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EMOTIONAL INTELLIGENCE CORRELATES PHYSICAL ACTIVITY AND LEISURE AMONG SELECTED PAHFIT STUDENTS

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Abstract:
Emotional intelligence significantly contributes to stress management, the building of resilience, and the motivation of the students, particularly in the aspect of physical activities and leisure. Despite the existence of widespread studies on the benefits of physical activities, none have addressed the direct effect of emotional intelligence on participation in such activities by students. This study fills this gap by examining the relationship between emotional intelligence and participation in leisure and physical activities by PAHFit students at the University of Mindanao. A quantitative descriptive-correlational approach was used in this study, and data were collected from 306 PAHFit students through an adapted and validated questionnaire. The statistical tools used in this study were mean, standard deviation, Spearman's rho, and regression analysis. Descriptive statistics showed high emotional intelligence among students, especially in self-awareness, while emotion regulation was moderate. They also had high participation in physical activity and leisure, mainly driven by enjoyment and physical well-being rather than external expectations. Using Spearman's rho correlation and regression analysis, findings further revealed a positive, significant, and moderate relationship between emotional intelligence and physical activity. These results emphasize the need to include emotional intelligence development as part of school physical education programs to enhance motivation and emotional regulation abilities in students. Peer-facilitated fitness activities and mindfulness instruction need to be integrated into university programs to promote emotional health and exercise participation in the long

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term. Longitudinal behavioral patterns and intervention techniques that continue to strengthen the link between exercise and emotional intelligence need to be examined in follow-up studies to promote the health and academic achievement of students.

SDG: #3 (Good health and Well Being) & #4 (Quality Education)

Keywords: education, emotional Intelligence, physical activity, leisure, student well-being, university students, self-emotion appraisal, emotion regulation, Davao City

1. Introduction

The COVID–19 pandemic has significantly changed the lifestyle of the younger population, leading to inadequate physical activity, as noted by Moore *et al.* (2020). This issue also applies to college students. Research conducted in Turkey shows that a striking 75% of the students studied lack sufficient physical activity, primarily due to low motivation and a perceived lack of time (Kundakcı *et al.*, 2024). Furthermore, more recent research confirms the relationship between insufficient physical activity and leisure time among university students, across several groups and health-related variables such as age, marital status, normal weight, and self-rated health (Alkhawaldeh *et al.*, 2024).

Consequently, as highlighted by Ishaq & Rafique (2020) and Olanescu (2021), time, resources, and skills are among the leading impediments to engaging in leisure-time physical activities (LTPA). Moreover, Akyol and Akkaşoğlu (2023) and Silva *et al.* (2022), together with Prochnow *et al.* (2020), summarize that the dominant barriers to undertaking physical exercise by secondary school and university learners include the absence of peers, low levels of intrinsic motivation, transport, limited financial resources, and inadequate facilities. Students must be helped to resolve these multifaceted issues and adopt healthier and more active lifestyles.

According to Schuch *et al.* (2020), regular exercise may alleviate and mitigate feelings of emotion alongside academic and personal pressures. Regarding Physical Activity Towards Health and Fitness (PATHFit) students, Martin Rodriguez *et al.* (2024) noted that exercise, especially during free time, fortifies emotional coping skills, improves resilience, and enhances stress management. Furthermore, increased physical exercise within these frameworks benefits several other aspects of physical health. It is associated with improved cardiovascular disease, diabetes, cancer, and even some common mental health disorders (Kandola & Osborn, 2021; Schuch *et al.*, 2019). The ability to cope with anxiety and emotionally manage stress points to the importance of regular recreational activities in emotional adjustment (Meyer *et al.*, 2020). Maintaining physical activity routines, particularly in leisure settings, provides psychological benefits that can enhance their emotional stability and overall well-being during stressful times, according to Sirojova (2024), Ding *et al.* (2020), and Lee & Tashman (2019).

Students who may face increased stress due to academic and social pressures, which focuses on the impact of physical activity on adolescents' anxiety (Reddy *et al.*,

2018), depression (Tran *et al.*, 2023), cultivating positive emotions through physical activity can be a potent tool for emotional regulation. The decreased physical activity makes it difficult for them to fully reap the health benefits (Sallis *et al.*, 2000), thus necessitating more theoretical guidance for practice.

