

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n.º 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

The emotional power of physical activity: examining its role in enhancing students' self-efficacy

El poder emocional de la actividad física: análisis de su papel en la mejora de la autoeficacia de los estudiantes

Ava Sheldin T. Guerrero¹., Catherine P. Ison¹., Rachel Anne T. Ramos²

1 College of Education, University of Southeastern Philippines, Davao City, Philippines

2 Institute of Teacher Education, Davao del Norte State College, New Visayas, Panabo, City, Philippines

*Correspondence Author: Ava Sheldin T. Guerrero astguerrero@usep.edu.ph

Editorial schedule: Article received 26/04/2025 Accepted: 26/05/2025 Published: 01/10/2025

<https://doi.org/10.17979/sportis.2025.11.4.11996>

To cite this article use the following reference:

Guerrero, A.S.T.; Ison, C.P.; Ramos, R.A.T. (2025). The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Sportis Sci J, 11 (4), 1-27 <https://doi.org/10.17979/sportis.2025.11.4.11996>

Author contribution: All authors contributed equally to the work.

Funding: The study did not receive funding.

Conflict of interest: The authors declare that they have no conflict of interest.

Ethical aspects: The study declares the ethical aspects.

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

Abstract

This study examined the relationship between physical activity engagement and emotional self-efficacy among college students, emphasizing their role in promoting psychological well-being and academic resilience. Utilizing a quantitative research design, specifically a descriptive-correlational approach, the study gathered data from college students selected through simple random sampling. The International Physical Activity Questionnaire (IPAQ) and the Emotional Self-efficacy Questionnaire (ESEQ) were adopted to measure the two variables, with their reliability indices ensuring accurate and consistent data collection. Descriptive statistics such as frequency counts, mean, and composite mean were used to describe the respondents' physical activity engagement and emotional self-efficacy. At the same time, the Pearson Correlation Coefficient tested the relationship between the two variables. The results revealed that the respondents generally demonstrated moderate physical activity engagement and emotional self-efficacy, with a significant positive relationship between these variables. This implies that students who engage more in physical activities tend to exhibit better emotional regulation, self-control, and social responsiveness, enhancing their overall psychological well-being. The study further concluded that physical activity is crucial in developing students' emotional competence, underscoring its contribution to mental health and academic performance. However, the study was limited to a single demographic group and relied on self-reported data, potentially affecting its generalizability. Future research may explore broader populations, utilize mixed-method approaches, or implement longitudinal studies to further investigate the long-term impact of physical activity on emotional self-efficacy.

Keywords: emotional self-efficacy; mental well-being; physical activity engagement; student development; student resilience

Resumen

Este estudio examinó la relación entre la participación en actividad física y la autoeficacia emocional entre los estudiantes universitarios, enfatizando su papel en la promoción del bienestar psicológico y la resiliencia académica. Utilizando un diseño de investigación cuantitativa, específicamente un enfoque descriptivo-correlacional, el estudio recopiló datos de estudiantes universitarios seleccionados mediante muestreo aleatorio simple. El Cuestionario Internacional de Actividad Física (IPAQ) y el Cuestionario de Autoeficacia Emocional (ESEQ) fueron adoptados para medir las dos variables, con sus índices de fiabilidad asegurando una recopilación de datos precisa y consistente. Se utilizaron estadísticas descriptivas como conteos de frecuencia, media y media compuesta para describir la participación de los encuestados en la actividad física y la autoeficacia emocional. Al mismo tiempo, el Coeficiente de Correlación de Pearson probó la relación entre las dos variables. Los resultados revelaron que los encuestados generalmente demostraron un compromiso moderado con la actividad física y una autoeficacia emocional, con una relación positiva significativa entre estas variables. Esto implica que los estudiantes que participan más en actividades físicas tienden a exhibir una mejor regulación emocional, autocontrol y respuesta social, mejorando su bienestar psicológico general. El estudio concluyó además que la actividad física es crucial para desarrollar la competencia emocional de los estudiantes, subrayando su contribución a la salud mental y al rendimiento académico. Sin embargo, el estudio se limitó a un solo grupo demográfico y se basó en datos autoinformados, lo que podría afectar su

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

generalizabilidad. Investigaciones futuras pueden explorar poblaciones más amplias, utilizar enfoques de métodos mixtos o implementar estudios longitudinales para investigar más a fondo el impacto a largo plazo de la actividad física en la autoeficacia emocional.

Palabras clave: autoeficacia emocional; bienestar mental; participación en actividad física; desarrollo estudiantil; resiliencia estudiantil

Introduction

Emotional self-efficacy refers to an individual's belief in their ability to recognize, regulate, and apply emotions effectively to cope with challenges and achieve desired outcomes (Bandura & Wessels, 1997). It involves understanding one's and others' feelings, transforming negative emotions into positive ones, and maintaining emotional balance in high-pressure situations (Tian et al., 2025). Individuals with high emotional self-efficacy tend to demonstrate resilience, self-control, and problem-solving abilities, enabling them to navigate social and academic demands effectively (Yang et al., 2019). Enhancing emotional self-efficacy fosters psychological well-being and promotes adaptive coping strategies among individuals, especially in educational and social settings (Fan & Cui, 2024).

Physical activity engagement refers to the active participation of students in any form of bodily movement that enhances physical fitness, promotes health, and improves overall well-being (Owen et al., 2016). It includes structured activities such as sports, exercise, and fitness programs, as well as unstructured activities like walking, recreational play, and active commuting (Laddu et al., 2021). Engaging in physical activities has numerous benefits, including improved physical health, cognitive function, and emotional well-being, allowing students to manage stress, build resilience, and enhance academic performance (Bidzan-Bluma & Lipowska, 2018). Promoting physical activity engagement among students is essential in fostering lifelong healthy behaviors, reducing sedentary lifestyles, and contributing to their holistic development (Tafari et al., 2024).

Students today face pressing challenges in developing emotional self-efficacy, primarily due to increased academic pressure, social expectations, and mental health struggles, which hinder their ability to regulate and utilize emotions effectively (Lisciandro et al., 2016). High levels of stress, anxiety, and low self-esteem often result in difficulty managing negative emotions, limiting students' capacity to perform well in academic and social settings (Hyseni Duraku & Hoxha, 2018; Nguyen et al., 2019).

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

Similarly, physical activity engagement among students has significantly declined due to excessive screen time, sedentary lifestyles, and lack of motivation, reducing opportunities for students to improve their physical health and mental resilience (Pulido et al., 2021; Smith & Biddle, 2008; Throuvala et al., 2021). The absence of regular physical activity further exacerbates emotional difficulties, making it harder for students to develop positive coping mechanisms and sustain overall well-being (Kim et al., 2017; Martín-Rodríguez et al., 2024).

