Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity

Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333


Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

# Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience

# Dos pilares de fortaleza: la inteligencia emocional y la actividad física como predictores de la resiliencia estudiantil

Ronel S. Peromingan., Ma. Flor Jessamine M. Andajao., Sammy C. Paringit Jr., Dexter T. Paclibar., Emie S. Misil., Mary Ann A. Salazar

College of Physical Education and Sports, Zamboanga Peninsula Polytechnic State University, Zamboanga City, Philippines, 7000

*Correspondence Author: Ronel Peromingan ronelperomingan@zppsu.edu.ph

**Editorial schedule:** *Article received 24/04/2025 Accepted: 11/09/2025 Published: 01/01/2026*
https://doi.org/10.17979/sportis.2026.12.1.11987

**To cite this article use the following reference:**
Peromingan, R.; Andajao, M.F.J.M.; Paringit, S.C. Jr; Paclibar, D.T.; Misil, E.S.; Salazar, M.A.A. (2026). Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Sportis Sci J, 12 (1), 1-28 https://doi.org/10.17979/sportis.2026.12.1.11987

**Author contribution:** The author contributed all for this article.

**Funding:** No funding for this research.

**Conflict of interest:** The author declares no conflict of interest.

**Ethical aspects:** The author followed all protocols for research ethics.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

**Abstract**

This study explored the relationship and influence of emotional intelligence and physical activity engagement on the resilience of university students in a rural academic setting. Anchored on a descriptive-correlational research design, the investigation gathered data from a large sample of undergraduate students using simple random sampling. A total of 1,199 university students participated in the study, comprising both male and female respondents. The sample had an estimated mean age of 20.3 years with a standard deviation of approximately 1.8 years, reflecting a typical age range for undergraduate students. Standardized instruments, including scales measuring emotional intelligence, physical activity engagement, and resilience, were employed. The collected data were analyzed using Pearson product-moment correlation and multiple regression analysis to determine the relationships and predictive influence among the variables. Findings revealed significant relationships between emotional intelligence and resilience and physical activity engagement and resilience. Additionally, emotional intelligence and physical activity engagement significantly influence students' overall resilience, indicating a dynamic interaction between psychological and behavioral factors. These results suggest that emotional competencies and health-related behaviors are crucial for students coping with stress, adapting to challenges, and maintaining mental well-being. The study's implication emphasizes the importance of integrating emotional and physical development in understanding students' capacity for resilience, especially in contexts where environmental stressors and academic demands are prevalent. In conclusion, the study underscores the relevance of fostering emotional intelligence and physical engagement in shaping a resilient student population, offering meaningful insights for educators, counselors, and policymakers to enhance student well-being and performance in higher education environments.

**Keywords:** emotional intelligence; physical activity engagement; resilience; rural university students; student well-being

**Resumen**

Este estudio exploró la relación e influencia de la inteligencia emocional y la participación en actividades físicas en la resiliencia de los estudiantes universitarios en un entorno académico rural. Anclada en un diseño de investigación descriptivo-correlacional, la investigación recopiló datos de una gran muestra de estudiantes de pregrado utilizando muestreo aleatorio simple. Un total de 1,199 estudiantes universitarios participaron en el estudio, incluyendo tanto a hombres como a mujeres. La muestra tenía una edad media estimada de 20.3 años con una desviación estándar de aproximadamente 1.8 años, reflejando un rango de edad típico para estudiantes de pregrado. Se emplearon instrumentos estandarizados, incluidas escalas que miden la inteligencia emocional, la participación en actividad física y la resiliencia. Los datos recopilados se analizaron utilizando la correlación de Pearson y el análisis de regresión múltiple para determinar las relaciones y la influencia predictiva entre las variables. Los hallazgos revelaron relaciones significativas entre la inteligencia emocional y la resiliencia, así como entre la participación en actividad física y la resiliencia. Además, la inteligencia emocional y la participación en actividad física influyen significativamente en la resiliencia general de los estudiantes, lo que indica una interacción dinámica entre factores psicológicos y conductuales. Estos resultados sugieren que las competencias emocionales y los

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

comportamientos relacionados con la salud son cruciales para que los estudiantes enfrenten el estrés, se adapten a los desafíos y mantengan el bienestar mental. La implicación del estudio enfatiza la importancia de integrar el desarrollo emocional y físico para comprender la capacidad de resiliencia de los estudiantes, especialmente en contextos donde los factores estresantes ambientales y las demandas académicas son prevalentes. En conclusión, el estudio subraya la relevancia de fomentar la inteligencia emocional y el compromiso físico en la formación de una población estudiantil resiliente, ofreciendo perspectivas significativas para educadores, consejeros y responsables de políticas para mejorar el bienestar y el rendimiento de los estudiantes en entornos de educación superior.

**Palabras clave:** inteligencia emocional; participación en la actividad física; resiliencia; estudiantes universitarios rurales; bienestar estudiantil

## Introduction:

Students' resilience refers to their capacity to effectively adapt and recover from challenges, stress, or adversity encountered in academic and personal life. It involves a dynamic process that allows individuals to bounce back from setbacks while maintaining psychological well-being and pursuing their goals (Sharma et al., 2021). Resilient students are more likely to demonstrate higher levels of academic achievement, emotional stability, and social competence (Smith & Emerson, 2021). Resilience can be strengthened through internal traits, such as self-regulation and optimism, and external resources, such as supportive school environments and positive peer connections (Jivraj, 2024).

Students' emotional intelligence refers to their ability to perceive, understand, manage, and regulate emotions in themselves and their interactions with others. It is critical in helping students cope with academic stress, build healthy relationships, and make responsible decisions (Attia et al., 2022). Emotional intelligence includes key components such as self-awareness, self-regulation, motivation, empathy, and social skills, contributing to effective communication and problem-solving in school settings (Eriksen & Bru, 2023). Studies have shown that students with higher emotional intelligence experience better psychological well-being, improved academic performance, and greater resilience to stress (Aithal & Aithal, 2023). Developing emotional intelligence through education and training can, therefore, enhance students'

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

personal growth and ability to adapt to the complex demands of university life (Bear & Soltys, 2020).

Physical activity for engagement refers to the intentional participation in bodily movements that enhance physical fitness while promoting psychological involvement, motivation, and social interaction, especially in educational settings (Gothe et al., 2020). It includes structured exercises, recreational sports, and daily movement routines that encourage students to be physically active and mentally present (Zheng et al., 2022). Regular physical activity has been linked to improved concentration, mood regulation, and academic motivation, essential for active participation in learning environments (Marsigliante et al., 2023). Moreover, physical activity fosters a sense of connectedness, reduces feelings of isolation, and supports the development of discipline and self-confidence among students (Westerbeek & Eime, 2021). When physically engaged, students are more likely to exhibit positive behaviors, sustain attention, and manage stress effectively, contributing to overall academic and personal success (Romeo et al., 2019).