This study is directly related to the leading theory by Reuven Bar-On (1997), which is the Bar-On Model of Emotional Intelligence (EI). This model is most relevant because EI encompasses cognitive and non-cognitive abilities and skills that impact an individual's capacity to manage environmental demands and pressures (Bar-On, 1997). Reuven Bar-On defines Emotional Intelligence as non-cognitive abilities, competencies, and skills of an individual to identify and regulate one's own emotions, to understand others' feelings, as well as the ability to cope with every environmental situation. For PATHFit students, integrating emotional intelligence training into the curriculum can assist in developing these crucial skills, leading to improved academic achievement and engagement in physical activity and leisure, as well as better stress management.

Additionally, Bandura's self-efficacy theory (1977) suggests that an individual's belief in their ability forms the basis for effectively demonstrating specific skills or abilities. Therefore, if individuals believe in their ability to comprehend and regulate emotions, they will demonstrate higher emotional intelligence. Self-efficacy plays a vital role in learning processes and outcomes (Nasrah *et al.*, 2021), influencing not only academic performance but also the development of emotional skills. To support the idea of Bandura's theory of self-efficacy, physical activity has a positive correlation with self-efficacy, emotional intelligence, and self-esteem (Aouani, 2022; Liu & Qiang, 2022; Wang *et al.*, 2020). When PATHFit students have faith in their ability to comprehend and regulate their emotions, they are more likely to employ proactive strategies to cope with stress, seek peer support, and effectively navigate social dynamics, all of which support their engagement in physical activity and leisure.

The Broaden-and-Build theory of positive emotions by Fredrickson (1998) also supports both variables; Fredrickson (2001) proposed this theory, focusing on happiness, interest, satisfaction, and love, believing that these positive emotions could expand individuals' thought-action abilities. Regular physical activity and leisure benefits physical health and significantly contributes to emotional well-being by fostering positive emotions that enhance attention span, creative thinking, and cognitive ability. Tugade and Fredrickson (2004) further demonstrated how positive emotions can reduce negative emotions, build resilience and improve emotional well-being, directly strengthening emotional intelligence through active physical activity and leisure participation. Previous studies have emphasized exercise's important role in enhancing physical and mental health and promoting positive emotions (Gehlhar *et al.*, 2022; Bouchard & Shephard, 1994).

Emotional intelligence (EI) is the ability to understand and manage emotions while fostering the active, adaptable thinking, comprehension, and foresight of their consequences. EI enhances mental processing, attention, and self-regulation even in stressful situations, as shown in the meta-analysis by Puertas-Molero *et al.* (2020).

Emotional skills improve mental functioning and help strengthen executive functions, mainly focusing during acute stress and anxiety (Ceric *et al.*, 2023). People with high EI tend to manage overwhelming emotions more successfully and deal with anger while mobilizing requisite resources towards a sustained effort to achieve a long-term outcome (Newman *et al.*, 2010).

Consequently, individuals with higher EI might be more proficient than others in resource allocation, overcoming challenges, and maintaining commitment to physical activity (An *et al.*, 2024). More simply, because an active lifestyle requires self-regulation, management of frustration, and continuous motivation, individuals with higher emotional intelligence can be expected to maintain such a routine much better than those with lower EI (Vaquero Solís *et al.*, 2022). Moreover, recognizing one's emotions, such as self-emotion appraisal (SEA), is a critical indicator of emotional intelligence. High self-emotion appraisal helps students recognize emotions connected to physical activity, for instance, feeling anxious or excited, which motivates them to engage and enhance their performance in sports or exercise (Wang *et al.*, 2020). Furthermore, OEA fosters peer support (Guil *et al.*, 2021).