Several studies have explored the significance of emotional self-efficacy in promoting psychological well-being, effective social functioning, and academic performance among students. Research shows that individuals with high emotional self-efficacy demonstrate greater resilience, self-regulation, and adaptability when facing academic and social challenges, enabling them to perform better in educational settings (Pillay et al., 2022). Studies also emphasize that enhancing emotional self-efficacy helps students manage stress, improve decision-making, and maintain positive interpersonal relationships, contributing to their overall mental health (Ran et al., 2022; Sun & Lyu, 2022). Furthermore, recent findings highlight that emotional self-efficacy is critical in reducing anxiety and fostering emotional resilience, especially in high-pressure academic environments (Mohamed et al., 2025). Continually exploring emotional self-efficacy in educational contexts provides a strong foundation for developing intervention programs to enhance students' psychological and academic outcomes (Zee et al., 2016a; Zhen et al., 2017).

Numerous studies have emphasized the critical role of physical activity in promoting physical health, mental well-being, and academic performance among students. Research indicates that regular engagement in physical activities such as exercise, sports, and recreational play significantly reduces symptoms of stress, anxiety, and depression while enhancing cognitive function and emotional resilience (Esto, 2024; Husain et al., 2024; Liu et al., 2024). Studies further suggest that physically active students exhibit higher academic achievement, improved concentration, and better classroom behavior, as physical activity fosters mental clarity and social interaction (Donnelly et al., 2016; Esto & Poralan, 2021). Additionally, physical activity is linked to the development of positive self-concept, increased self-esteem, and overall

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

psychological well-being, highlighting its importance in fostering holistic student development (Christiansen et al., 2018a, 2018b; Donnelly et al., 2016; Zayed et al., 2024). Given these benefits, promoting physical activity among students is essential in mitigating sedentary lifestyles, improving mental health outcomes, and supporting academic success (Herbert, 2022; Zhou & Chen, 2024a).

Despite the extensive studies on emotional self-efficacy and physical activity engagement, insufficient data remains to explore the direct relationship between these two variables, particularly among students. Existing literature has primarily focused on the benefits of emotional self-efficacy and physical activity. Still, limited attention has been given to understanding how physical activity influences students' capacity to regulate and utilize emotions. This gap in knowledge raises the need to investigate whether engagement in physical activity contributes to strengthening students' emotional self-efficacy, which is essential for their overall well-being and academic performance. Hence, this study seeks to answer the general research question: How does physical activity engagement influence the emotional self-efficacy of students? This study examines the relationship between physical activity engagement and emotional self-efficacy, providing empirical evidence that may inform the development of educational programs and interventions that promote physical health and emotional competence among students.

This research is essential as it gives students a deeper understanding of how physical activity can enhance their emotional self-efficacy, helping them manage stress, regulate emotions, and improve overall well-being. By addressing the gap in the literature, this study contributes to the body of knowledge by offering empirical evidence on the direct relationship between physical activity and emotional self-efficacy, which has been scarcely explored. The findings may also guide educators, policymakers, and mental health professionals in designing interventions that promote students' physical and emotional development. Ultimately, the novelty of this research lies in its focus on integrating physical activity as a tool for enhancing emotional competence, fostering holistic student growth, and advancing the academic discourse on student well-being.

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

Material Methods

Research Design

This study employed a quantitative research design, specifically a descriptive correlation approach, to examine the relationship between physical activity engagement and emotional self-efficacy among students. Quantitative research is a systematic investigation that collects and analyzes numerical data to understand patterns, relationships, and outcomes, allowing researchers to draw objective and generalizable conclusions (Creswell & Creswell, 2017; Quintano et al., 2025; Zhou & Chen, 2024a). Meanwhile, descriptive correlation design aims to describe the existing relationship between two or more variables without manipulating them, providing a clear understanding of how one variable may influence another (Myers et al., 2013).

Using a quantitative descriptive correlation design is highly appropriate for this study as it seeks to determine whether physical activity engagement has a significant relationship with emotional self-efficacy among students. This design enables the researchers to quantify physical activity and emotional self-efficacy and measure their association without altering conditions. Moreover, it provides valuable insights into how students' participation in physical activities may influence their ability to regulate and utilize their emotions. By employing this design, the study aims to generate empirical data that can enhance students' physical and emotional well-being.

Research Respondents and Sampling

This study involved 396 student respondents who were selected using simple random sampling, a probability sampling technique where every individual in the population has an equal chance of being selected, ensuring an unbiased representation of the target population (Alvi, 2016; X. Wang, 2024). This sampling technique was deemed most appropriate for this study as it minimizes selection bias, allowing for a more accurate and generalizable result. By randomly selecting participants, the study ensured that diverse perspectives on physical activity engagement and emotional self-efficacy were captured. Additionally, this method enhanced the reliability of the findings by reducing researcher influence in the selection process, thus providing a fair representation of the student population.

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

Research Instruments

This study utilized the International Physical Activity Questionnaire (IPAQ) developed by Craig et al. (2003) to measure students' physical activity engagement, which has a reported reliability index of 0.80, ensuring its consistency and accuracy in measuring physical activity levels. Additionally, the study adopted the Emotional Self-efficacy Questionnaire (ESEQ) developed by Qualter et al. (2015) to assess students' emotional self-efficacy, with a reported Cronbach's alpha of 0.85, indicating high internal consistency. Both instruments were selected due to their established reliability and validity in measuring the intended variables. These standardized instruments enabled the study to collect accurate and consistent data, providing credible results. Moreover, these tools facilitated assessing the relationship between physical activity engagement and emotional self-efficacy among students, aligning with the study's objectives.

Statistical Analysis

This study employed both descriptive and inferential statistics to analyze the data collected. Descriptive statistics, specifically frequency counts, mean, and composite mean, were used to describe students' levels of physical activity engagement and emotional self-efficacy. The study utilized the Pearson Product-Moment Correlation Coefficient (Pearson r) to determine the relationship between the two variables. This statistical tool measures the strength and direction of the linear relationship between two continuous variables. This test was deemed most appropriate as it provides a precise quantitative measure of association, allowing the researchers to determine whether higher physical activity engagement corresponds to higher emotional self-efficacy. Additionally, Pearson r is widely used in correlational studies as it offers a straightforward interpretation and supports establishing a significant relationship between variables. The study aimed to generate objective and reliable findings aligned with its research objectives through this statistical approach.