Many students today face pressing challenges that hinder the development of resilience, particularly due to academic overload, mental health issues, and lack of support systems (DeLuca et al., 2022). The growing pressure to perform well academically, combined with personal and social stressors, contributes to heightened levels of anxiety and burnout among students (Gapa & Tagare Jr, 2023). Limited access to mental health resources and inconsistent parental or institutional support further weaken their ability to cope with adversity (Buchwald-McGlennon, 2023). In addition, students from marginalized or under-resourced communities may experience more significant barriers, such as financial constraints or unstable home environments, which can reduce their opportunities to build resilience (Haktanir et al., 2021).

Emotional intelligence also faces critical barriers in the student population, as emotional skills are often underemphasized in formal education systems (Pillay et al., 2022). Many students struggle with emotional regulation and interpersonal communication due to insufficient exposure to social-emotional learning opportunities (Li & Hasson, 2020). Furthermore, digital distractions and social media use have been linked to decreased emotional awareness and increased social comparison, negatively impacting self-esteem and empathy (Ongcoy & Tagare, 2024). In the same way, physical

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

activity among students has been declining, primarily due to sedentary lifestyles, increased academic demands, and reduced time allocated for physical education (Martins et al., 2021). These limitations not only affect physical health but also diminish the psychological benefits that regular movement provides, such as stress relief and improved cognitive function (Klussman et al., 2021).

Many students today face pressing challenges that hinder the development of resilience, particularly due to academic overload, mental health issues, and lack of support systems (Fullerton et al., 2021). The growing pressure to perform well academically, combined with personal and social stressors, contributes to heightened levels of anxiety and burnout among students (Floyd et al., 2024). Limited access to mental health resources and inconsistent parental or institutional support further weaken their ability to cope with adversity (Spohrer, 2024). In addition, students from marginalized or under-resourced communities may experience more significant barriers, such as financial constraints or unstable home environments, which can reduce their opportunities to build resilience (Chen & Taylor, 2023).

Emotional intelligence also faces critical barriers in the student population, as emotional skills are often underemphasized in formal education systems. Many students struggle with emotional regulation and interpersonal communication due to insufficient exposure to social-emotional learning opportunities (Oriol et al., 2016). Furthermore, digital distractions and social media use have been linked to decreased emotional awareness and increased social comparison, negatively impacting self-esteem and empathy (Jackson-Koku & Grime, 2019). In the same way, physical activity among students has been declining, mainly due to sedentary lifestyles, increased academic demands, and reduced time allocated for physical education (Vani et al., 2020).

Despite the growing body of literature on emotional intelligence, physical activity, and resilience, there remains a lack of comprehensive research that examines the predictive relationship among these variables, particularly within the context of university students. While existing studies have explored each variable independently or in pairs, limited attention has been given to how emotional intelligence and physical activity influence students' resilience. This gap highlights the need for a more integrated

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
OPEN ACCESS Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

investigation that considers both emotional and physical dimensions of student well-being.

This research is essential as it offers valuable insights for university students by identifying key factors that can strengthen their ability to overcome academic and personal challenges. The knowledge contributes to a deeper understanding of how emotional intelligence and physical activity shape resilience, addressing existing literature gaps. Furthermore, the findings can inform evidence-based programs and policies, making a meaningful impact on student development and the broader academic community seeking to promote holistic student well-being.

## Methods:

### Research Design:

This study employed a quantitative research design, specifically the descriptive correlational method, to examine the relationship between emotional intelligence, physical activity, and students' resilience. Quantitative research involves collecting and analyzing numerical data to identify patterns, relationships, and generalizations across a population (Hirose & Creswell, 2023). Within this approach, descriptive correlation focuses on determining the degree and direction of association between two or more variables without manipulating them (Creswell & Hirose, 2019). This design is beneficial when the goal is to explore relationships rather than establish cause-and-effect conclusions.

A quantitative descriptive correlational design is appropriate for this study as it aims to measure and analyze the strength of the relationship between emotional intelligence, physical activity, and resilience among university students. Since the variables in this research are naturally occurring and not controlled or manipulated, a non-experimental approach suits the objective. This method allows the researcher to gather data from a large group of respondents, enabling statistical analysis that reveals trends and associations. Moreover, it supports the study's purpose of providing empirical evidence on whether emotional intelligence and physical activity can predict student resilience.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

**Respondents and Sampling:**

This study involved 1,199 university students from a leading state university in Mindanao, Philippines as respondents, selected through simple random sampling. Simple random sampling is a probability sampling technique where each member of the population has an equal chance of being chosen, ensuring that the sample is representative and free from selection bias (Noor et al., 2022). This sampling method is most appropriate for the study as it allows for the generalization of findings across the broader student population. It also ensures that each student, regardless of background or academic standing, has an equal opportunity to be included, thereby enhancing the credibility and reliability of the results.

**Research Instrument:**

This research utilized three standardized instruments to measure the key variables. Emotional intelligence was assessed using the Brief Emotional Intelligence Scale (BEIS-10), a concise tool designed to evaluate core emotional competencies. Physical activity was measured using the International Physical Activity Questionnaire (IPAQ) developed by Craig et al. (2003), which has demonstrated strong reliability with a Cronbach's alpha of 0.80. To assess students' resilience, the study adopted the Nicholson McBride Resilience Questionnaire (NMRQ), authored by McBride, which has shown acceptable internal consistency with a Cronbach's alpha of 0.85. These instruments were selected for their established validity, reliability, and relevance to the investigated constructs. Their use ensured accurate, consistent, and meaningful measurement of the student respondents' emotional intelligence, physical activity engagement, and resilience levels.

**Statistical Analysis:**

This research utilized both descriptive and inferential statistics to analyze the data. Descriptive statistics, including frequency counts, mean, and composite mean, were used to summarize and describe the levels of emotional intelligence, physical activity, and resilience among the respondents. The Pearson Correlation Coefficient was employed to examine the relationship between the variables. At the same time, multiple linear regression was used to determine the predictive power of emotional intelligence and physical activity on students' resilience. These statistical tools are most appropriate as they allow the researcher to understand the general patterns and relationships among the

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
OPEN ACCESS Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

variables and assess how well emotional intelligence and physical activity can predict resilience. These methods support the study's goal of providing empirical evidence on associations and predictive capabilities. This analytical approach ensures a comprehensive understanding of the data and supports valid, data-driven conclusions.

**Results:**

Table 1 presents the respondents' emotional intelligence based on their responses to the Brief Emotional Intelligence Scale (BEIS-10). This shows that students generally have a high level of emotional intelligence, with an overall grand mean of 3.10 which is categorized as High Emotional Intelligence. The item with the highest score is the statement "I use good moods to help myself keep trying in the face of obstacles" with a mean value of 3.23, which shows that most students can utilize positive moods to keep trying in the face of difficulties. This reflects the ability of emotion regulation and optimistic attitude which are important components in the formation of resilience.

In contrast, the lowest score is found in the item "I do activities to make others enjoy" with a mean of 2.76, which is still in the Somewhat Agree category. This finding indicates that students tend to focus more on managing personal emotions than on expressing social empathy or trying to please others. Although the ability to recognize and manage one's own emotions seems quite strong, the social dimensions of emotional intelligence such as empathy and orientation towards the welfare of others do not seem to be very prominent.

