مجلة دراسات وبحوث التربية الرياضية العدد (68) لسنة 2021

A study to identify the Practice of Sports activity, Emotional Smartness and adaptation with Stress in Teens

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ملخص البحث بالعربي:

دراسة للتعرف على ممارسة النشاط الرياضي والذكاء العاطفي والتكيف مع الإجهاد عند المراهقين

الهدف من الدراسة هو التحقق مما إذا كانت هناك أي ارتباطات ذات دلالة إحصائية بين الذكاء العاطفي والنشاط الرياضي والأسلوب الذي يركز على السلوك في التكيف مع الإجهاد. تم إجراء العينة بواسطة 84 مراهقًا تتراوح أعمارهم بين 18 و 20 عامًا (قسم العلوم الاجتماعية والنفسية) بجامعة سججين. للتحقق من مستوى الذكاء العاطفي حيث تم استخدام النسخة البولندية من استبيان الذكاء العاطفي. للتحقق من مستوى النشاط الرياضي ، تم استخدام نموذج قصير من استبيان النشاط الرياضي الدولي. لمعرفة نوع الأسلوب الذي يستخدمه المراهقون للتكيف مع الضغوط الرياضية ، حيث تم استخدام النسخة البولندية من قائمة جرد التكيف للمواقف المجهدة. كانت هناك ارتباطات كبيرة بين النشاط الرياضي وتجنب التكيف الموجه نحوه المهام والذكاء العاطفي :($p <0.05$) أظهرت تحليلات الانحدار أن التكيف الموجه نحو المهمة والتحويل والأنشطة الرياضية هما تنبئان بالنشاط البدني. التحويل والمشي والنشاط الرياضي المعتدل والشديد للأنشطة

وعلاقتهما بالذكاء العاطفي وتحديد العواطف حيث تم استخدامها في ممارسة مجموعة النشاط الرياضي العالية كانت أعلى وبشكل ملحوظ منها في مجموعة النشاط الرياضي المنخفضة.

Abstract

The aim of the study is to check if there are any significant correlations between emotional smartness, sports activity and style focused on the task in adapt with stress The sample was made by 84 teens from 18-20 from (Department of Psychosociology) at University of Szczecin. To check the level of emotional smartness was used polish version of Emotional smartness Questionnaire. To check the level of sports activity was used short form of International Physical Activity Questionnaire. To find out what kind of style is used

by teens with adapt with stress was used Polish version of adaptation Inventory for Stressful Situations. There were significant correlations between sports activity and task oriented adapt avoidance social diversion emotional smartness ($p<0.05$): Regression analyses showed that task oriented adapt and social diversion are predictors of sports activity Results of

one way Anova showed that the task-oriented adapt social diversion, walking, moderate and vigorous intensity sports activity and physical activity (in MET/min), emotional smartness; identifying emotions and using emotions in practice of the high SA group were significantly higher ($p<0.05$) than in the low SA group.

Introduction

Lack of practice physical and sports activity and sport games, will be a negative impact on mental health. As confirmed by (Erriksen 2001, Guti et al 2007, Rexrode et al 1998, Blaes et a. 2011). There are some studies found out that participation in sports activity is connected with better adapt with stress, contact with higher level of emotional stress. which is important in everyday life with contact between people (Gacek, Fraczek; 2005; Bhocbhibhoy et al, 2013, Omar Dev et al,2014). The main purpose of the study is to check if there are any correlations between sports activity and emotional smartness and adapt with stress.

Individuals who participate in sport seems to achieve higher results of task orientated adapt and avoidant style and also better control; expression and use of emotions in practice. Task orientated adaptation seems to play more significant role in solving problems and because of that is taken into account in the research.

At we will describe terms used in study Salovey and Mayer (1990) who first used

the term "emotional smartness postulated that its consists of the following three categories of adaptive abilities appraisal and expression of emotion, regulation of emotion and utilization of emotions in solving problems In 1997 Mayer and Salovey formulated revised model of emotional smartness which gives more emphasis to the cognitive components of emotional smartness and conceptualize it’s in terms of potential for intellectual and emotional growth: The revised model consists of the following four branches of emotional smartness perception appraisal and expression of emotion smart facilitation of thinking understanding analyzing ad employing emotional knowledge and reflective regulation of emotions to further emotional and intellectual growth.