In addition, the use of emotion (UOE) enhances productivity and satisfaction (Rogaleva *et al.*, 2024). Lastly, the regulation of emotion (ROE) aids in managing stress in competitive situations (Rinaldi *et al.*, 2024). Essentially, people who comprehend their emotions tend to manage them constructively and positively, as opposed to adversely influencing decision-making, which results in better and more decisive control of the situation (Ran *et al.*, 2022). Hence, findings of Altwijri *et al.* (2021) highlight that students with higher emotional intelligence have better academic outcomes. Additionally, a study by Khorasani *et al.* (2023) states that having high emotional Intelligence decreases academic stress. Thus, people with high emotional intelligence feel less stressed and have greater life satisfaction (Kartol *et al.*, 2024).

Based on the information presented in the introduction, it is clear that while many studies have explored the benefits of physical activity and emotional intelligence on mental and emotional health, the researchers have only read a few existing studies, especially in the local setting, examining the relationship between these variables. Most existing research tends to focus on either physical activity or emotional intelligence as separate topics, not on how emotional intelligence can influence a person's motivation to engage in physical activity and leisure, specifically among college students studying courses related to physical education, such as PATHFit.

There is also a lack of studies that focus on the specific parts or domains of emotional intelligence, such as recognizing one's own emotions, understanding the emotions of others, using emotions to stay motivated, and managing emotions during stressful situations. It is not yet fully understood how these emotional skills impact students' willingness to join sports, exercise, or recreational activities for their well-being. Even though physical activity is known to improve mood and reduce stress (Mahindru *et al.*, 2023), there is still a need to know more about how a student's emotional intelligence helps them maintain an active and healthy lifestyle.

In addition, most current studies have been done in other countries, and only a few have focused on students in the Philippines. This is important because Filipino college students often face high levels of academic pressure, family expectations, and social stress, which may affect both their emotional health and physical activity levels (Dizon *et al.*, 2025; Bangalan & Agnes, 2024). Because of these unique challenges, there is an urgency to study this topic within the Philippine context.

This study aligns with Sustainable Development Goal (SDG) #3, Good Health and Well-Being, which focuses on encouraging healthy behaviors for individuals across the lifespan, particularly students. Integrating exercise as part of the intervention improves outcomes associated with numerous physical health issues, such as cardiovascular disease, diabetes, cancer, and prevalent mental health disorders (Kandola & Osborn, 2021; Schuch *et al.*, 2019). Furthermore, it helps relieve symptoms of depression and anxiety, improves cognitive function, and may increase overall health and wellness. Additionally, this study aligns with SDG#4, Quality Education, as it enables an understanding of how emotional intelligence affects students' physical activity, ultimately improving the education system in the Philippines.

This study aims to determine the relationship between emotional intelligence and physical activity and leisure of PATHFit students. Specifically, the study seeks to answer the following objectives: (one) to assess the level of emotional intelligence in terms of self-emotion appraisal, other emotion appraisal, use of emotion, and regulation of emotion; (two) to determine the level of physical activity and leisure in terms of competition/ego, appearance, other expectations, physical condition, psychological condition, enjoyment, and affiliation; and (three) to identify which domain of emotional intelligence influences the physical activity and leisure among selected Physical Activity Towards Fitness and Health students. Furthermore, this study also hypothesized no significant relationship between variables.

2. Method

2.1 Research Respondents

The respondents of this study were the 306 students enrolled in the Physical Activity Towards Health and Fitness 4 (PATHFit 4) course from one of the higher-level institutions in Davao City. The study used simple random sampling, a type of probability sampling that ensures each individual in the population has an equal chance of being chosen (McCombes, 2019). The researchers utilized the Raosoft Sample Size Calculator to establish the number of participants from a population of 1,488 PAHF 4 students, with an 8.98% margin of error, 95% confidence level, and 50% response distribution.

The inclusion criteria of the study were students who are currently enrolled in the College of Computing and Engineering (CCE), College of Architecture and Fine Arts Education (CAFAE), College of Accountancy Education (CAE), College of Engineering Education (CEE), and the College of Arts and Sciences Education (CASE) during the second semester of the academic year 2024-2025, who are enrolled in Physical Activity

Toward Health and Fitness 4. On the other hand, the excluded were those dropped from enrollment, and were not 18 years or below. Lastly, participants who voluntarily wish to withdraw from participating can do so at any point, provided they adhere to the specified withdrawal conditions.