Overall, this data illustrates that students have a good foundation in terms of emotional control and self-awareness, which greatly supports their ability to face academic challenges. However, the social aspect of emotional intelligence can still be improved to support healthier and deeper interpersonal relationships within the university environment.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

Table 1. Respondents' Emotional Intelligence

| Statements | Mean | Verbal Interpretation |
|---|---|---|
| 10. I use good moods to help myself keep trying in the face of obstacles | 3.23 | Agree |
| 9. When I am in a positive mood, I can come up with new ideas | 3.21 | Agree |
| 3. I can tell how people are feeling by listening to the tone of their voice | 3.19 | Agree |
| 4. By looking at their facial expressions, I recognize the emotions people are experiencing | 3.19 | Agree |
| 5. I seek out activities that make me happy | 3.19 | Agree |
| 2. I easily recognize my emotions as I experience them | 3.13 | Agree |
| 1. I know why my emotions change | 3.11 | Agree |
| 8. I help other people feel better when they are down | 3.06 | Agree |
| 6. I have control over my emotions. | 2.89 | Agree |
| 7. I do activities to make others enjoy | 2.76 | Agree |
| **Grand Mean** | **3.10** | **High Emotional Intelligence** |

Legend:

| Scale: | Verbal Description | Interpretation |
|---|---|---|
| 4.00-3.50 | Strongly Agree | Very High Emotional Intelligence |
| 3.49-2.50 | Agree | High Emotional Intelligence |
| 2.49-1.50 | Disagree | Low Emotional Intelligence |
| 1.49-1.00 | Strongly Disagree | Very Low Emotional Intelligence |

Figure 1 displays the respondents' physical activity engagement as measured by the International Physical Activity Questionnaire (IPAQ). This reveals an interesting distribution of physical activity engagement among the 1,199 student respondents. While a significant portion of students (38%) reported engaging in moderate levels of physical activity, nearly an equal proportion (35%) were categorized as highly active, suggesting a notable segment of the population maintains an active lifestyle. However, 27% of the respondents fall under the low activity category, indicating that more than a quarter of the students may not be regularly participating in physical movement. This distribution highlights a diverse pattern of physical engagement, reflecting the varying lifestyles and priorities of university students. The close figures between moderate and high activity levels may also suggest that, despite academic pressures, many students still find ways to remain physically active.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

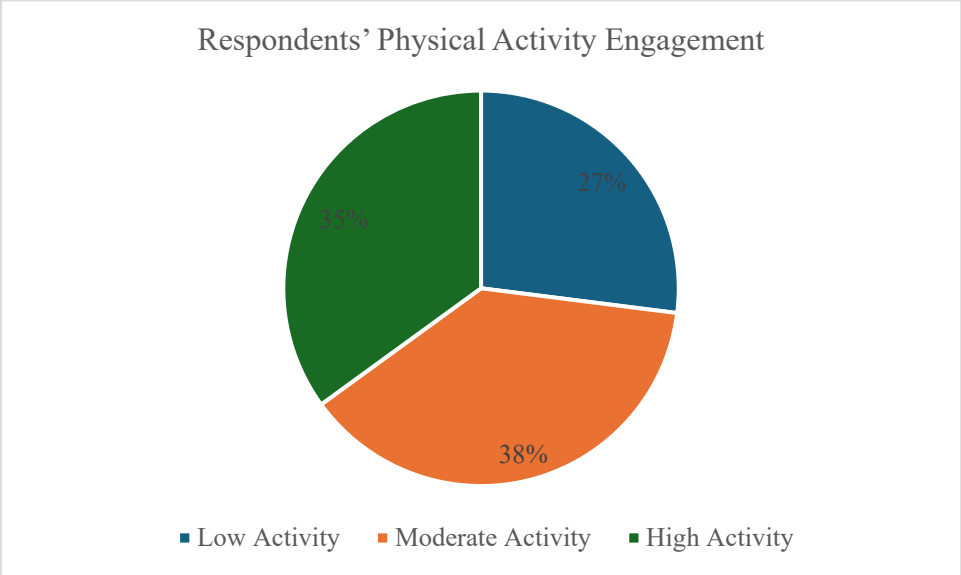


Figure 1. Respondents' Physical Activity Engagement

Table 3 presents the respondents' level of resilience as assessed using the Nicholson McBride Resilience Questionnaire (NMRQ). This presents a compelling view of the respondents' level of resilience, with the highest-rated statement being "I trust my intuition," which received a mean score of 3.65 and a verbal interpretation of "Strongly Agree." This suggests that many students rely on their internal judgment when navigating challenging situations, reflecting confidence and self-assurance, core traits of resilient individuals. Other highly rated statements, such as "I generally manage to keep things in perspective" and "I try to control events rather than being a victim of circumstances," indicate that students possess a proactive and balanced mindset when facing adversity. These findings point to a strong internal locus of control, enabling students to focus on solutions rather than feeling overwhelmed by stressors.

On the other hand, the lowest-rated items, including "I don't tend to avoid conflict" and "I wouldn't describe myself as an anxious person," though still rated as "Agree," reveal areas where resilience may be less consistently applied. These items suggest that while students generally manage their stress and emotions well, they may still experience discomfort when facing interpersonal conflict or anxiety. Despite this, the grand mean of 3.35, interpreted as a "Strong Level of Resilience," indicates that, overall, students possess the emotional tools to recover from setbacks and maintain composure under pressure. The varied responses across items highlight that resilience among

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

students is multifaceted—strong in intuition and perspective-taking but slightly more reserved in assertiveness and anxiety regulation.

Table 3. Respondents' Level of Resilience

| Statements | Mean | Verbal Interpretation |
|---|---|---|
| 10. I trust my intuition. | 3.65 | Strongly Agree |
| 4. I generally manage to keep things in perspective. | 3.48 | Agree |
| 9. I try to control events rather than being a victim of circumstances. | 3.46 | Agree |
| 1. In a difficult spot, I immediately turn to what can be done to put things right. | 3.45 | Agree |
| 2. I influence where I can rather than worrying about what I can't influence. | 3.34 | Agree |
| 11. I manage my stress levels well. | 3.34 | Agree |
| 6. I'm good at finding solutions to problems. | 3.32 | Agree |
| 12. I feel confident and secure in my position. | 3.32 | Agree |
| 3. I don't take criticism personally. | 3.26 | Agree |
| 5. I am calm in a crisis. | 3.26 | Agree |
| 7. I wouldn't describe myself as an anxious person. | 3.16 | Agree |
| 8. I don't tend to avoid conflict. | 3.15 | Agree |
| **Grand Mean** | **3.35** | **Strong Level of Resilience** |

Legend:

| Scale: | Verbal Description | Interpretation |
|---|---|---|
| 4.00-3.50 | Strongly Agree | Exceptional level of resilience |
| 3.49-2.50 | Agree | Strong level of resilience |
| 2.49-1.50 | Disagree | Established level of resilience |
| 1.49-1.00 | Strongly Disagree | Developing level of resilience |