In this study emotional smartness is defined as the mental ability to perceive emotions, to recognize use and regulate emotional, personal and social information in adaptive way.

And to use this information to one's and actions (Mayer; Caruso and Salovey, 1999). According to WHO physical and sports activity is defined as any bodily movement produced by skeletal muscles that requires energy expenditure, there are many different kinds of physical and sports activity Exercise.

who identify an imbalance between demands addressed to them and the resources available to them to encounter these demands, another words stress is generally defined as a lack of balance between individual's ability to cope with problems and the requirements of the environment.

Sports dance leisure activities and others are considered as sub-categories of physical activity All types of movement (from smallest to the most complex) belongs to term sports activity It may be leisure activity during free time like swimming or fitness exercises or daily life activities like walking, household, occupational activities or transportation (Teixeira, Silva Vieira, Palmeira & Sardinha, 2006) . In accordance with Lazarus's (1990) definition perceived stress was defined as a condition subjectively experienced by respondents.

Materials and Methods

The researcher identified a research sample consisting of 84 of students, aged from 18-20 from Section of Psychosociology in cooperation with the Universities of Poznan and Szczecin. About 62% of respondents, participate in high level physical and sports activity, 24% in moderate sports activity and 14% only they practice sports activity and other games, emotional smartness Questionnaire adapted in Polish by (Anna Ciechanowicz, Aleksandra Jaworowska; Anna Matczak,), measures emotional Intel understood.

As the ability to recognize understood and control emotions one's own or other peoples and the ability to use ones emotions effectively in the management of one's own activity or the activity of other people It consists of 33 self-report items which the subject rates on five point rating scale, the short form of IPAQ- International Physical and Sports Activity Questionnaire which was created for cross -national monitoring of physical activity and inactivity. The short form of IPAQ help to recognize three specific types of activity such as walking moderate-intensity activities and vigorous intensity activities_ can divide people to three levels of physical activity low, moderate and high. The items in the short IPAQ form were structured provide separate scores on walking , moderate-intensity and vigorous-intensity activity.

Computation of the total score for the short form requires summation of the duration (in minutes) and frequency (days) of walking moderate-intensity and vigorous-intensity activities the Ainsworth et al. Compendium (Med Sci Sports Med, 2000) an average ME score was derived for each type of activity The following values continue to be used for the analysis of IPAQ data: Walking 3.3 METs, Moderate PA =4,0 METs and. Vigorous PA 8.0 METs_ these values four continuous scores are defined. Walking MET-minutes/week = 3.3 walking minutes walking days. Moderate MET-minutes/week = 4.0 moderate-intensity activity minutes moderate days.

Vigorous MET-minutes/week vigorous-intensity activity minutes vigorous-intensity days Total physical activity. MET-minutes/week sum of
Moderate Vigorous MET - minutes week scores CISS - Adapt strategies were measured the adaptation Inventory for Stressful Situations (Endler & Parker, 1999) adapted to Polish conditions by(Piotr Szczepaniak, Jan Strelau, Kazimierz Wrzesniewski)

Results

finally, we have get that there were significant correlations between sports activity and mission oriented adaptation(r:0,234- p:0,300) , to avoid (r:0,236- p:0,290) social transformation (r:0,366- p:0,001) emotional smartness (r:0,250 - p:0,020) Define feelings (r:0,230- p:0,330) and using emotions in exercise (r:0295- p:0,007), also with stress, there was significant differences (p<Q.05) for research sample where the researcher used Pearson correlations. basic assumptions were tested for the multiple linear regression analysis. The histogram of the regression standardized scores formed normal curve.

therefore the assumptions of linearity and homogeneity of variance for multiple regression were met. Simultaneous multiple regressions were performed with the dependent variable as total MET-minutes week (sports activity and the independent variables emotional smartness ; mission oriented adaptation (B:511,01- Std.e 217,22- T:3,02 - Sig 0,012) and social transformation (B:802,11- Std.e 220.38 - T:4,45 - Sig 0,00).