Ethical Considerations

This study strictly adhered to ethical research standards to protect the rights and welfare of the participants. Before data collection, approval was obtained from the Institutional Review Board, ensuring the study met all ethical guidelines for conducting

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

research involving human subjects. Informed consent was secured from all participants, and they were briefed about the study's purpose, procedures, potential risks, and their right to withdraw without any consequences. No identifying information was collected to maintain confidentiality and anonymity, and questionnaire responses were coded and stored securely. Data were accessed only by the researchers and used solely for academic and research purposes, ensuring that participants' privacy was respected throughout the research process.

Results

Table 1 presents the respondents' level of physical activity engagement categorized into Low, Moderate, and High Activity. These levels describe the extent to which students participate in physical activities, ranging from minimal to vigorous engagement. The results provide insights into the students' physical activity patterns, essential in understanding their overall lifestyle and well-being.

Table 1. Respondents' Physical Activity Engagement

Physical Activity Engagement	Frequency (n=396)	Percentage (%)
Low Activity	117	30.0
Moderate Activity	162	40.0
High Activity	117	30.0

Table 2 presents the respondents' emotional self-efficacy level, reflecting their ability to effectively recognize, regulate, and apply emotions. The results are categorized based on varying levels of self-efficacy, providing insights into the respondents' confidence in managing their emotions. This data is essential in understanding how students cope with academic and social challenges.

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

Table 2. Emotional Self-efficacy among the Respondents

Statement	Mean	Verbal Description
Emotional Awareness		
I can recognize when I'm feeling positive emotions.	3.52	Strongly Agree
I can easily identify when I'm feeling negative emotions.	3.44	Agree
I understand what causes me to feel negative emotions.	3.19	Agree
I can recognize the emotions displayed on another person's face.	3.18	Agree
I can tell when someone else is feeling positive emotions.	3.14	Agree
I can tell when someone else is feeling negative emotions.	3.10	Agree
I can identify the emotions conveyed by another person's body language.	3.00	Agree
I understand what causes others to feel negative emotions.	2.82	Agree
Composite Mean	3.17	Moderate Emotional Self-Efficacy
Emotional Regulation (Self & Others)		
I can regulate my emotions when I'm close to achieving a goal.	3.16	Agree
I use positive emotions to think of creative solutions to problems.	3.10	Agree
I can calm myself down when I'm feeling angry.	3.05	Agree
I can change my negative emotions into positive ones.	2.92	Agree
I can regulate my emotions when I'm under pressure.	2.78	Agree
I can help someone else regulate their emotions after they've experienced a loss.	2.73	Agree
I can help someone else calm down when they're angry.	2.67	Agree
I can help someone else regulate their emotions when they're under pressure.	2.61	Agree
Composite Mean	2.88	Moderate Emotional Self-Efficacy
Emotional Generation & Application		
I understand what causes me to feel positive emotions.	3.31	Agree
I use positive emotions to come up with good ideas.	3.22	Agree
I can recognize the emotions I'm conveying through my facial expressions.	3.22	Agree
I understand what causes me to feel different emotions.	3.21	Agree
I can create emotions that improve my physical performance.	3.19	Agree
I can generate the right emotions to help me think creatively.	3.13	Agree
I can recognize the emotions I'm conveying through my body language.	3.09	Agree
I use positive emotions to find novel solutions to problems.	3.08	Agree
I understand what causes others to feel positive emotions.	2.97	Agree
I can create a positive emotion when I'm feeling negative emotions.	2.87	Agree
I can figure out what causes someone else to feel different emotions.	2.82	Agree
I can generate the emotion that another person is feeling.	2.80	Agree
Composite Mean	3.08	Moderate Emotional Self-Efficacy
Grand Mean	3.05	Moderate Emotional Self-Efficacy

Legend:

Scale:	Verbal Description	Interpretation
4.00-3.50	Strongly Agree	High Emotional Self-Efficacy
3.49-2.50	Agree	Moderate Emotional Self-Efficacy
2.59-1.50	Disagree	Low Emotional Self-Efficacy
1.49-1.00	Strongly Disagree	No Emotional Self-Efficacy

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

Table 3 shows the test of the relationship between the respondents' physical activity engagement and emotional self-efficacy using the Pearson Product-Moment Correlation Coefficient. The results determine whether a significant relationship exists between the two variables, providing insights into how physical activity influences students' emotional self-efficacy. This analysis supports the study's objective of exploring the connection between physical activity and emotional well-being.

Table 3. Test of the Relationship between the Respondents' Physical Activity Engagement and Emotional Self-efficacy

Paired Variables	Pearson Correlation Coefficient	p-value	Interpretation $\alpha=0.05$
Physical Activity Engagement and Emotional Self-efficacy	.136	.007	Significant

Discussion:

Respondents' Physical Activity Engagement

Table 1 shows the students' physical activity engagement. Out of 396 respondents, 117 (30.0%) reported low physical activity engagement, 162 (40.0%) demonstrated moderate physical activity engagement, and 117 (30.0%) exhibited high physical activity engagement. This means many students only engage in minimal to moderate physical activities, while only a few consistently participate in high-intensity physical activities. This implies that most students may not maximize the health benefits of regular and high-level physical activity, potentially limiting their overall physical well-being and performance.

The considerable number of students with low and moderate physical activity engagement is a concerning indicator of their limited participation in physical activities. Combining these two categories reveals that most respondents remain within the low to average level, suggesting that physical inactivity or insufficient exercise is still prevalent among students. This implies that students may face challenges maintaining physical fitness, enhancing cognitive function, and promoting emotional well-being. Furthermore, limited physical activity engagement may impact their energy levels, academic performance, and overall quality of life, as physical activities significantly contribute to physical and mental health.

The findings of this study are consistent with previous research, indicating that many students remain physically inactive despite the known benefits of physical activity. Studies have shown that low physical activity levels are often linked to academic

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

pressure, lack of motivation, and excessive screen time, preventing students from regular physical exercise (Deliens et al., 2015; Nakshine et al., 2022a). Moderate physical activity may yield some health benefits, but higher-intensity physical activities contribute more significantly to overall well-being and psychological development (Must et al., 2015; Nakshine et al., 2022b). Insufficient physical activity is also considered one of the significant risk factors for poor health among young individuals (Bull et al., 2020; Organization, 2019). These findings support the current study, highlighting the need to address students' prevailing low and moderate physical activity engagement (van Sluijs et al., 2021).