2.2 Research Instruments

The researchers used a modified questionnaire to collect data on both the independent and dependent variables. The independent variable, emotional intelligence, was assessed through 16 items from Halimi *et al.* (2021). Conversely, physical activity and leisure motivation, the dependent variable, was assessed using 39 items adapted from a questionnaire developed by Molanorouzi *et al.* (2014).

This study used a five-point Likert scale in both questionnaires to measure participants' responses. The scale is defined as follows: 5 (Strongly Agree) means the statement is always true, 4 (Agree) means the statement is true in 7 to 9 out of 10 situations; 3 (Neutral) where the statement is true 4 to 6 out of 10 situations; and 2 (Disagree) where the statement is true in 1 to 3 out of 10 situations; with 1 (Strongly Disagree) where the statement is never true.

Additionally, the following mean ranges were utilized to interpret the data gathered. The mean score rubric was described as follows: 4.20-5.00 (Very High), suggesting that the emotional intelligence and physical activity and leisure are always manifested; 3.50-4.19 (High), where it is suggested that the emotional intelligence and physical activity and leisure are often manifested; 2.60-3.49 (Neutral), where we may say that emotional intelligence and physical activities and leisure are sometimes manifested; 1.80-2.59 (Low), where we may say that the emotional intelligence and physical activities and leisure were rarely manifesting; and 1.00-1.79 (Very Low), where we may conclude that the emotional intelligence and physical activities and leisure have never been manifested.

The validated questionnaire underwent pilot testing, and the result revealed that the questionnaire on emotional intelligence's Cronbach alpha is 0.91, while physical activity and leisure's Cronbach alpha is 0.88. This means that the items in the questionnaire, in general, are reliable since the value of the Cronbach alpha of the two variables is greater than 0.70, which means that the survey questionnaire of this study has excellent reliability.

2.3 Research Design and Procedures

A quantitative descriptive-correlational study design was employed since it is best suited to assessing how emotional intelligence affects the physical activity and leisure of the selected PATHFit students. With this design, the researchers can understand the relationship between these variables and provide recommendations, future interventions, and solutions. To obtain the necessary approval for the study, the researchers submitted a formal letter to the Dean's Office of the College of Teacher Education at the University of Mindanao. Following the acquisition of the required

permissions, the chosen respondents received physical copies of the Emotional Intelligence (EI) and Physical Activity and Leisure (PAL) questionnaires from the Researchers. The mean determined the relationship between emotional intelligence, physical activity, and leisure among selected PAHF students at the University of Mindanao. The standard deviation measures the degree of variation for a given data value. The Spearman's Correlation examined the critical connection between emotional intelligence and physical activity and leisure among selected PAHF students of the University of Mindanao. Regression Analysis was used to estimate relationships between a dependent variable and one or more independent variables.

3. Results and Discussion

3.1 Emotional Intelligence

Table 1 indicates emotional intelligence with an overall mean score of 3.96 and a standard deviation of 0.51, which reveals a high level. This means that emotional intelligence is often manifested. All indicators are in the high-level range. Self-emotional appraisal achieved the highest mean score of 4.05 with a standard deviation of 0.68, which was described as high. This means that students have a good sense of why they have certain feelings most of the time, followed by others' emotional appraisal, with a mean score of 4.02 and a standard deviation of 0.67, which was described as high. Among the indicators, emotion regulation had the lowest mean score of 3.77 with a standard deviation of 0.51, which was described as high. This means that they have reasonable control over their own emotions.

Table 1: Level of Emotional Intelligence

Indicators	$\bar{x}$	**SD**
Self-emotion appraisal	4.05	0.68
Others' emotion appraisal	4.02	0.67
Use of emotion	3.99	0.72
Regulation of emotion	3.77	0.83
Overall	**3.96**	**0.51**

This proficiency aligns with findings from recent studies highlighting the importance of self-awareness in emotional intelligence. For instance, a study by Miezah *et al.* (2025) found that higher levels of self-emotion are associated with greater psychological well-being among university students. These findings are consistent with a previous study from Yu *et al.* (2024) that emphasizes that students who demonstrate high emotional intelligence have positive outcomes on their academic achievement and psychological well-being. Additionally, regular physical activity and leisure can help cope with anxiety and emotional intelligence during stressful periods (Meyer *et al.*, 2020).