Table 4 tests the relationship between the respondents' emotional intelligence and physical activity engagement using the Pearson Correlation Coefficient. This shows that both emotional intelligence and physical activity engagement have significant relationships with the respondents' level of resilience. The correlation between resilience and emotional intelligence was found to be positive and statistically significant, with a Pearson correlation coefficient of .069 and a p-value of .017. Similarly, physical activity engagement also showed a significant positive relationship with resilience, yielding a higher correlation coefficient of .159 and a p-value of .001. These results indicate that as students demonstrate greater emotional intelligence and higher physical activity engagement, their resilience tends to increase. The findings suggest that both emotional and behavioral factors play meaningful roles in shaping students' capacity to adapt and recover from challenges.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

Table 4. Test of Relationship between the Respondents' Emotional Intelligence and Physical Activity Engagement

| Resilience and… | **Pearson Correlation Coefficient** | **p-value** | **Interpretation α=0.05** |
|---|---|---|---|
| Emotional Intelligence | .069* | .017 | Significant |
| Physical Activity Engagement | .159** | .001 | Significant |

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 displays the significance of the influence of emotional intelligence and physical activity engagement on the resilience of the respondents, as determined through multiple linear regression analysis. This presents the results of the multiple regression analysis, revealing that both emotional intelligence and physical activity engagement significantly influence the resilience of the respondents. Emotional intelligence had a standardized coefficient of .057 with a p-value of .017, while physical activity engagement had a coefficient of .051 with a p-value of .001, indicating that each predictor has a meaningful individual contribution to resilience. The combined influence of the two predictors was also statistically significant, with an $R^2$ value of .339 and an F-value of 307.03 at a p-value of .001. This means that emotional intelligence and physical activity engagement together explain approximately 34% of the variance in students' resilience. These findings suggest that both internal emotional regulation and active behavioral engagement are important factors in shaping students' ability to cope with and adapt to adversity.

Table 5. Significance of the Influence of Emotional Intelligence and Physical Activity Engagement on the Resilience of the Respondents

| | | Resilience | | |
|---|---|---|---|---|
| Singular Influence of the Predictors | Standardized Coefficients | t | p-value | Remarks |
| Emotional Intelligence | .057 | 23.84 | .017 | Significant |
| Physical Activity Engagement | .051 | 2.117 | .001 | Significant |
| Combined Influence of the Predictors | | | | |
| R | .338 | | | |
| $R^2$ | .339 | | | |
| F | 307.03 | | | |
| p | .001 | | | Significant |

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

## Discussion

### Respondents' Emotional Intelligence

In terms of Table 1. Respondents' Emotional Intelligence, the statement "I use good moods to help myself keep trying in the face of obstacles," got the highest mean of 3.23, with a verbal description of "Agree." This means that students generally can maintain a positive outlook and use positive emotional states as motivation to continue their efforts despite challenges. These findings highlight the students' tendency to utilize their emotional strengths to boost resilience in difficult situations, an essential factor in overcoming academic or personal barriers. This implies that emotional intelligence, specifically emotional regulation and the ability to capitalize on positive moods, contributes significantly to students' perseverance and ability to bounce back from setbacks.

This finding aligns with previous research that emphasizes the role of emotional regulation in motivation and perseverance. Studies have shown that individuals skilled at managing their emotions are more likely to persist in adversity and maintain a positive outlook (Schuenemann et al., 2022). Furthermore, emotional intelligence has been linked to increased resilience, as people with higher emotional intelligence are better equipped to control their emotions and respond constructively to challenges (Acosta-Gonzaga & Ramirez-Arellano, 2021). These results indicate that students who effectively manage their emotional states are better prepared to navigate academic pressures and personal difficulties (Rahimi et al., 2023).

On the contrary, "I do activities to make others enjoy" got the lowest mean of 2.76, with a verbal description of "Somewhat Agree." This means that, while students sometimes engage in activities to make others happy, it is not as central to their emotional expression as other aspects of emotional intelligence. This suggests that students may be more focused on personal emotional regulation or self-management rather than prioritizing the emotions and well-being of others. It implies that, although empathy and social awareness are components of emotional intelligence, students may not always express them in their day-to-day interactions or place as much emphasis on them as self-regulation.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

This finding is consistent with studies that show that individuals with higher emotional intelligence often focus more on their emotional regulation, particularly when dealing with challenges or stress (Esponja et al., 2025). While social interactions and empathy are vital components of emotional intelligence, students may prioritize managing their emotions and dealing with personal stressors first (Squires et al., 2021). This focus on self-management could explain why activities aimed at making others happy do not rank as highly among respondents. These results reflect that emotional intelligence often begins with self-awareness and self-regulation before extending to social awareness and empathy for others (Paquette et al., 2023).

The grand mean for Respondents' Emotional Intelligence was 3.10, with a verbal interpretation of "High Emotional Intelligence." This means that, on average, the students exhibit a relatively high level of emotional intelligence, with a strong ability to manage their emotions, empathize with others, and navigate difficult situations. This implies that students possess well-developed emotional skills, crucial in helping them cope with stress and maintain mental well-being in an academic environment. High emotional intelligence may also contribute to positive interpersonal relationships, enabling students to engage more effectively with peers and faculty and supporting their overall resilience.

These findings are supported by studies suggesting that individuals with high emotional intelligence are better equipped to manage stress and adapt to challenging situations (Broderick, 2021). Emotional intelligence has also been associated with enhanced academic performance, as students with higher emotional intelligence can better regulate emotions that could interfere with their studies (Hamdani, 2021). Furthermore, navigating interpersonal relationships and managing emotional responses are key factors in students' resilience, helping them handle academic and personal challenges more easily and confidently (Sadoughi, 2024).

**Respondents' Physical Activity Engagement**

Figure 1 presents the distribution of physical activity engagement among the 1,199 respondents. Among these students, 324 (27%) reported low physical activity levels, 460 (38%) engaged in moderate physical activity, and 415 (35%) were classified as highly active. Most students fall within the moderate activity category, while a significant proportion still exhibit low physical activity levels. This suggests that many

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
OPEN ACCESS Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

students may not fully benefit from the positive effects of physical activity, potentially impacting their overall health and well-being.

The relatively high percentages of students reporting low and moderate activity levels raise concerns about the potential long-term effects on their physical and mental health. Despite 35% of students reporting high activity levels, the combined 65% in the low and moderate categories suggests that many students are not meeting recommended physical activity guidelines. This trend could reflect inconsistent participation in physical activity, leading to poor physical fitness, heightened stress levels, and potential emotional challenges. Identifying the underlying factors that contribute to these varying activity levels is crucial, as they may significantly affect students' health and academic performance.

These findings align with previous studies highlighting low physical activity levels among university students (Mancera et al., 2025). Research has consistently shown that many students fail to meet physical activity recommendations, leading to increased sedentary behaviors (Zhu et al., 2021). Likewise, academic pressures and limited opportunities for physical activity often contribute to inactivity among young adults globally (Esto et al., 2025). The lack of sufficient physical activity can negatively impact physical and mental health, reinforcing the need for targeted interventions to address this issue in student populations (Dishman et al., 2021).