Emotional Self-efficacy among the Respondents

The **overall emotional self-efficacy** of the respondents obtained a grand mean of 3.05, which is interpreted as Moderate Emotional Self-Efficacy. This means that most students have a fair ability to recognize, regulate, and apply their emotions in various situations, but they may still encounter challenges in managing intense emotional experiences. This implies that while students possess confidence in controlling their feelings, they may struggle with maintaining emotional balance in high-pressure situations, such as academic stress or social conflicts. Additionally, their ability to influence others' emotions or generate positive emotions during difficult circumstances may not be fully developed. This highlights that students are only moderately capable of utilizing their emotional capacity in managing academic and personal demands, which may affect their overall well-being and social interactions.

The findings of this study align with previous research emphasizing that students often exhibit moderate levels of emotional self-efficacy due to various academic, social, and environmental pressures. Students with moderate emotional self-efficacy frequently face difficulties in effectively regulating their emotions when confronted with challenging tasks, affecting their overall performance (van Sluijs et al., 2021). Moderate emotional self-efficacy may also result in inconsistent emotional control, reducing students' capacity to manage stress, frustration, and social interactions (Lee & Van Vlack, 2018; K. Wang et al., 2020a). Furthermore, students with moderate levels of emotional self-efficacy tend to have unstable emotional regulation, which can negatively impact their mental health and academic outcomes (Mesurado et al., 2018). These findings support the current

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

study's results, emphasizing that the students' emotional capacity may require further development to fully enhance their emotional resilience and adaptability (Aguilar, 2018; Pitzer & Skinner, 2017).

Regarding **Emotional Awareness**, "I can recognize when I'm feeling positive emotions" obtained the highest mean of 3.52, with a verbal description of strongly agree. This means that most students are confident in their ability to identify positive emotions within themselves, allowing them to experience moments of happiness, satisfaction, or contentment. This implies that students have a strong internal connection with their positive emotions, enabling them to recognize and appreciate favorable experiences. On the contrary, "I understand what causes others to feel negative emotions" received the lowest mean of 2.82, with a verbal description of agree. This means that while students acknowledge their capacity to understand others' negative emotions, they may still struggle to identify the root causes behind such feelings. This implies that students may struggle to empathize deeply with others, particularly in recognizing the underlying factors influencing negative emotions.

The composite mean for Emotional Awareness recorded a value of 3.17, which is interpreted as Moderate Emotional Self-Efficacy. This means that students generally possess an average level of awareness in identifying, understanding, and processing their own and others' emotions. This implies that while they can recognize emotions, their ability to interpret emotional triggers, especially those of others, may still need improvement. With moderate emotional awareness, students may find it easier to manage their emotions but could struggle to extend the same understanding to their peers. As a result, they may face challenges in navigating complex social interactions, limiting their ability to offer emotional support to others.

The findings of this study are supported by previous research emphasizing the challenges students face in fully developing their emotional awareness. Individuals with moderate emotional self-efficacy often struggle with understanding and interpreting the emotional cues of others, resulting in limited social responsiveness (Zee et al., 2016b). Individuals with moderate emotional awareness also tend to focus more on their own emotional experiences while encountering difficulties in recognizing the emotional states of others (Price & Hooven, 2018). Furthermore, the ability to identify personal emotions

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

is often more developed than understanding external emotional triggers, hindering effective interpersonal communication (Barthel et al., 2018; Halperin & Pliskin, 2015a). These findings further reinforce the results of this study, suggesting that while students can effectively recognize their own emotions, they may still experience difficulty in understanding the emotional experiences of those around them (Frey et al., 2019a).

Regarding **emotional regulation (Self & others)**, the statement "I can regulate my emotions when I'm close to achieving a goal" obtained the highest mean of 3.16, with a verbal description of the agreement. This means that most students are confident in their ability to control their emotions when nearing success or accomplishment. This implies that students manage their feelings effectively during moments of achievement, allowing them to stay focused and motivated in achieving their goals. On the contrary, "I can help someone else regulate their emotions when they're under pressure" received the lowest mean of 2.61, with a verbal description of agree. This means that students recognize their ability to provide emotional support to others, but may struggle to manage someone else's emotions during intense situations. This implies that while students can regulate their emotions, they may lack the confidence or capacity to extend the same regulation toward others during high-pressure circumstances.

The composite mean for Emotional Regulation (Self & Others) recorded a value of 2.88, which is interpreted as Moderate Emotional Self-Efficacy. This means that students possess an average ability to control their emotions and assist others in managing their feelings, especially in challenging situations. This implies that while they can somewhat regulate their feelings, they may still struggle to control their reactions consistently under pressure or influence others' emotional states. As a result, their ability to remain calm, composed, and supportive in emotionally demanding situations may fluctuate. Moreover, this moderate level suggests that students may feel confident in regulating their emotions but have limited capacity to offer emotional assistance to others, particularly in high-stress circumstances.

The findings of this study are supported by previous research highlighting the challenges individuals face in regulating emotions for themselves and others. Individuals with moderate emotional regulation can manage their emotions but may struggle with influencing or assisting others in maintaining emotional stability (Halperin & Pliskin,

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

2015b). While individuals may exhibit control over their emotions, their ability to help others regulate their emotions during stressful situations remains underdeveloped (Restubog et al., 2020). Regulating emotions for oneself requires personal coping strategies. However, supporting others emotionally demands advanced social skills, which may explain the students' lower scores in controlling others' emotions (Frey et al., 2019b). These findings validate the results of the current study, indicating that students may still encounter challenges in extending emotional regulation beyond themselves (Dixon-Gordon et al., 2018; Gaeta et al., 2021).

Regarding **Emotional Generation & Application**, "I understand what causes me to feel positive emotions" obtained the highest mean of 3.31, with a verbal description of agree. This means that most students can identify the sources of their positive emotions, allowing them to associate specific experiences or events with feelings of joy, satisfaction, or contentment. This implies that students understand the factors that influence their positive emotional states, which may help them reinforce behaviors or situations that enhance their well-being. On the contrary, "I can generate the emotion that another person is feeling" received the lowest mean of 2.80, with a verbal description of agree. Students recognize their capacity to empathize with others' feelings but may struggle with effectively mirroring or internalizing those emotions. This implies that while students may express concern for others, their ability to generate or fully share another person's emotional state remains limited, potentially affecting their capacity to connect deeply in social situations.

The composite mean for Emotional Generation & Application was 3.08, which is interpreted as Moderate Emotional Self-Efficacy. Students generally have an average ability to generate, amplify, or apply emotions in themselves and others during different social and personal circumstances. This implies that while students can harness their own emotions to some extent, their ability to influence or reflect the emotions of others remains relatively underdeveloped. As a result, their emotional connection with peers or social groups may not always translate into meaningful empathy or shared emotional experiences. This moderate level also suggests that students may rely more on internal emotional understanding but face challenges in generating or transferring those emotions toward external social interactions.