In summary, the findings indicate that PAHFIT students exhibit high emotional intelligence, particularly in self-awareness and understanding others' emotions. However, enhancing emotion regulation skills could further benefit their emotional

competence and well-being. Hence, the study by Khorasani *et al.* (2023) also confirms that high emotional Intelligence decreases academic stress. It also confirms that the study of Kartol *et al.* (2024) emphasized that people with high emotional intelligence feel less stressed and have greater life satisfaction. Additionally, the findings of Altwijri *et al.* (2021) highlight that students with higher emotional intelligence have better academic outcomes.

3.2 Physical Activity and Leisure

Table 2 shows the mean score of the eight indicators and the overall mean score, which determines the level of physical activity and leisure among selected PATHFit students at the university. The level of physical activity and leisure among selected PATHFit students was carefully measured in terms of competition/ego, appearance, other expectations, affiliation, physical condition, psychological condition, mastery, and enjoyment.

The overall mean was 3.66 with a standard deviation of 0.67. The mean score showed a high level of description; this means that the statement is often manifested. Additionally, among the indicators, physical condition has the highest mean of 4.21 and a standard deviation of 0.80, which was described as very high. Students agreed on physical condition because it helps maintain a healthy body.

Table 2: Level of Physical Activity and Leisure

Indicators	**$\bar{x}$**	**SD**
Competition/Ego	2.91	0.06
Appearance	3.66	0.95
Other expectation	2.66	1.05
Physical condition	4.21	0.80
Psychological condition	3.96	0.93
Mastery	3.97	0.85
Enjoyment	4.08	0.87
Overall	**3.66**	**0.67**

On the other hand, the indicator of other expectations got the lowest mean score of 2.66 and a standard deviation of 1.05. This means the respondent moderately manifested that they engage in physical activity and leisure to earn a living. This result suggests that not all students agreed and preferred to engage in physical activities to maintain their health, be physically fit, and improve their cardiovascular fitness, rather than participating in physical activities due to external pressures like earning a living, getting paid, or being prescribed by a doctor. This also implies that their desire to engage in physical activity is more internal than obligation-based. These results support existing research indicating that incorporating. Physical activity in interventions can improve outcomes related to various physical health concerns (Kandola & Osborn, 2021), including cardiovascular disease, diabetes, cancer, and common mental health disorders (Schuch *et al.*, 2019). The aforementioned findings also align with the views of Noel *et al.* (2024) that physical

activity can also benefit specific groups. For instance, regular exercise has been shown to alleviate symptoms of depression and anxiety while mitigating stress (Noetel *et al.*, 2024; Giandonato *et al.*, 2021).

Thus, the study by Santana *et al.* (2023) states that those students who did not follow the WHO guidelines tend to have anxiety and have a lower quality of life than those students who are physically active. In addition, engaging in physical activity positively affects mental health for college students. It provides psychological benefits that can enhance their overall well-being according to Sirojova (2024) and Lee and Tashman (2019) and Sirojova (2024). Hence, the study from Gao *et al.* (2025) confirms that students who engage in physical activity are more likely to engage in academic engagement.

3.3 Correlation of Emotional Intelligence and Physical Activity and Leisure

Table 3: Correlation of Emotional Intelligence and Physical Activity and Leisure

Emotional Intelligence	**Physical Activity and Leisure**								
	CE	**A**	**OT**	**A**	**PC**	**PC**	**M**	**E**	**Overall**
SEA	0.216*	0.239*	0.104*	0.211*	0.263*	0.232*	0.219*	0.247*	**0.297***
OEA	0.121*	0.244*	0.069*	0.288*	0.169*	0.235*	0.207*	0.168*	**0.252***
UOE	0.242*	0.305*	0.266*	0.340*	0.366*	0.345*	0.349*	0.329*	**0.433***
ROE	0.235*	0.254*	0.082*	0.153*	0.217*	0.141*	0.176*	0.175*	**0.263***
Overall	**0.274***	**0.343***	**0.172***	**0.311***	**0.342***	**0.324***	**0.316***	**0.306***	**0.417***
*p < .05									

Table 3 shows the significant moderate relationship between emotional intelligence, physical activity, and leisure among selected Pathfit students. It highlights a positive relationship between the two variables with a correlation coefficient (r=0.417*).