**Respondents' Level of Resilience**

In terms of Table 3. Respondents' Level of Resilience, the statement "I trust my intuition" received the highest mean of 3.65, with a verbal description of "Strongly Agree." This indicates that many students have high confidence in their judgment when making decisions, especially under challenging circumstances. This implies that these students rely on their inner sense of direction, an essential aspect of resilience, allowing them to navigate uncertainties and challenging situations more effectively. Trusting one's intuition can provide an emotional anchor during stressful times, helping individuals maintain composure and focus when faced with adversity. Furthermore, it highlights the importance of self-reliance, a key characteristic of resilient individuals who can trust their abilities to overcome obstacles.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

This finding is consistent with previous studies, which suggest that individuals with high self-trust and confidence in their intuition often exhibit greater resilience when coping with adversity (Carriker et al., 2023). Research has shown that people who trust their instincts tend to make quicker and more effective decisions, which can reduce stress in critical situations (Alexander, 2013). Additionally, intuition is considered a key element in emotional regulation, crucial for managing stress and maintaining resilience in the face of challenges (Almutairi et al., 2020). Therefore, fostering self-trust and confidence in intuition may significantly enhance an individual's ability to cope with difficulties and adapt to change (Bongo & Manyena, 2015).

In contrast, "I don't tend to avoid conflict" received the lowest mean of 3.15, verbally describing "Somewhat Agree." This suggests that while most students do not altogether avoid conflict, there is still some hesitation or reluctance to confront it directly. This implies that conflict, especially in challenging situations, is not always viewed as an opportunity for growth, which could limit some students' resilience development. A certain level of avoidance could indicate a tendency to retreat or delay addressing problems, potentially hindering the individual's ability to tackle issues head-on. As resilience is often built through direct engagement with challenges, this reluctance to confront conflict may slow emotional growth and problem-solving skills.

Research supports this idea, indicating that conflict avoidance can lead to adverse emotional and psychological outcomes, such as increased anxiety and stress (Mahmoud & Rothenberger, 2019). Studies have also found that avoiding conflict prevents individuals from developing essential coping mechanisms, such as assertiveness and practical problem-solving strategies, which are vital for resilience (Ahmadian et al., 2020). Furthermore, prolonged avoidance of conflict can lead to unresolved emotional issues, accumulating over time, further impacting an individual's emotional well-being and resilience (Anderson et al., 2020). This highlights the importance of facing conflict as an opportunity for personal growth and emotional development (Barro et al., 2025).

The grand mean for Respondents' Level of Resilience was 3.35, with a verbal interpretation of "Strong Level of Resilience." This suggests that, on the whole, students exhibit a strong ability to adapt to and recover from personal or academic difficulties. This implies that the respondents have developed effective coping mechanisms to handle

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

stress, which contributes positively to their overall mental health and well-being. A strong level of resilience reflects the capacity of students to persevere through setbacks, bounce back from challenges, and maintain their emotional equilibrium in the face of adversity. The ability to remain resilient during pressure is vital in academic environments where students encounter multiple stressors simultaneously.

These findings align with research that shows that individuals with high resilience tend to have better mental health and are more likely to succeed in academic settings (Kansky, 2017). Resilience has also been associated with improved emotional regulation and better stress management, both critical for thriving in high-pressure environments such as university life (Meneghel et al., 2019). Additionally, resilient individuals can often maintain positive outlooks and higher levels of life satisfaction, even when faced with challenges (Neal, 2017). This indicates that students with strong resilience are better equipped to navigate the demands of academic life and are more likely to experience long-term success and fulfillment (Kalisch et al., 2021).

**Relationship between the Respondents' Emotional Intelligence and Physical Activity Engagement**

As shown in the test of relationships, both emotional intelligence and physical activity engagement were found to have statistically significant relationships with resilience. The correlation between resilience and emotional intelligence yielded a Pearson correlation coefficient of .069 with a p-value of .017. In contrast, resilience and physical activity engagement showed a stronger correlation of .159 with a p-value of .001, both significant at $\alpha$=0.05. As students' emotional intelligence and physical activity engagement increase, so does their resilience. This implies that emotionally intelligent students and those actively participating in physical activities are more likely to adapt positively to stressful situations and demonstrate better coping strategies. It highlights how internal emotional regulation and external physical engagement play meaningful roles in enhancing student resilience.

While the study confirms that emotional intelligence and physical activity engagement significantly influence resilience, it is important to reflect on whether these findings fully align with the original research question. The results support the hypothesis that both predictors contribute to resilience, with physical activity showing a stronger

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

correlation than emotional intelligence. This may be due to the immediate physiological and psychological benefits of physical activity, such as stress reduction, improved mood, and increased energy, which more directly bolster resilience. Additionally, factors not accounted for in the study—such as social environment, economic conditions, or family dynamics—may also shape an individual's ability to cope with adversity. Although both variables had an effect, there is still 66.1% unexplained variance in resilience, which may be due to other factors such as social support, family background, or mental health that were not measured in this study.

These findings are consistent with prior studies emphasizing the positive relationship between emotional intelligence and resilience. Research has demonstrated that emotionally intelligent individuals are better at managing stress and navigating adversities, strengthening their resilience (Dai & Menhas, 2020). Likewise, physical activity has been shown to contribute significantly to mental toughness and emotional stability, which are key components of resilience (Battalio et al., 2020). Furthermore, studies highlight that physically active individuals often report higher levels of psychological well-being, suggesting that consistent engagement in physical activities supports the development of resilient behaviors (Tagare et al., 2025).

**Significance of the Influence of Emotional Intelligence and Physical Activity Engagement on the Resilience of the Respondents**

As shown in Table 5, both emotional intelligence and physical activity engagement significantly influence the resilience of the respondents. The multiple regression analysis revealed that emotional intelligence had a standardized coefficient of .057 with a p-value of .017. In contrast, physical activity engagement had a standardized coefficient of .051 with a p-value of .001. Both predictors were found to be statistically significant at $\alpha = 0.05$. This means that higher levels of emotional intelligence and physical activity engagement are associated with greater student resilience. This implies that students who can manage their emotions well and engage in physical activities regularly tend to exhibit stronger adaptive capacities when facing adversity.

Regarding their combined influence, the regression model showed a significant result with a p-value of .001, an F-value of 307.03, and an $R^2$ value of .339. This indicates that emotional intelligence and physical activity engagement collectively explain 33.9%

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
OPEN ACCESS Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

of students' resilience levels variance. This means that while other factors may contribute to resilience, combining these two predictors can still account for a considerable portion. This implies that internal emotional capacity and external behavioral practices are central to understanding students' resilience. It also shows how psychological and behavioral domains shape an individual's coping abilities.