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

The findings of this study are supported by previous research emphasizing the varying capacities of individuals in generating and applying emotions in social contexts. Individuals with moderate emotional self-efficacy often find it easier to create personal emotions but struggle in adopting or reflecting the emotional states of others (Sui et al., 2021; K. Wang et al., 2020b; Wenn et al., 2018). Generating shared emotions with others typically requires advanced empathy and social cognition, which may be underdeveloped among students with moderate emotional efficacy (Rieffe & Camodeca, 2016). Individuals with moderate emotional self-efficacy may possess self-awareness of their emotions but often face difficulty intentionally generating or mirroring those around them (Roy, 2022). These findings support the results of the current study, highlighting that students may still experience challenges in applying and extending their emotional responses toward others (Jiang et al., 2016).

Relationship between the Respondents' Physical Activity Engagement and Emotional Self-efficacy

The results revealed a Pearson Correlation Coefficient of .136 with a p-value of .007, indicating a significant relationship between Physical Activity Engagement and Emotional Self-efficacy among the respondents. This means that as students engage more in physical activities, their emotional self-efficacy also increases. This implies that physical activity may contribute to developing students' confidence in managing their own emotions and responding to the emotions of others. The significant relationship further suggests that physical activity engagement may positively influence students' ability to regulate emotions, generate positive feelings, and apply emotional understanding in various contexts.

The findings of this study are supported by previous research emphasizing the positive association between physical activity and emotional well-being. Physical activity enhances emotional regulation by reducing stress and improving mood, strengthening emotional self-efficacy (Tang et al., 2022). Regular physical activity promotes positive emotions, allowing individuals to manage negative feelings effectively and sustain emotional balance (Delle Fave et al., 2018). Individuals who frequently engage in physical activities tend to exhibit higher emotional control and resilience in challenging situations (Bryan et al., 2019). These findings align with the current study, affirming that

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

physical activity engagement may contribute to fostering better emotional self-efficacy among students (Zhang et al., 2024).

The results of this study have important implications for educational policies and practices, particularly in promoting physical activity engagement to enhance students' emotional self-efficacy. Integrating structured physical activities into academic programs can support students in developing better emotional regulation, social interaction, and self-control, contributing to their overall psychological well-being (Zhou & Chen, 2024b). Encouraging the implementation of physical education programs and extracurricular activities may foster students' capacity to manage their emotions effectively, especially in academic and social settings (Ennis, 2017). Additionally, promoting activities such as sports, fitness programs, and outdoor exercises may help students build resilience, self-control, and emotional stability, enabling them to cope with academic pressures and interpersonal challenges (Chuan & Xiong, 2023). By aligning school practices with physical activity promotion, educational institutions can contribute significantly to fostering students' emotional competence and overall mental well-being (Barry et al., 2017; Dyson et al., 2021; Gueldner et al., 2020).

Conclusion

The findings of this study highlight the varying levels of physical activity engagement among students, emphasizing the need to understand its broader implications on their overall well-being. The distribution of respondents across low, moderate, and high physical activity engagement suggests that many students may still have limited involvement in physical activities, potentially affecting their physical health, mental well-being, and academic performance. This conclusion underscores the importance of recognizing physical activity engagement as a health-related behavior and a critical component in shaping students' overall functioning and well-being.

The results also draw attention to the moderate emotional self-efficacy observed among the respondents, reflecting their capacity to understand, regulate, and apply emotions in various situations. This level of self-efficacy suggests that while students demonstrate emotional competence to a certain extent, they may still encounter challenges in managing their emotions, especially in complex or high-pressure situations.

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

Such findings imply that emotional self-efficacy remains crucial in ensuring students' psychological well-being, enabling them to effectively navigate academic and social challenges.

Furthermore, the study established a significant relationship between physical activity engagement and emotional self-efficacy, reinforcing the critical role of physical activity in supporting students' emotional regulation and social responsiveness. This relationship implies that engaging in physical activities promotes physical well-being and strengthens students' emotional competence, allowing them to develop better self-regulation, empathy, and emotional control in challenging situations. It also suggests that physical activity may improve students' overall mental health, providing an outlet for stress relief, mood enhancement, and self-reflection.

Despite the significant insights generated by this study, several limitations must be acknowledged. The study only focused on college students, limiting the generalizability of the results to other academic levels, demographic groups, or professional settings. Additionally, the study solely utilized self-report questionnaires, which may have introduced response biases or social desirability tendencies among the respondents. Future research may expand the scope by including diverse demographic groups, employing mixed-method approaches, or exploring longitudinal studies to gain deeper insights into the long-term effects of physical activity on emotional self-efficacy. Moreover, future investigations may consider exploring specific physical activities or interventions that can significantly enhance students' emotional competence, ultimately supporting their academic, social, and mental well-being.

Limitations of the Study:

This study is limited to a specific population of college students within a single academic institution, which may affect the generalizability of the findings to other age groups, educational levels, or cultural contexts. It relied solely on self-report questionnaires, prone to biases such as social desirability and inaccurate self-perception. Furthermore, using a cross-sectional design prevents the establishment of causal relationships between physical activity engagement and emotional self-efficacy. These limitations suggest that while the findings offer valuable insights, they should be

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

interpreted cautiously. Future studies may consider including more diverse populations, employing longitudinal or experimental methods, and integrating qualitative measures to deepen the understanding of how physical activity influences emotional self-efficacy over time.

References:

- Aguilar, E. (2018). *Onward: Cultivating emotional resilience in educators*. John Wiley & Sons. <https://doi.org/10.1002/9781119441731>
- Alvi, M. (2016). *A manual for selecting sampling techniques in research*.
- Bandura, A., & Wessels, S. (1997). *Self-efficacy*. Cambridge University Press, Cambridge.
- Barry, M. M., Clarke, A. M., & Dowling, K. (2017). Promoting social and emotional well-being in schools. *Health Education*, 117(5), 434–451. <https://doi.org/10.1108/HE-11-2016-0057>
- Barthel, A. L., Hay, A., Doan, S. N., & Hofmann, S. G. (2018). Interpersonal emotion regulation: A review of social and developmental components. *Behaviour Change*, 35(4), 203–216. <https://doi.org/10.1017/bec.2018.19>
- Bidzan-Bluma, I., & Lipowska, M. (2018). Physical activity and cognitive functioning of children: a systematic review. *International Journal of Environmental Research and Public Health*, 15(4), 800. <https://doi.org/10.3390/ijerph15040800>
- Bryan, C., O'Shea, D., & MacIntyre, T. (2019). Stressing the relevance of resilience: A systematic review of resilience across the domains of sport and work. *International Review of Sport and Exercise Psychology*, 12(1), 70–111. <https://doi.org/10.1080/1750984X.2017.1381140>
- Bull, F. C., Al-Ansari, S. S., Biddle, S., Borodulin, K., Buman, M. P., Cardon, G., Carty, C., Chaput, J.-P., Chastin, S., & Chou, R. (2020). World Health Organization 2020 guidelines on physical activity and sedentary behaviour. *British Journal of Sports Medicine*, 54(24), 1451–1462. <https://doi.org/10.1136/bjsports-2020-102955>
- Christiansen, L. B., Lund-Cramer, P., Brondeel, R., Smedegaard, S., Holt, A.-D., & Skovgaard, T. (2018a). Improving children's physical self-perception through a school-based physical activity intervention: The Move for Well-being in School

