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A study on relationship between physical performance and emotional intelligence in adolescent rural girls

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Abstract

The period of adolescence is known as period of emotional disturbances with various types of tensions, uncertainties, failures and frustrations, which may be dealt more effectively through proper direction and guidance by utilizing the emotional intelligence as an aid. Research suggests that emotional health is fundamental to effective learning. Given that both trait and ability emotional intelligence have been linked to life success, it is critical for educators to know whether emotional intelligence can be changed and how it might develop as it will undoubtedly fall to them to introduce its education into the curriculum. The rural lifestyle has profound effect on the physical and mental health of adolescents. The joint family setup, group cohesion and overall lifestyle determines the emotional wellbeing of individuals residing in rural setup. In a similar study, Tsaousis and Nikolaou (2005) [2] investigated the relationship of emotional intelligence characteristics, such as perception, control, use and understanding of emotions, with physical and psychological health. To achieve the purpose of the study necessary data was collected from 297 subjects of high schools Kannada and English medium rural girls in Karnataka during 2016-17. The subjects selected from various schools of Bengaluru and Mysuru divisions were studying in 9th standard and their age ranged between 14 to 16 years. Hand grip strength was used as a proxy for physical performance among school students. Standardized paper pencil tests were used to assess Emotional intelligence. Apart from descriptive statistics Pearson product moment correlation coefficient was calculated using SPSS. The findings are discussed in detail. On the basis of the results of the present study it has been concluded that there was significantly positive linear relationship of handgrip strength with Emotional intelligence in adolescent rural girls of Karnataka.

Keywords: Adolescent, rural area, emotion, physical activity

1. Introduction

Physical activity should be encouraged in adolescence by all means. Some level of physical activity is essential for child's growth and development and maintenance of a healthy weight. Parents should limit screen time for their children and sign them up for physical activities they will also enjoy such as sports, swimming, cycling and dancing. With children having access to gadgets like mobile phones and tablets at a much younger age today, and little to no access to play grounds near homes, the concept of going out to play with neighbourhood children has become almost non-existent, Raut (2015) [4].

The period of adolescence is known as period of emotional disturbances with various types of tensions, uncertainties, failures and frustrations, which may be dealt more effectively through proper direction and guidance by utilizing the emotional intelligence as an aid. Adolescents who are academically brilliant may sometimes be socially and interpersonally inept. Research suggests that emotional health is fundamental to effective learning. Given that both trait and ability emotional intelligence have been linked to life success, it is critical for educators to know whether emotional intelligence can be changed and how it might develop as it will undoubtedly fall to them to introduce its education into the curriculum. There is undoubtedly evidence identifying emotional intelligence as important in predicting personal and school success. Tsaousis, I. and Nikolaou, I. (2005) [2] Emotional intelligence enables the adolescent to develop very good interpersonal relationships and to have better social support. It is a highly desirable and personally valuable attribute to possess. Through physical activities and sports emotional intelligence of adolescents can be improved and thus can lead them towards a very successful future life.

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Tremendous transformation in rural lifestyle due to advancement in communication technology has impacted the lives of rural people. Machine driven lifestyle has gradually entered rural setup after making its presence felt in urban scenario. Female sex is considered emotionally weak. There is a profound long term impact of any day today happening on their emotions. The physical fitness did not either affect their mental wellbeing or their emotions (Kantomaa).

The study reinforced and implemented the importance of increasing physical fitness and the skills of emotional intelligence for better Health Related Quality of Life, Fazadkhodamoradi, *et al.* (2015) [1].

2. Materials and Methods

2.1 Selection of subjects

To achieve the purpose of the study necessary data was collected from 297 subjects of high schools Kannada and English medium rural girls in Karnataka during 2016-17. The subjects selected from various schools of Bengaluru and Mysuru divisions were studying in 9th standard and their age ranged between 14 to 16 years.

2.2 Selection of test items

2.2.1 Assessment of physical performance through handgrip strength: Dominant hand grip strength was used for assessing physical performance among school students. Grip strength was measured by the help of an analogue hand grip dynamometer. Before taking the measurement, the subjects were requested to sit in a comfortable position. They were asked to squeeze the dynamometer as hard as possible without moving the body. Thus, the final grip strength was measured for both hands and the reading was taken from the

dynamometer scale when the pointer no longer moved. Three trials were given to each subject and the best reading was the score of the subjects.