The table shows a significant moderate correlation between the two variables when examining the emotional intelligence and physical activity and leisure of PATHFit 4 students. The p-value of the correlation coefficient of the two variables is < 0.05, thereby rejecting the null hypothesis at the 0.01 level of significance. The data shows the independent variable (emotional intelligence) and dependent variable (physical activity and leisure) confer a correlation coefficient of r = .417 (p < .05). It indicates that the selected PATHFit 4 students have moderate levels of emotional intelligence and physical activity and leisure.

The results of this study prove that their emotional intelligence significantly influences students' participation in physical activity and leisure. Based on the Bar-On Model, Reuven Bar-On (2002), people with higher emotional intelligence are more capable of managing stress, developing resilience, and keeping a positive outlook, all of which motivate them to engage in physical activity. Dong *et al.* (2022) assert that developing emotional intelligence would help students meet the demands of today's demanding academic environment.

These findings highlight the connection between emotional intelligence and physical activity and leisure. This supports the idea in Bandura's theory of self-efficacy that physical activity has a positive correlation with self-efficacy, emotional intelligence, and self-esteem (Aouni, 2022; Liu & Qiang, 2022; Wang *et al.*, 2020). Physical activity effectively shapes the personality of the selected PAHF 4 students, which supports the concept that emotional intelligence is crucial for fostering a balanced and healthy lifestyle and is necessary for social and academic success.

3.4 Regression Analysis of Emotional Intelligence on Physical Activity and Leisure

Table 4 illustrates the regression analysis results for all four emotional intelligence dimensions. Of all the dimensions of emotional intelligence, emotion was most significantly linked to predicting physical activity and leisure engagement. The overall model of the analysis shows an explanatory power of 20.2%. This indicates that the emotional intelligence dimensions, as a whole, account for 20.2% of the variance in physical activity and leisure ($R^2 = 0.202$, $p < .001$). Among the predictors, the use of emotion had the most decisive influence of 35% ($\beta = 0.350$, $p < .001$). This indicates that better utilization of emotions leads to greater engagement in physical activity and leisure among advanced students (Wang *et al.*, 2020).

Table 4: Regression Analysis Matrix

Model	**B**	**SE**	***β***	**t**	**p**
Constant	0.593	0.266		5.998	< .001
Self-emotion appraisal	0.025	0.061	0.026	0.404	0.686
Others emotion appraisal	0.104	0.052	0.109	1.985	0.048
Use of emotion	0.311	0.052	0.350	6.014	< .001
Regulation of emotion	0.083	0.045	0.108	1.835	0.067
$R^2 = 0.202$	$F = 19.066$		$p < .001$		

This suggests that the application of emotions as a component of emotional intelligence particularly influences the level of students' engagement in physical activities and leisure. Managing emotions positively increases motivation, flexibility, and the ability to maintain a positive outlook. As a byproduct, engagement in physical activity reinforces their emotional state, which, in turn, sustains the cycle of emotional well-being and physical activity. These findings corroborate the research of Elliott *et al.* (2024). The use of emotion significantly impacts physical activity and leisure, as engaging in Emotional intelligence motivates one to engage in physical activities, making it a skill to achieve fitness goals (Yu *et al.*, 2024).

4. Conclusion and Recommendations

The students' emotional intelligence level is very high; they know how to recognize their own emotions, judge others' emotions, use emotions, and manage emotions. Findings indicated that the students have a powerful ability to recognize and understand their

own emotions and have the capacity to excel at navigating social interactions. In connection with the high level of physical activity and leisure, the students engage in activities that enhance their well-being, and their participation in the activities is intrinsically motivated. Societal pressures and schoolwork do not significantly influence their participation in activities.

