	108	90.76 %	Excellent
90- 95	(1.75-1.50)	9	7.56 %	Very Satisfactory
84-89	(2.25-200)	1	0.84 %	Satisfactory
78-83	(2.75-2.50)	1	0.84 %	Fairly Satisfactory
77 and below	(3.00 and below)	0	0 %	Need Improvement
Mean =1.17	SD=0.25	N=119	100 %	Excellent

Remarkably, 90.76% of students achieved an outstanding score between 96-100, denoted as "Excellent." Additionally, 7.56% attained a "Very Satisfactory" score ranging from 90-95, while only a minimal percentage fell into the "Satisfactory" category with a score between 84-89, comprising 0.84%. Notably, there were no students who scored below "Satisfactory," demonstrating a commendable overall performance. The mean score stands at 1.17 with a standard deviation of 0.25, indicating a high level of excellence across the student body.

The table showcases students' performance in a Physical education, revealing a predominantly excellent performance level, with a significant majority achieving scores within the "Excellent" range. Notably, no students fell below the "Satisfactory" threshold, reflecting a commendable overall performance across the student cohort.

The result provides insight into various aspects of the educational process and its outcomes. High grades in Practical Test 1 indicate strong understanding and proficiency in the practical skills being tested. This can highlight which areas of the curriculum are being effectively taught and comprehended by students.

MacMullin, (2014) states that low academic achievement can be attributed to social problems and emotions faced by the students. Scott-Jones and Clark (2016) said that the academic achievement of many depends on the capabilities and aspirations of individuals.

Significant Effect of the Emotional Intelligence (EI) on the Student Learning Outcomes

The table 13 illustrates the substantial impact of emotional intelligence (EI) on student learning outcomes across different dimensions.

Similarly, for Self-Regulation, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.444, 0.594, and 0.466, respectively. These coefficients yield t-values of 6.373, 7.372, and 6.440, with p-values of 0.000, 0.000, and 0.000, reinforcing a significant effect on student performance.

In terms of Motivation, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship stand at 0.532, 0.658, and 0.586, respectively, with corresponding t-values of 7.460, 7.755, and 8.129. All p-values are 0.000, indicating a highly significant impact on student outcomes.

Furthermore, for Empathy, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.491, 0.638, and 0.631, respectively. These coefficients result in t-values of 5.830, 6.429, and 7.821, with p-values of 0.000 across all dimensions.

Table 13

Significant Effect of the Emotional Intelligence (EI) on the Student Learning Outcomes

Emotional Intelligence (EI)	Student Learning Outcomes	Coefficient	t-value	p-value
Self-Awareness	Knowledge Acquisition			
	Skill Proficiency			
	Behavior & Sportsmanship	0.487		
		0.394		
		0.592	4.674	
			2.990	
			5.660	0.000
				0.003

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0.000
Self-Regulation Knowledge Acquisition
Skill Proficiency Behavior & Sportsmanship 0.444
0.593
0.466 6.373
7.372
6.440 0.000
0.000
0.000
Motivation Knowledge Acquisition
Skill Proficiency
Behavior & Sportsmanship 0.532
0.658

0.586 7.460
7.755
8.129 0.000
0.000
0.000
Empathy Knowledge Acquisition
Skill Proficiency
Behavior & Sportsmanship 0.491
0.638
0.631 5.830
6.429
7.821 0.000
0.000
0.000
Social Skills Knowledge Acquisition
Skill Proficiency
Behavior & Sportsmanship 0.374
0.422
0.361 4.736
4.379
4.332 0.000
0.000
0.000

Lastly, regarding Social Skills, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.373987, 0.422, and 0.361, respectively. These coefficients correspond to t-values of 4.736, 4.379, and 4.332, with p-values of 0.000, highlighting a significant influence on student learning outcome.

A significant effect of Emotional Intelligence (EI) on student learning outcomes implies that students who possess higher levels of EI are likely to achieve better academic performance and overall learning success. Students with high EI can better manage stress, stay motivated, and maintain focus, which contributes to improved grades and academic achievements. Also, improved Classroom Behavior: High EI is associated with better self-regulation, allowing students to control their emotions and behaviors, leading to a more positive and conducive learning environment

Table 14 illustrates the substantial impact of Self-directed Learning on various facets of student learning outcomes.