2.2.2 Assessment of Emotional Intelligence: Emotional Intelligence was tested through a 33-item Scale comprised of six factors where items are rated on a 5-point scale anchored by 1 = Strongly Agree to 5 = Strongly Disagree. The model of emotional intelligence of provided the conceptual foundation for the items used in the scale.

2.2.3 Procedure

The researcher along with a trained helper collected necessary data related to the present investigation in a class room set up. The researcher personally visited within Bangalore and Mysore educational divisions of Karnataka State. The selected subjects of ninth (9th) standard were requested to assemble in a particular class room for data collection. Objectives of the tests were made clear to the subjects at the outset. The researcher oriented the subjects regarding the procedure of all the tests to be conducted. An informed written consent was received from each subject to ensure their willingness to take part in the study as subjects. Honest responses were sought from the subjects and doubts were timely clarified. Each written test tool took no more than 20 minutes each. The filled in questionnaire was received by the subjects for intended analysis of data. Handgrip strength was assessed individually with three non-consecutive trials each. Data was analyzed using the SPSS 21.0 statistical package. Firstly, descriptive tests including mean and standard deviation were calculated to determine the nature of the data. In order to test the duly formulated hypotheses Pearson product moment correlation coefficients were assessed and multiple regression analysis were carried out. This helped in eliciting association of physical performance with Emotional Intelligence.

3. Results and Discussion

The descriptive statistics on handgrip strength and Emotional Intelligence of adolescent rural girls in Karnataka given in Table 1.

Table 1: Results on handgrip strength and emotional intelligence of adolescent girls

	Rural	Kannada Medium	English Medium	Overall
Handgrip strength	21.93±4.27	21.60±4.22	21.53±4.54	21.57±4.33
Emotional Intelligence	120.63±13.66	120.93±13.5	117.06±20.13	119.52±16.51

Relationship of physical performance with emotional intelligence in adolescent girls of rural area was assessed and

results are presented in Table 2.

Table 2: Summary of Pearson product moment correlation coefficient regarding relationship between handgrip strength and Emotional Intelligence of adolescent rural girls.

			Handgrip strength	Emotional Intelligence
Rural	Handgrip strength	Pearson Correlation	1	.074
		Sig. (2-tailed)		.203
		N	297	297
Kannada	Handgrip strength	Pearson Correlation	1	-.012
		Sig. (2-tailed)		.817
		N	403	403
English	Handgrip strength	Pearson Correlation	1	.166*
		Sig. (2-tailed)		.011
		N	232	232
Overall	Handgrip strength	Pearson Correlation	1	.072
		Sig. (2-tailed)		.069
		N	635	635

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

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

From Table 2 it is evident that there is not significant linear relationship between handgrip strength and Emotional Intelligence (.074) in rural girls; Not significant linear relationship between handgrip strength and Emotional Intelligence (-.012) in Kannada medium rural girls; significant positive linear relationship between handgrip strength and Emotional Intelligence (.166)* in English medium rural girls; and there is not significant positive linear relationship between handgrip strength and Emotional Intelligence (.072) in overall adolescent rural girls of Karnataka.

It has been observed that the rural girls demonstrate emotional intelligence as they possess higher grip strength. The results make it clear that the girls who engage in physical activities can well-being of emotion. Interestingly, Kannada medium girls tend to have Physical performance was not significantly related with emotional intelligence, as we know under privileged and UN privileged girls now a day's attend Kannada medium rural schools. English medium girls are immensely benefitted by keeping themselves physically fit. Hand grip strength showed significant positive association with emotional intelligence in English medium girls. Overall it was observed that the physical performance measured in terms of hand grip strength has significantly positive relationship with emotional intelligence. This means that the rural girls are benefitted from physical activities and sports in order to gain well-being of emotion.

Emotional stability and wellbeing is necessary for overall development of personality of adolescent rural girls. This means that the physical education and allied activities, both in school and outside school hours have not been directing towards development of emotional wellbeing. Raut (2015) [4] found out the relationship of Health Related physical fitness with emotional intelligence and self-esteem. The findings of the present study indicate that the variables of health related physical fitness are not significantly correlated with emotional intelligence and self-esteem.

4. Conclusions

On the basis of the study present study in rural girl section it was concluded that the physical performance was positively related to emotional intelligence in rural setup; as well as English medium and overall adolescent rural girls of Karnataka.

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