These findings align with previous research asserting that both emotional intelligence and physical activity play crucial roles in promoting resilience. Emotional intelligence has been linked to enhanced self-regulation, which helps individuals manage stress and recover from setbacks (Konaszewski et al., 2021). Similarly, physical activity is associated with improved mood, reduced anxiety, and greater mental clarity, all protective factors against psychological distress (Diab & Green, 2024). Studies also support that the synergistic effects of emotional competence and active lifestyle habits contribute significantly to an individual's overall capacity for resilience (Shen, 2022).

The discussion highlights the role of emotional intelligence and physical activity in helping students manage stress, but it remains somewhat broad. To enhance its relevance, the findings can be translated into practical applications. For instance, the results provide a basis for universities to design emotional intelligence development programs and promote physical activity as part of the curriculum or student counseling services. These initiatives can support students' holistic development by strengthening their resilience through both emotional and physical well-being.

**Limitations:**

This study has several limitations that must be acknowledged. First, the use of a cross-sectional research design restricts the ability to draw conclusions about causality between emotional intelligence, physical activity engagement, and resilience. Second, the reliance on self-report questionnaires may have introduced perception bias, as responses are based on the participants' subjective understanding and may not fully reflect their actual behaviors or emotional states. Additionally, external factors such as academic load, mental health status, and social or environmental influences were not controlled, which may have affected the results. Recognizing these limitations is essential in interpreting the findings with appropriate caution and guiding the direction for more rigorous future research.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
OPEN ACCESS Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

Further, the current discussion provides valuable insights into the influence of emotional intelligence and physical activity on resilience but lacks direction for future exploration. To strengthen the scholarly contribution of this study, future research is recommended to adopt a longitudinal design to examine how resilience develops and changes over time. Additionally, it would be beneficial to explore potential moderator variables such as gender, family background, or institutional support, which may affect the strength or nature of these relationships. Including these factors could offer a more comprehensive understanding of the mechanisms influencing student resilience across different contexts.

## Conclusion

This study established that both emotional intelligence and physical activity engagement are significantly related to and predictive of students' resilience. Emotional intelligence emerged as a psychological strength, with students showing confidence in their intuition and the ability to manage emotions effectively. Physical activity engagement, while varied, demonstrated a meaningful influence on resilience, suggesting that behavioral health practices contribute to how students adapt to stress and adversity. Together, these findings support the research objective that emotional and physical dimensions play important roles in student resilience.

The implications point to the value of developing both emotional and physical well-being in higher education settings. Institutions may consider integrating emotional intelligence training and physical activity promotion into student development programs to support academic performance and mental health. However, the study's cross-sectional design and reliance on self-report instruments limit the ability to draw causal conclusions. Future research is recommended to adopt longitudinal approaches and explore additional variables such as gender, family background, and institutional support, which may account for the unexplained variance in resilience. Such efforts will help build a more comprehensive understanding of the factors shaping student well-being in diverse educational contexts.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

## References

Acosta-Gonzaga, E., & Ramirez-Arellano, A. (2021). The influence of motivation, emotions, cognition, and metacognition on students' learning performance: A comparative study in higher education in blended and traditional contexts. *Sage Open*, *11*(2). https://doi.org/10.1177/21582440211027561

Ahmadian, N., Lim, G. J., Cho, J., & Bora, S. (2020). A quantitative approach for assessment and improvement of network resilience. *Reliability Engineering & System Safety*, *200*, 106977. https://doi.org/https://doi.org/10.1016/j.ress.2020.106977

Aithal, P. S., & Aithal, S. (2023). How to increase emotional infrastructure of higher education institutions. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, *8*(3), 356–394. https://doi.org/10.47992/IJMTS.2581.6012.0307

Alexander, D. E. (2013). Resilience and disaster risk reduction: an etymological journey. *Natural Hazards and Earth System Sciences*, *13*(11), 2707–2716. https://doi.org/10.5194/nhess-13-2707-2013

Almutairi, A., Mourshed, M., & Ameen, R. F. M. (2020). Coastal community resilience frameworks for disaster risk management. *Natural Hazards*, *101*(2), 595–630. https://doi.org/10.1007/s11069-020-03875-3

Anderson, R. C., Beach, P. T., Jacovidis, M. J. N., & Chadwick, K. L. (2020). Academic buoyancy and resilience for diverse students around the world. *Inflexion, August*.

Attia, M., Ibrahim, F. A., Elsady, M. A.-E., Khorkhash, M. K., Rizk, M. A., Shah, J., & Amer, S. A. (2022). Cognitive, emotional, physical, and behavioral stress-related symptoms and coping strategies among university students during the third wave of COVID-19 pandemic. *Frontiers in Psychiatry*, *13*, 933981. https://doi.org/https://doi.org/10.1080/02673843.2019.1674165

Barro, L. J. A., Janito, C. R., Mancera, M. A., Orfrecio, M. E., Tagare, R. L., & Esto, J. J. B. (2025). Stance and speed among softball players: Basis for training design development. *International Journal of Physical Education, Sports and Health*, *12*(3), 16–22. https://doi.org/10.22271/kheljournal.2025.v12.i3a.3768

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

Battalio, S. L., Huffman, S. E., & Jensen, M. P. (2020). Longitudinal associations between physical activity, anxiety, and depression in adults with long-term physical disabilities. *Health Psychology*, *39*(6), 529. https://doi.org/10.1037/hea0000848

Bear, G. G., & Soltys, A. (2020). Developing social and Emotional competencies and self-discipline. In *Improving School Climate* (pp. 47–66). Routledge. https://doi.org/https://doi.org/10.4324/9781351170482-4

Bongo, P. P., & Manyena, S. B. (2015). From'government'to'governance': tensions in disaster-resilience leadership in Zimbabwe. *Jàmbá: Journal of Disaster Risk Studies*, *7*(1), 1–10. https://doi.org/10.4102/jamba.v7i1.188

Broderick, P. C. (2021). *Learning to breathe: A mindfulness curriculum for adolescents to cultivate emotion regulation, attention, and performance*. new harbinger publications.

Buchwald-McGlennon, E. E. (2023). *Beyond Resilience: Arming Special Education Teachers With "Hope Theory" in the Fight Against Burnout*.