Moreover, the inferential analysis showed a significant moderate positive correlation between emotional intelligence, physical activity, and leisure, thereby rejecting the null hypothesis. Furthermore, regression analysis revealed that emotion had the strongest predictive power on physical activity and leisure among the four EI domains, followed by others' emotion appraisal. This confirms that the ability to apply emotions effectively influences how Students actively and positively participate in physical activities, reinforcing the importance of emotional engagement in sustaining healthy behaviors.

These results are supported by psychological theories such as Bandura's Self-Efficacy Theory, where individuals who believe in their ability to manage emotions are likely to engage in activities that promote their well-being. Similarly, Fredrickson's Broaden-and-Build Theory of Positive Emotions applies because emotional intelligence broadens an individual's behavioral and mental capacity to live actively.

Based on the findings, it is recommended that PAHFIT faculty incorporate emotional intelligence development into PE classes by using weekly emotion journals, trigger-reflection worksheets, and guided group sharing to improve self-awareness and empathy. These reflective activities help students recognize how emotions affect their motivation and participation in physical activity.

To address low intrinsic motivation, offering enjoyable and varied activities, promoting peer-led groups, and integrating simple reflections or mindfulness practices is recommended. These strategies can help college students engage in physical activity for personal well-being rather than external rewards.

Stress management workshops should focus on time management planning, HIIT or sports for stress relief, and group debriefings after high-pressure physical tasks. These activities will boost students' ability to cope and stay engaged in physical activities.

Future research should explore the long-term behavioral influence of emotional intelligence on exercise participation and the influence of different exercises on emotional health in different groups of students. Through such interventions, the university can develop an environment supporting emotional intelligence and exercise participation, and ultimately improve the students' quality of life and academic achievements as well as their overall health and well-being.

Conflict of Interest Statement
The authors declare no conflicts of interest.

About the Author(s)
Abegail A. Alcano is a student of the Bachelor of Physical Education program at the University of Mindanao in Davao City, Philippines. She is a vibrant and creative individual who finds joy in dancing, singing, and drawing, expressing herself through both movement and art. Her passion for the performing and visual arts complements her academic journey, allowing her to blend creativity with discipline in her studies. Abegail's dedication to her craft and her enthusiasm for learning highlight her as a well-rounded student who values both physical education and artistic expression, embodying the spirit of balance, talent, and perseverance.
Jules Harvey Aspiras is a student of the Bachelor of Physical Education program at the University of Mindanao in Davao City, Philippines. With a strong passion for dancing, he embraces movement as both an art form and a way to express himself. His love for dance complements his academic journey, allowing him to merge creativity with discipline in the study of physical education. Jules Harvey's dedication to his craft reflects not only his enthusiasm for performance but also his commitment to personal growth and excellence. As he continues to pursue his studies, he embodies the balance of artistry and education, shaping himself into a dynamic individual ready to inspire others through both teaching and dance.
Dave F. Gamboa is a student of the Bachelor of Physical Education program at the University of Mindanao, Philippines, who finds joy in both dancing and singing. His passion for the performing arts reflects his vibrant personality and creative spirit, allowing him to express himself through movement and music. These interests complement his academic journey, as they highlight the balance between discipline in physical education and the artistry of performance. With his enthusiasm and dedication, Dave embodies the qualities of a well-rounded student who values both education and creativity, shaping himself into someone who can inspire others through talent and perseverance.
Dr. Lenziel L. Galaura, Ed.D has been a dedicated faculty member of the University of Mindanao in Davao City, Philippines, for 27 years and continues to serve with passion and commitment. As a seasoned educator in the field of Physical Education, he has guided countless students with perseverance and integrity, embodying the values of hard work and discipline. Beyond the classroom, Dr. Galaura finds joy in engaging with nature, embracing outdoor activities that reflect his appreciation for balance, wellness, and the environment. His long-standing service and love for both education and the

natural world highlight his role as an inspiring mentor who nurtures not only academic growth but also holistic development among his students.

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