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n.º 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

study. *Mental Health and Physical Activity*, 14, 31–38.
<https://doi.org/10.1016/j.mhpa.2017.12.005>

Christiansen, L. B., Lund-Cramer, P., Brondeel, R., Smedegaard, S., Holt, A.-D., & Skovgaard, T. (2018b). Improving children's physical self-perception through a school-based physical activity intervention: The Move for Well-being in School study. *Mental Health and Physical Activity*, 14, 31–38.
<https://doi.org/10.1016/j.mhpa.2017.12.005>

Chuan, K., & Xiong, Y. (2023). The Influence of Physical Exercise Behaviour on College Students' Mental Health. *Revista de Psicología Del Deporte (Journal of Sport Psychology)*, 32(3), 446–456.

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 and Science in Sports and Exercise*, 35(8), 1381–1395.
<https://doi.org/10.1249/01.MSS.0000078924.61453.FB>

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

Deliens, T., Deforche, B., De Bourdeaudhuij, I., & Clarys, P. (2015). Determinants of physical activity and sedentary behaviour in university students: a qualitative study using focus group discussions. *BMC Public Health*, 15, 1–9.
<https://doi.org/10.1186/s12889-015-1553-4>

Delle Fave, A., Bassi, M., Boccaletti, E. S., Roncaglione, C., Bernardelli, G., & Mari, D. (2018). Promoting well-being in old age: The psychological benefits of two training programs of adapted physical activity. *Frontiers in Psychology*, 9, 828.
<https://doi.org/10.3389/fpsyg.2018.00828>

Dixon-Gordon, K. L., Haliczzer, L. A., Conkey, L. C., & Whalen, D. J. (2018). Difficulties in interpersonal emotion regulation: Initial development and validation of a self-report measure. *Journal of Psychopathology and Behavioral Assessment*, 40, 528–549. <https://doi.org/10.1007/s10862-018-9647-9>

Donnelly, J. E., Hillman, C. H., Castelli, D., Etnier, J. L., Lee, S., Tomporowski, P., Lambourne, K., & Szabo-Reed, A. N. (2016). Physical activity, fitness, cognitive

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

function, and academic achievement in children: a systematic review. *Medicine and Science in Sports and Exercise*, 48(6), 1197.
<https://doi.org/10.1249/MSS.0000000000000966>

Dyson, B., Howley, D., & Wright, P. M. (2021). A scoping review critically examining research connecting social and emotional learning with three model-based practices in physical education: Have we been doing this all along? *European Physical Education Review*, 27(1), 76–95.
<https://doi.org/10.1177/1356336X20923710>

Ennis, C. D. (2017). Educating students for a lifetime of physical activity: Enhancing mindfulness, motivation, and meaning. *Research Quarterly for Exercise and Sport*, 88(3), 241–250. <https://doi.org/10.1080/02701367.2017.1342495>

Esto, J. B. (2024). Technological pedagogical content knowledge self-efficacy of Filipino physical education teachers in the rural communities. *The International Journal of Technologies in Learning*, 31(1), 91–102.

Esto, J. B., & Poralan, P. S. (2021). Understanding personality traits of students and their physical activity engagement: A convergent design. *Contemporary Psychology*, 24(14), 30.

Fan, L., & Cui, F. (2024). Mindfulness, self-efficacy, and self-regulation as predictors of psychological well-being in EFL learners. *Frontiers in Psychology*, 15, 1332002.
<https://doi.org/10.3389/fpsyg.2024.1332002>

Frey, N., Fisher, D., & Smith, D. (2019a). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. Ascd.

Frey, N., Fisher, D., & Smith, D. (2019b). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. Ascd.

Gaeta, M. L., Gaeta, L., & Rodriguez, M. del S. (2021). The impact of COVID-19 home confinement on Mexican university students: Emotions, coping strategies, and self-regulated learning. *Frontiers in Psychology*, 12, 642823.
<https://doi.org/10.3389/fpsyg.2021.642823>

Gueldner, B. A., Feuerborn, L. L., & Merrell, K. W. (2020). *Social and emotional learning in the classroom: Promoting mental health and academic success*. Guilford Publications.

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

- Halperin, E., & Pliskin, R. (2015a). Emotions and emotion regulation in intractable conflict: Studying emotional processes within a unique context. *Political Psychology*, 36, 119–150. <https://doi.org/10.1111/pops.12236>
- Halperin, E., & Pliskin, R. (2015b). Emotions and emotion regulation in intractable conflict: Studying emotional processes within a unique context. *Political Psychology*, 36, 119–150. <https://doi.org/10.1111/pops.12236>
- Herbert, C. (2022). Enhancing mental health, well-being and active lifestyles of university students by means of physical activity and exercise research programs. *Frontiers in Public Health*, 10, 849093. <https://doi.org/10.3389/fpubh.2022.849093>
- Husain, H., Samsudin, S., Ayub, A. F. M., Ahmad, M. F., & Afwan, N. (2024). A systematic literature review on the impact of participation in sport and physical activities on psychological resilience. *Int. J. Public Health Sci.(IJPHS)*, 13, 1727. <https://doi.org/10.11591/ijphs.v13i4.24345>
- Hyseni Duraku, Z., & Hoxha, L. (2018). Self-esteem, study skills, self-concept, social support, psychological distress, and coping mechanism effects on test anxiety and academic performance. *Health Psychology Open*, 5(2), 2055102918799963. <https://doi.org/10.1177/2055102918799963>
- Jiang, J., Vauras, M., Volet, S., & Wang, Y. (2016). Teachers' emotions and emotion regulation strategies: Self-and students' perceptions. *Teaching and Teacher Education*, 54, 22–31. <https://doi.org/10.1016/j.tate.2015.11.008>
- Kim, E. S., Kubzansky, L. D., Soo, J., & Boehm, J. K. (2017). Maintaining healthy behavior: a prospective study of psychological well-being and physical activity. *Annals of Behavioral Medicine*, 51(3), 337–347. <https://doi.org/10.1007/s12160-016-9856-y>
- Laddu, D., Paluch, A. E., & LaMonte, M. J. (2021). The role of the built environment in promoting movement and physical activity across the lifespan: Implications for public health. *Progress in Cardiovascular Diseases*, 64, 33–40. <https://doi.org/10.1016/j.pcad.2020.12.009>