Carriker, N., Hongsanguansri, S., Pavasuthipaisit, C., & Kiatrungrit, K. (2023). Association between Body Image Focused Social Media Usage (BSMU), Resilience, Attachment and Eating-related Problems among High School Students in Bangkok. *Siriraj Medical Journal*, *75*(6), 413–426. https://doi.org/10.33192/smj.v75i6.261124

Chen, W., & Taylor, E. (2023). Resilience and self-control impairment. In *Handbook of resilience in children* (pp. 175–211). Springer. https://doi.org/10.1007/978-3-031-14728-9_10

Craig, C. L., Marshall, A. L., Sjöström, M., Bauman, A. E., Booth, M. L., Ainsworth, B. E., Pratt, M., Ekelund, U. L. F., Yngve, A., & Sallis, J. F. (2003). International physical activity questionnaire: 12-country reliability and validity. *Medicine & Science in Sports & Exercise*, *35*(8), 1381–1395. https://doi.org/https://doi.org/10.1249/01.MSS.0000078924.61453.FB

Creswell, J. W., & Hirose, M. (2019). Mixed methods and survey research in family medicine and community health. *Family Medicine and Community Health*, *7*(2), e000086. https://doi.org/10.1136/fmch-2018-000086

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

Dai, J., & Menhas, R. (2020). Sustainable development goals, sports and physical activity: the localization of health-related sustainable development goals through sports in China: a narrative review. *Risk Management and Healthcare Policy*, 1419–1430. https://doi.org/10.2147/RMHP.S257844

DeLuca, J. S., Rakhshan Rouhakhtar, P., Klaunig, M. J., Akouri-Shan, L., Jay, S. Y., Todd, T. L., Sarac, C., Andorko, N. D., Herrera, S. N., & Dobbs, M. F. (2022). Psychosis-like experiences and resilience: A systematic and critical review of the literature. *Psychological Services*, *19*(S1), 120. https://doi.org/10.1037/ser0000585

Diab, A., & Green, E. (2024). Cultivating resilience and success: Support systems for novice teachers in diverse contexts. *Education Sciences*, *14*(7), 711. https://doi.org/10.3390/educsci14070711

Dishman, R. K., Heath, G. W., Schmidt, M. D., & Lee, I.-M. (2021). *Physical activity epidemiology*. Human Kinetics. https://doi.org/https://doi.org/10.5040/9781718243811

Eriksen, E. V., & Bru, E. (2023). Investigating the links of social-emotional competencies: emotional well-being and academic engagement among adolescents. *Scandinavian Journal of Educational Research*, *67*(3), 391–405. https://doi.org/https://doi.org/10.1080/00313831.2021.2021441

Esponja, J. C. P., Tulud, D. M., Esto, J. B., Santos, J. A. D., Paylangco, C. L. B., Francisco, J. B., Nadela, L. I. C., Calixtro, M. A., Dagoc, P. P., Tagare, R. L., Dee, M. R., Canape, L. F., Wariza, C. J., Tenebroso, D. A. C., & Bicodo-Ortele, L. (2025). The Relationship between Social Appearance Anxiety and Holistic Self-Esteem among University Students in Southern Philippines. *Universal Journal of Public Health*, *13*(3), 607–615. https://doi.org/10.13189/ujph.2025.130309

Esto, J. B., Java, V. P., Elumaring, J. B., Tagare, R. L., Martinez, N. D., Rosario, M. A. B., Reyes, M. D. L., Dalipe, M. A. R., San Pedro, M. E., Villarta, C. W. S., Celestial, S. D., Saniel, J. P. S., & Mangubat, C. M. T. (2025). Stepping Towards Growth: Examining the Relationship Between Physical Activity Engagement and Personal Growth Initiative Among Filipino Students. *International Journal of Human Movement and Sports Sciences*, *13*(2), 435–442. https://doi.org/10.13189/saj.2025.130221

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

Floyd, K. K., Horn, A., & Sherfinski, M. (2024). Compassion Fatigue, Resilience, and Endurance of Special Educators in Rural P-12 and Higher Education. *Rural Special Education Quarterly*, 87568705241244580. https://doi.org/10.1177/87568705241244576

Fullerton, D. J., Zhang, L. M., & Kleitman, S. (2021). An integrative process model of resilience in an academic context: Resilience resources, coping strategies, and positive adaptation. *Plos One*, *16*(2), e0246000. https://doi.org/10.1371/journal.pone.0246000

Gapa, I. J., & Tagare Jr, R. (2023). Dropped Interest: Generation Z Students' Demotivating Reasons on Gradual Dislike on Sports and Recreation. *Sportis. Scientific Journal of School Sport, Physical Education and Psychomotricity*, *9*(1), 98–124. https://doi.org/https://doi.org/10.17979/sportis.2023.9.1.9076

Gothe, N. P., Ehlers, D. K., Salerno, E. A., Fanning, J., Kramer, A. F., & McAuley, E. (2020). Physical activity, sleep and quality of life in older adults: influence of physical, mental and social well-being. *Behavioral Sleep Medicine*, *18*(6), 797–808. https://doi.org/10.1080/15402002.2019.1690493

Haktanir, A., Watson, J. C., Ermis-Demirtas, H., Karaman, M. A., Freeman, P. D., Kumaran, A., & Streeter, A. (2021). Resilience, academic self-concept, and college adjustment among first-year students. *Journal of College Student Retention: Research, Theory & Practice*, *23*(1), 161–178. https://doi.org/10.1177/1521025118810666

Hamdani, M. (2021). A multiskill, 5-week, online positive emotions training for student well-being. *Journal of Management Education*, *45*(1), 86–125. https://doi.org/https://doi.org/10.1177/1052562920953203

Hirose, M., & Creswell, J. W. (2023). Applying core quality criteria of mixed methods research to an empirical study. *Journal of Mixed Methods Research*, *17*(1), 12–28. https://doi.org/10.1177/15586898221086346

Jackson-Koku, G., & Grime, P. (2019). Emotion regulation and burnout in doctors: a systematic review. *Occupational Medicine*, *69*(1), 9–21. https://doi.org/10.1093/occmed/kqz004

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

Jivraj, K. (2024). Navigating academic mental health and wellbeing, a case for resilience? Lessons for higher education using an 'academic-centered approach.' In *Research Handbook of Academic Mental Health* (pp. 394–408). Edward Elgar Publishing. https://doi.org/10.4337/9781803925080.00032

Kalisch, R., Köber, G., Binder, H., Ahrens, K. F., Basten, U., Chmitorz, A., Choi, K. W., Fiebach, C. J., Goldbach, N., & Neumann, R. J. (2021). The frequent stressor and mental health monitoring-paradigm: a proposal for the operationalization and measurement of resilience and the identification of resilience processes in longitudinal observational studies. *Frontiers in Psychology*, *12*, 710493. https://doi.org/https://doi.org/10.3389/fpsyg.2021.710493

Kansky, J. (2017). Benefits of well-being: Health, social relationships, work, and resilience. *Journal of Positive Psychology and Wellbeing*, *1*(2), 129–169.