Table 14
Significant Effect of the Self-directed Learning on the Student Learning Outcomes

Self-directed Learning Student Learning Outcomes Coefficient t-value p-value
Readiness to Learn Knowledge Acquisition
Skill Proficiency
Behavior & Sportsmanship 0.725
0.707
0.722 11.667
7.968
10.655 0.000
0.000

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0.000
Setting Learning Goals Knowledge Acquisition
Skill Proficiency
Behavior & Sportsmanship 0.688
0.832
0.619 10.973
11.072
8.465 0.000
0.000
0.000
Engage on Learning Process Knowledge Acquisition
Skill Proficiency
Behavior & Sportsmanship 0.757
0.807
0.659 11.419
9.062
8.280 0.000
0.000
0.000

Specifically, for Readiness to Learn, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.725, 0.707, and 0.722, respectively, resulting in t-values of 11.667, 7.968, and 10.655. The p-values for all variables are 0.00000, indicating a highly significant influence, denoted by "Significant

Likewise, in terms of Setting Learning Goals, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.688, 0.832, and 0.619, respectively. These coefficients correspond to t-values of 10.973, 11.072, and 8.465, with all p-values being 0.000, signifying a significant effect on student outcomes.

Furthermore, for Engage on Learning Process, the coefficients for Knowledge Acquisition, Skill Proficiency, and Behavior & Sportsmanship are 0.757, 0.807, and 0.659, respectively. These coefficients yield t-values of 11.419, 9.062, and 8.280, with p-values of 0.000 across all dimensions, highlighting a highly significant influence on student learning outcomes

When students engage in self-directed learning, they develop a greater sense of ownership and responsibility for their education. This empowerment leads to several positive outcomes.

Students who direct their own learning are typically more motivated and engaged, as they pursue topics of personal interest and relevance. This engagement often results in deeper understanding and retention of knowledge.

Effect of Emotional Intelligence and Self-Directed Learning on the Student s' Performance

Table 15 illustrates the outcomes of the examination into how Emotional Intelligence (EI) and Self-Directed Learning influence students' academic performance, measured by their grades

Analyzing the coefficients, t-values, and p-values for each variable, it's evident that there is no statistically significant impact on students' grades regarding Self-Awareness (Coefficient: -0.016, t-value: -0.203, p-value: 0.839), Self-Regulation (Coefficient: 0.000, t-value: 0.004, p-value: 0.997), Motivation (Coefficient: -0.005, t-value: -0.087, p-value: 0.931), Empathy (Coefficient: -0.029, t-value: -0.448, p-value: 0.655), and Social Skills (Coefficient: -0.030, t-value: -0.518, p-value: 0.605).

Similarly, for Self-directed Learning variables, Readiness to Learn (Coefficient: -0.055, t-value: 0.991, p-value: -0.883), Setting Learning Goals (Coefficient: -0.049, t-value: 0.991, p-value: -0.812), and Engage on Learning Process (Coefficient: 0.017, t-value: 0.991, p-value: 0.252), none exhibit significant associations with students' grades, indicating a lack of substantial impact in this context.

Table 15
Effect of Emotional Intelligence and Self-Directed Learning on the Student s' Performance

Emotional Intelligence (EI)	Students' Performance	Coefficient	t-value	p-value
Self-Awareness	Grade	-0.016	-0.203	0.839
Self-Regulation	Grade	0.000	0.004	0.997
Motivation	Grade	-0.005	-0.087	0.931
Empathy	Grade	-0.029	-0.448	0.655
Social Skills	Grade	-0.030	-0.518	0.605
Self-directed Learning	Students' Performance	Coefficient	t-value	p-value
Readiness to Learn	Grade	-0.055	0.991	-0.883

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Setting Learning Goals	Grade	-0.049	0.991	-0.812
Engage on Learning Process	Grade	0.017	0.991	0.252

The analysis indicates that neither Emotional Intelligence nor Self-Directed Learning exhibits a statistically no significant effect on students' grades, as denoted by the non-significant p-values ($p > 0.05$), showing that these factors may not significantly impact students' overall academic performance in terms of grades.

This suggest that when students take initiative and responsibility for their own learning, they tend to achieve better academic results and overall educational success

For Emotional Intelligence variables, including Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills, none show significant associations with students' grades. Similarly, for Self-Directed Learning variables, such as Readiness to Learn, Setting Learning Goals, and Engagement in the Learning Process, no significant impact on grades is observed. The coefficients, t-values, and p-values for each variable indicate a lack of statistically significant associations with students' grades, as evidenced by p-values exceeding 0.05. This suggests that Emotional Intelligence and Self-Directed Learning may not significantly influence students' overall academic performance in terms of grades. This implies that factors beyond Emotional Intelligence and Self-Directed Learning may play a more substantial role in determining students' academic success. Additionally, it suggests that when students take initiative and responsibility for their own learning, they may achieve better academic results and overall educational success, regardless of their level of Emotional Intelligence or engagement in Self-Directed Learning activities.

Chapter 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations.

Summary

The study intended to examine how Emotional Intelligence (EI) and Self-directed Learning influence Student Learning Outcomes in Physical Education and their Performance in PE. Specifically, it determined the level of Emotional Intelligence (EI) in terms of self-awareness, self-regulation, motivation, empathy, and social skills; level of self-directed learning in terms of readiness to learn, setting learning goals, and engaging in learning process; level of students' learning outcomes in terms of knowledge acquisition, skill proficiency, behavior and sportsmanship; and level of performance in P.E. subject in terms of first-semester grade; likewise the significant effect of students' emotional intelligence (EI) on the student learning outcomes; also significant effect of students' self-directed learning on the student learning outcomes; lastly the significant effect of students' emotional intelligence (EI) on students' self-directed learning and student performance.