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

- Lee, M., & Van Vlack, S. (2018). Teachers' emotional labour, discrete emotions, and classroom management self-efficacy. *Educational Psychology*, 38(5), 669–686. <https://doi.org/10.1080/01443410.2017.1399199>
- Lisciandro, J., Jones, A., & Strehlow, K. (2016). Addressing social and emotional learning: fostering resilience and academic self-efficacy in educationally disadvantaged learners transitioning to university. *STARS 2016*.
- Liu, M., Liu, H., Qin, Z., Tao, Y., Ye, W., & Liu, R. (2024). Effects of physical activity on depression, anxiety, and stress in college students: the chain-based mediating role of psychological resilience and coping styles. *Frontiers in Psychology*, 15, 1396795. <https://doi.org/10.3389/fpsyg.2024.1396795>
- Martín-Rodríguez, A., Gostian-Ropotin, L. A., Beltrán-Velasco, A. I., Belando-Pedreño, N., Simón, J. A., López-Mora, C., Navarro-Jiménez, E., Tornero-Aguilera, J. F., & Clemente-Suárez, V. J. (2024). Sporting mind: the interplay of physical activity and psychological health. *Sports*, 12(1), 37. <https://doi.org/10.3390/sports12010037>
- Mesurado, B., Vidal, E. M., & Mestre, A. L. (2018). Negative emotions and behaviour: The role of regulatory emotional self-efficacy. *Journal of Adolescence*, 64, 62–71. <https://doi.org/10.1016/j.adolescence.2018.01.007>
- Mohamed, M. G., Al-Yafeai, T. M., Adam, S., Hossain, M. M., Ravi, R. K., Jalo, F. M., & Osman, A. E. (2025). The Significance of Emotional Intelligence in Academic Stress, Resilience, and Safe Transition from High School to University: An SEM Analysis Among Northern Emirati University Students. *Global Transitions*. <https://doi.org/10.1016/j.glt.2025.02.003>
- Must, A., Phillips, S., Curtin, C., & Bandini, L. G. (2015). Barriers to physical activity in children with autism spectrum disorders: Relationship to physical activity and screen time. *Journal of Physical Activity and Health*, 12(4), 529–534. <https://doi.org/10.1123/jpah.2013-0271>
- Myers, J. L., Well, A. D., & Lorch Jr, R. F. (2013). *Research design and statistical analysis*. Routledge. <https://doi.org/10.4324/9780203726631>

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n.º 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

- Nakshine, V. S., Thute, P., Khatib, M. N., & Sarkar, B. (2022a). Increased screen time as a cause of declining physical, psychological health, and sleep patterns: a literary review. *Cureus*, 14(10). <https://doi.org/10.7759/cureus.30051>
- Nakshine, V. S., Thute, P., Khatib, M. N., & Sarkar, B. (2022b). Increased screen time as a cause of declining physical, psychological health, and sleep patterns: a literary review. *Cureus*, 14(10). <https://doi.org/10.7759/cureus.30051>
- Nguyen, D. T., Wright, E. P., Dedding, C., Pham, T. T., & Bunders, J. (2019). Low self-esteem and its association with anxiety, depression, and suicidal ideation in Vietnamese secondary school students: a cross-sectional study. *Frontiers in Psychiatry*, 10, 438641. <https://doi.org/10.3389/fpsy.2019.00698>
- Organization, W. H. (2019). *Global action plan on physical activity 2018-2030: more active people for a healthier world*. World Health Organization.
- Owen, K. B., Parker, P. D., Van Zanden, B., MacMillan, F., Astell-Burt, T., & Lonsdale, C. (2016). Physical activity and school engagement in youth: a systematic review and meta-analysis. *Educational Psychologist*, 51(2), 129–145. <https://doi.org/10.1080/00461520.2016.1151793>
- 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>
- Pitzer, J., & Skinner, E. (2017). Predictors of changes in students' motivational resilience over the school year: The roles of teacher support, self-appraisals, and emotional reactivity. *International Journal of Behavioral Development*, 41(1), 15–29. <https://doi.org/10.1177/0165025416642051>
- Price, C. J., & Hooven, C. (2018). Interoceptive awareness skills for emotion regulation: Theory and approach of mindful awareness in body-oriented therapy (MABT). *Frontiers in Psychology*, 9, 798. <https://doi.org/10.3389/fpsyg.2018.00798>
- Pulido, J. J., Tapia-Serrano, M. Á., Díaz-García, J., Ponce-Bordón, J. C., & López-Gajardo, M. Á. (2021). The relationship between students' physical self-concept and their physical activity levels and sedentary behavior: The role of students' motivation. *International Journal of Environmental Research and Public Health*, 18(15), 7775. <https://doi.org/10.3390/ijerph18157775>

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

- Qualter, P., Pool, L. D., Gardner, K. J., Ashley-Kot, S., Wise, A., & Wols, A. (2015). The emotional self-efficacy scale: Adaptation and validation for young adolescents. *Journal of Psychoeducational Assessment*, 33(1), 33–45. <https://doi.org/10.1177/0734282914550383>
- Quintano, C., Esto, J., & Sumayo, G. (2025). Reading Practices and Reading Environments Among Grade 6 Pupils In A Public Elementary School. *International Journal of Philosophy, Linguistics, and Humanities*, 2(1), 14–28. <https://doi.org/10.70847/592961>
- Ran, Z. O. U., Zeb, S., Nisar, F., Yasmin, F., Poulouva, P., & Haider, S. A. (2022). The impact of emotional intelligence on career decision-making difficulties and generalized self-efficacy among university students in China. *Psychology Research and Behavior Management*, 865–874. <https://doi.org/10.2147/PRBM.S358742>
- Restubog, S. L. D., Ocampo, A. C. G., & Wang, L. (2020). Taking control amidst the chaos: Emotion regulation during the COVID-19 pandemic. In *Journal of vocational behavior* (Vol. 119, p. 103440). Elsevier. <https://doi.org/10.1016/j.jvb.2020.103440>
- Rieffe, C., & Camodeca, M. (2016). Empathy in adolescence: Relations with emotion awareness and social roles. *British Journal of Developmental Psychology*, 34(3), 340–353. <https://doi.org/10.1111/bjdp.12133>
- Roy, J. D. (2022). *Self-awareness, distress disclosure, and peer connectedness as moderators of the relationship between shame and counselor self-efficacy among counseling trainees*. Trevecca Nazarene University.
- Smith, A. L., & Biddle, S. J. H. (2008). *Youth physical activity and sedentary behavior: challenges and solutions*. Human Kinetics. <https://doi.org/10.5040/9781492595601>
- Sui, W., Gong, X., & Zhuang, Y. (2021). The mediating role of regulatory emotional self-efficacy on negative emotions during the COVID-19 pandemic: A cross-sectional study. *International Journal of Mental Health Nursing*, 30(3), 759–771. <https://doi.org/10.1111/inm.12830>