Klussman, K., Langer, J., & Nichols, A. L. (2021). The relationship between physical activity, health, and well-being. *European Journal of Health Psychology*. https://doi.org/https://doi.org/10.1027/2512-8442/a000070

Konaszewski, K., Niesiobędzka, M., & Surzykiewicz, J. (2021). Resilience and mental health among juveniles: role of strategies for coping with stress. *Health and Quality of Life Outcomes*, *19*, 1–12. https://doi.org/10.1186/s12955-021-01701-3

Li, Z.-S., & Hasson, F. (2020). Resilience, stress, and psychological well-being in nursing students: A systematic review. *Nurse Education Today*, *90*, 104440. https://doi.org/10.1016/j.nedt.2020.104440

Mahmoud, N. N., & Rothenberger, D. (2019). From burnout to well-being: a focus on resilience. *Clinics in Colon and Rectal Surgery*, *32*(06), 415–423. https://doi.org/https://doi.org/10.1055/s-0039-1692710

Mancera, M. A., Sumera, E. S., Tagare, R. L., Lopez, G. E., Orgeta, I. M., Haji Kasan, Y. T., Cristobal, H. D., Aton, A. G., & Adlaon, G. (2025). In the zone or out of bounds? How sports and physical activity anxiety affects life satisfaction among students. *International Journal of Evaluation and Research in Education*, *14*(3), 1844–2966. https://doi.org/10.11591/ijere.v14i3.33530

Marsigliante, S., Gómez-López, M., & Muscella, A. (2023). Effects on children's physical and mental well-being of a physical-activity-based school intervention

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

program: a randomized study. *International Journal of Environmental Research and Public Health*, *20*(3), 1927. https://doi.org/10.3390/ijerph20031927

Martins, J., Costa, J., Sarmento, H., Marques, A., Farias, C., Onofre, M., & Valeiro, M. G. (2021). Adolescents' Perspectives on the Barriers and Facilitators of Physical Activity: An Updated Systematic Review of Qualitative Studies. *International Journal of Environmental Research and Public Health*, *18*(9), 4954. https://doi.org/10.3390/ijerph18094954

Meneghel, I., Martínez, I. M., Salanova, M., & De Witte, H. (2019). Promoting academic satisfaction and performance: Building academic resilience through coping strategies. *Psychology in the Schools*, *56*(6), 875–890. https://doi.org/10.1002/pits.22253

Neal, D. (2017). Academic resilience and caring adults: The experiences of former foster youth. *Children and Youth Services Review*, *79*, 242–248. https://doi.org/10.1016/j.childyouth.2017.06.005

Noor, S., Tajik, O., & Golzar, J. (2022). Simple random sampling. *International Journal of Education & Language Studies*, *1*(2), 78–82.

Ongcoy, P. J. B., & Tagare, R. L. (2024). *The Role of Social Support in Shaping Students' Goal Achievement*. *31*(1).

Oriol, X., Amutio, A., Mendoza, M., Da Costa, S., & Miranda, R. (2016). Emotional creativity as predictor of intrinsic motivation and academic engagement in university students: the mediating role of positive emotions. *Frontiers in Psychology*, *7*, 1243. https://doi.org/10.3389/fpsyg.2016.01243

Paquette, V., Vallerand, R. J., Houlfort, N., & Fredrickson, B. L. (2023). Thriving through adversity: The role of passion and emotions in the resilience process. *Journal of Personality*, *91*(3), 789–805. https://doi.org/10.1111/jopy.12774

Pillay, D., Nel, P., & Van Zyl, E. (2022). Positive affect and resilience: Exploring the role of self-efficacy and self-regulation. A serial mediation model. *SA Journal of Industrial Psychology*, *48*(1), 1–12. https://doi.org/10.4102/sajip.v48i0.1913

Rahimi, S., Hall, N. C., & Sticca, F. (2023). Understanding academic procrastination: A longitudinal analysis of procrastination and emotions in undergraduate and graduate

Sportis Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

students. *Motivation and Emotion*, *47*(4), 554–574. https://doi.org/https://doi.org/10.1007/s11031-023-10010-9

Romeo, A., Edney, S., Plotnikoff, R., Curtis, R., Ryan, J., Sanders, I., Crozier, A., & Maher, C. (2019). Can Smartphone Apps Increase Physical Activity? Systematic Review and Meta-Analysis. *Journal of Medical Internet Research*, *21*(3), e12053. https://doi.org/10.2196/12053

Sadoughi, M. (2024). Overparenting and adolescent's trait anxiety: Unraveling the roles of basic psychological needs frustration and emotion dysregulation. *Acta Psychologica*, *251*, 104579. https://doi.org/https://doi.org/10.1016/j.actpsy.2024.104579

Schuenemann, L., Scherenberg, V., von Salisch, M., & Eckert, M. (2022). "I'll worry about it tomorrow"–Fostering emotion regulation skills to overcome procrastination. *Frontiers in Psychology*, *13*, 780675. https://doi.org/https://doi.org/10.3389/fpsyg.2022.780675

Sharma, S., Åkerlund, H., Liao, H.-W., & Bluck, S. (2021). Life challenges and resilience: the role of perceived personality continuity. *Aging & Mental Health*, *25*(11), 2090–2099. https://doi.org/10.1080/13607863.2020.1795619

Shen, Y. (2022). Mitigating students' anxiety: the role of resilience and mindfulness among Chinese EFL learners. *Frontiers in Psychology*, *13*, 940443. https://doi.org/10.3389/fpsyg.2022.940443

Smith, K. J., & Emerson, D. J. (2021). Resilience, psychological distress, and academic burnout among accounting students. *Accounting Perspectives*, *20*(2), 227–254. https://doi.org/10.1111/1911-3838.12254

Spohrer, K. (2024). Resilience, self-discipline and good deeds – examining enactments of character education in English secondary schools. *Pedagogy, Culture & Society*, *32*(1), 1–20. https://doi.org/10.1080/14681366.2021.2007986

Squires, L. R., Hollett, K. B., Hesson, J., & Harris, N. (2021). Psychological distress, emotion dysregulation, and coping behaviour: a theoretical perspective of problematic smartphone use. *International Journal of Mental Health and Addiction*, *19*, 1284–1299. https://doi.org/https://doi.org/10.1007/s11469-020-00224-0

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Two pillars of strength: emotional intelligence and physical activity as predictors of university students' resilience. Vol. 12, n. º 1; p. 1-28, January 2026
https://doi.org/10.17979/sportis.2026.12.1.11987

Tagare, R. L., Saroca, D. B., & Aguinaldo, J. C. (2025). Investigating the Local Culture and Characteristics of Gen Zs in Rural Communities: Insights in Improving Students' Physical Education Experience. *Physical Culture and Sport*, *107*(1), 48–59. https://doi.org/10.2478/pcssr-2025-0005

Vani, M. F., Pila, E., Willson, E., & Sabiston, C. M. (2020). Body-related embarrassment: The overlooked self-conscious emotion. *Body Image*, *32*, 14–23. https://doi.org/https://doi.org/10.1016/j.bodyim.2019.10.007

Westerbeek, H., & Eime, R. (2021). The physical activity and sport participation framework—a policy model toward being physically active across the lifespan. *Frontiers in Sports and Active Living*, *3*, 608593. https://doi.org/10.3389/fspor.2021.608593

Zheng, Y., Li, H., Gao, K., & Gallo, P. M. (2022). Developing a Home-Based Body Weight Physical Activity/Exercise Program. *ACSM'S Health & Fitness Journal*, *26*(2), 20–28. https://doi.org/10.1249/FIT.0000000000000746

Zhu, X., Haegele, J. A., Liu, H., & Yu, F. (2021). Academic stress, physical activity, sleep, and mental health among Chinese adolescents. *International Journal of Environmental Research and Public Health*, *18*(14), 7257. https://doi.org/10.3390/ijerph18147257