This study employs a descriptive quantitative research design to gather data and address the parameters defined in the study. It involved random sampling to represent the broader population. During the first semester of the 2023-2024 school year, one hundred and nine (109) first-year college students from higher education institutions participated in the study. Data were collected through a self-made survey questionnaire, which included two standardized self-report questionnaires to assess emotional intelligence (EI) and self-directed learning (SDL) among the participants. The chosen statistical methods are discussed as follows: descriptive statistics were employed to summarize and describe the levels of emotional intelligence (EI) and self-directed learning (SDL) among the participants. This included the calculation of measures such as means, standard deviations, and ranges. To investigate the relationships between emotional intelligence, self-directed learning, and student academic performance, regression analysis and Pearson's r correlation were used.

The following were the significant findings of the investigation: The respondent's level of Emotional Intelligence (EI) in terms of self-awareness, self-regulation, motivation, empathy; and social skills was to a very great extent. This can imply that students are aware of their emotions and know how to handle their selves specially when it comes to their learning preferences.

Then, the students' self-directed learning in terms of readiness to learn, setting learning goals and engage in learning process was to a very great extent. The findings show that there is deepness in setting and pursuing learning goals in the context of student's self-directed learning. Across various statements, strong agreement indicates a notable proficiency in goal-setting, prioritization, and resilience in the face of challenges. These findings emphasize the importance of fostering goal-setting skills in educational settings to promote self-directed learning and academic success.

Moreover, the status of the students learning outcomes in terms of Knowledge acquisition, skill proficiency, behavior and sportsmanship also falls to be very great extent. Overall, the study reflects to a great extent engagement in enhancing students' learning outcomes. Using this process, learners can solve problems, achieve goals, develop knowledge and skills, innovate, and realize their potential.

Furthermore, the student Performance during the 1st Sem in P.E revealed a predominantly excellent performance level, with a significant majority achieving scores within the "Excellent" range. The result provides insight into various aspects of the educational process and its outcomes. High grades in Practical Test 1 indicate strong understanding and proficiency in the practical skills being tested. This can highlight which areas of the curriculum are being effectively taught and comprehended by students.

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Moreover, Students Emotional Intelligence (EI) significantly affect Student Learning Outcomes. This means students' ability to perceive, understand, and manage emotions effectively influences their educational achievements and overall academic performance. This implies that students who possess higher levels of EI are likely to achieve better academic performance and overall learning success.

Furthermore, Self-directed Learning has significant effect on the Student Learning Outcomes. This means students take initiative and responsibility for their own learning process, it positively influences their educational achievements.
Lastly, it was found out that Emotional Intelligence and Self-Directed Learning has no significant effect on the Student s' Performance. This shows that when students take initiative and responsibility for their own learning, they tend to achieve better academic results and overall educational success

Conclusions

On the basis of the foregoing findings, the following conclusion was drawn.
The study shows Effect of the Emotional Intelligence (EI) on the Student Learning Outcomes is significant Thus, the null hypothesis is rejected. This means study did not find evidence to support the initial hypothesis that Emotional Intelligence significantly affects student performance.

Secondly, the Effect of the Self-directed Learning on the Student Learning Outcomes is also significant. Thus, the null hypothesis is rejected. This means that the study also found evidence supporting a significant relationship between Self-directed Learning and Student Learning Outcomes is rejected.

Lastly, the Effect of Emotional Intelligence and Self-Directed Learning on the Student s' Performance has no significant effect. Thus, the null hypothesis is accepted. This means that the study did not find evidence supporting a significant combined effect of Emotional Intelligence and Self-Directed Learning on Student Performance in terms of grade is accepted.

Based on the drawn conclusions resulted to the following recommendations:

1. For teachers Implementing strategies to enhance emotional intelligence and promote self-directed learning in the classroom can significantly benefit students' academic performance and overall well-being. Incorporating SEL practices, such as mindfulness exercises and collaborative learning activities, can help create a positive and supportive learning environment conducive to student growth and development.
2. For Students embracing opportunities to develop emotional intelligence and self-directed learning skills can lead to greater academic success and personal fulfillment. By actively engaging in activities that promote self-awareness, goal-setting, and reflection, students can cultivate the necessary competencies to navigate academic challenges and thrive in their educational journey.
3. For administrator Investing in professional development initiatives for educators focused on emotional intelligence and self-directed learning can yield long-term benefits for student achievement and school culture. By providing resources and support for teachers to integrate these practices into their classrooms, administrators can foster a more inclusive and empowering learning environment that meets the diverse needs of students.

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