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

- Sun, G., & Lyu, B. (2022). Relationship between emotional intelligence and self-efficacy among college students: the mediating role of coping styles. *Discover Psychology*, 2(1), 42. <https://doi.org/10.1007/s44202-022-00055-1>
- Tafari, F., Martinez-Roig, R., Susanto, N., Setyawan, H., & Latino, F. (2024). *Physically active lifestyles within the school context: morpho-physiological and functional aspects*.
- Tang, S., Chen, H., Wang, L., Lu, T., & Yan, J. (2022). The relationship between physical exercise and negative emotions in college students in the post-epidemic era: the mediating role of emotion regulation self-efficacy. *International Journal of Environmental Research and Public Health*, 19(19), 12166. <https://doi.org/10.3390/ijerph191912166>
- Throuvala, M. A., Griffiths, M. D., Rennoldson, M., & Kuss, D. J. (2021). The role of recreational online activities in school-based screen time sedentary behaviour interventions for adolescents: A systematic and critical literature review. *International Journal of Mental Health and Addiction*, 19(4), 1065–1115. <https://doi.org/10.1007/s11469-019-00213-y>
- Tian, G., Yang, Y., Zhang, X., Zhao, M., & Tian, Y. (2025). From defensive reasoning to innovation: how digital tools foster positive emotions in organizations. *BMC Psychology*, 13(1), 146. <https://doi.org/10.1186/s40359-025-02486-6>
- van Sluijs, E. M. F., Ekelund, U., Crochemore-Silva, I., Guthold, R., Ha, A., Lubans, D., Oyeyemi, A. L., Ding, D., & Katzmarzyk, P. T. (2021). Physical activity behaviours in adolescence: current evidence and opportunities for intervention. *The Lancet*, 398(10298), 429–442. [https://doi.org/10.1016/S0140-6736\(21\)01259-9](https://doi.org/10.1016/S0140-6736(21)01259-9)
- Wang, K., Yang, Y., Zhang, T., Ouyang, Y., Liu, B., & Luo, J. (2020a). The relationship between physical activity and emotional intelligence in college students: The mediating role of self-efficacy. *Frontiers in Psychology*, 11, 967. <https://doi.org/10.3389/fpsyg.2020.00967>
- Wang, K., Yang, Y., Zhang, T., Ouyang, Y., Liu, B., & Luo, J. (2020b). The relationship between physical activity and emotional intelligence in college students: The

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

mediating role of self-efficacy. *Frontiers in Psychology*, 11, 967.
<https://doi.org/10.3389/fpsyg.2020.00967>

Wang, X. (2024). Use of proper sampling techniques to research studies. *Applied and Computational Engineering*, 57, 141–145. <https://doi.org/10.54254/2755-2721/57/20241324>

Wenn, B., Mulholland, R., Timmons, W., & Zanker, Y. (2018). Towards a developing construct in dance education—exploring the relation of emotional intelligence to teacher's sense of efficacy and teaching experience among dance education student teachers in the United Kingdom. *Research in Dance Education*, 19(1), 14–38. <https://doi.org/10.1080/14647893.2017.1354843>

Yang, C., Zhou, Y., Cao, Q., Xia, M., & An, J. (2019). The relationship between self-control and self-efficacy among patients with substance use disorders: resilience and self-esteem as mediators. *Frontiers in Psychiatry*, 10, 388. <https://doi.org/10.3389/fpsyg.2019.00388>

Zayed, M. A., Moustafa, M. A., Elrayah, M., & Elshaer, I. A. (2024). Optimizing Quality of Life of Vulnerable Students: The Impact of Physical Fitness, Self-Esteem, and Academic Performance: A Case Study of Saudi Arabia Universities. *Sustainability*, 16(11), 4646. <https://doi.org/10.3390/su16114646>

Zee, M., de Jong, P. F., & Koomen, H. M. Y. (2016a). Teachers' self-efficacy in relation to individual students with a variety of social–emotional behaviors: A multilevel investigation. *Journal of Educational Psychology*, 108(7), 1013. <https://doi.org/10.1037/edu0000106>

Zee, M., de Jong, P. F., & Koomen, H. M. Y. (2016b). Teachers' self-efficacy in relation to individual students with a variety of social–emotional behaviors: A multilevel investigation. *Journal of Educational Psychology*, 108(7), 1013. <https://doi.org/10.1037/edu0000106>

Zhang, G., Feng, W., Zhao, L., Zhao, X., & Li, T. (2024). The association between physical activity, self-efficacy, stress self-management and mental health among adolescents. *Scientific Reports*, 14(1), 5488. <https://doi.org/10.1038/s41598-024-56149-4>

Original article. The emotional power of physical activity: examining its role in enhancing students' self-efficacy. Vol. 11, n. ° 4; p. 1-27, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11996>

Zhen, R., Liu, R.-D., Ding, Y., Wang, J., Liu, Y., & Xu, L. (2017). The mediating roles of academic self-efficacy and academic emotions in the relation between basic psychological needs satisfaction and learning engagement among Chinese adolescent students. *Learning and Individual Differences*, 54, 210–216. <https://doi.org/10.1016/j.lindif.2017.01.017>

Zhou, H., & Chen, X. (2024a). The Effect of Physical Exercise Psychology on Behaviour Control of College Students. *Revista de Psicología Del Deporte (Journal of Sport Psychology)*, 33(1), 446–456.

Zhou, H., & Chen, X. (2024b). The Effect of Physical Exercise Psychology on Behaviour Control of College Students. *Revista de Psicología Del Deporte (Journal of Sport Psychology)*, 33(1), 446–456.