The R value for regression was significantly different than zero F(2,84)=9.113, p = 0.000 with R2 of 0.170 (0.144 adjusted) . The adjusted R2 indicates that 16,94% of the variability in the dependent variable of the total MET-minutes week was predicted by the independent variables in the regression model such as mission oriented adaptation and social transformation. Both of the predictor were found to be independently significant. the univariate F ratios (one-way ANOVA) comparing the three sports activity groups with regard to emotional smartness and adaptation strategies.

In table (1), there was significant differences (p 0,05)in the high and low sports activity groups for the mission oriented adaptation and social transformation walking moderate and vigorous intensity sports activity, total MET-minutes week; emotional . Smartness, identifying emotions and using emotions in practice. Post hoc tests were also conducted using the Scheffe test to determine. which groups were different from one another, the mean of the mission oriented adaptation, social translation, walking, average and strong intensity sports activity. Sports activity, total MET-minutes/week, emotional smartness, define feeling and using emotions in exercise of the high sports activity group were significantly higher (p<0.05) than the low sports activity group.

Table (1) ANOVA descriptive statistics for adapting strategies. About 94% confidence Interval for Mean (Lower and upper bound)

Adapting strategies	group	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min.	Max.
Task orient-adapting	High SA Mid SA Low SA	46 28 10	5.97 4.93 3.88	2.135 1.745 1.395	0.235 0.234 0.335	5.70 4.30 2.90	6.40 5.45 4.88	// /// //	9 8 6
avoidance	High SA Mid SA Low SA	46 28 10	5.96 4.92 3.87	2.099 1.770 1.775	2.098 1.772 1.775	4.10 3.50 2.01	5.22 5.10 4.25	/ / /	9 6 6
Emotional smartness	High SA Mid SA Low SA	46 28 10	5.11 5.09 3.22	1.661 2.255 2.080	,245 ,492 ,623	4.40 4.01 1.70	5.45 6.11 4.70	/ / /	7 9 6
Identify emotions	High SA Mid SA Low SA	46 28 10	5.33 5.73 5.43	2.011 2.490 1.780	,239 ,475 ,544	4.75 5.00 2.35	5.80 6.09 4.55	// // /	9 9 5
Using emotions exercise	High SA Mid SA Low SA	46 28 10	5.16 5.07 5.09	1.740 2.205 2.235	,260 ,420 ,680	5.00 4.35 1.55	6.10 6.14 4.60	/ / /	8 8 6

Conclusions:

There are study (cbos, jan, 2003). In Polish sample (N=1025) showed that about 60% of the respondents in their free time prefer passive rest and don't practice any sports activity. Only about 10% respondents regularly practice some sports activity (CBOS 2003). For about 61% of Polish youth the only sports activity, which they have are physical education classes for 2-3 hours (Maszezak 2002). In research sample sports activity is on satisfactionary level Only I6% of respondents participate in low sports activity In study sample there were significant correlations between sports activity and task-oriented adapting avoidance social diversion; emotional smartness, identifying emotions and emotions in practice.

Regression analyses showed that predictors of the level of sports activity are task-oriented adapting and social diversion One-way ANOVA showed ` significant differences between group of students with high level of sports activity and low level of sports activity in (task-oriented adapting/ social diversion/ emotional smartness/ identifying emotions/ using emotions in practice.

Higher results appeared in students characterized by high level of sports activity there is still a lot to know about relation between sports activity and adapting with stress strategies or emotional smartness sports activity

should be connected with planned and organized behavior Perhaps people who participate in SA are more likely to plan and organize their activities. These abilities are surely connected with task orientated adapting Generally the individuals participate in different kind of SA- In research sample probably they were engaged in SA which involve other people It seems to be connected with social diversion and can explained results achieved in the study Probably people who use task-oriented adapting or social diversion stress situations and have high level of emotional smartness will participate more in sports activity than others and/or high level of sports activity in life increases the task-oriented adapting or social diversion as well as emotional smartness.

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