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Bodily Kinesthetic Intelligence and its Relation to Emotional Management

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The study aimed at relating physical-motor intelligence to emotional management. The research sample consisted of (120) students from the Institute of Fine Arts, Baghdad, male and female, chosen in a simple random way. To achieve the research goals, a measure of physical-motor intelligence was included; (23) items. Building a measure of emotion management included (32) items. The psychometric properties were extracted by distinguishing validity and reliability paragraphs for both scales. The results were that the sample enjoys a high degree of physical-motor intelligence and emotional management. Further, there is no statistically significant difference between the type and age of both physical-motor intelligence and emotional management. The research produced recommendations and suggestions, given below.

Key words: *Intelligence, Emotional Management*

Introduction

Physical-motor intelligence is experience and proficiency in the individual's use of his body as a whole, to express ideas and feelings. This intelligence includes the skills of synergy, balance, strength, flexibility, speed, as well as a sense of body movement and position, and tactile ability (Jaber, 2003, p. 11).

This intelligence includes certain physical skills, including the synergy between the mind and the body, and the synergy of the body parts among them; this type of intelligence appears among runners, craftsmen, and surgeons more than others (Gardner and Hatch, 1989, p. 6).

Physical-motor intelligence includes the body's ability to express emotion, or convey ideas, and allows its owner to solve problems using the body, do some work, and express thoughts and feelings (Pumice, 2011, p. 77).

Each individual has a share of physical-motor intelligence. A healthy individual has the ability to control one's body with grace, balance, and coordination. The relationship of physical intelligence to the brain is clear. And since each half of the brain's portion controls the movements of the half of its "antibody", any damage to one of the two hemispheres may lead to a complete inability of the individual to make voluntary movements in the opposite half (Amer and Muhammad, 2013, p. 26).

The importance of the current research is highlighted by focusing on the physical-motor intelligence, and its role in venting emotions in a healthy and fruitful way, through the results of artistic and purposeful works and creations that benefit the individual personally and reflect one's fruits in society.

Research Aims

1: Know the physical-motor intelligence of the research sample.
2: Define emotion management in the research sample.
3: Differentiate physical-motor intelligence by type and age.
4: Differentiate emotion management by type and age.
5: Know the relationship between physical-motor intelligence and emotional management.

Search Limits

The current research is determined on a sample of male / female Institute of Fine Arts students in (Baghdad) for the year 2019.

Defining Terms

Bodily Kinesthetic Intelligence:

Gardner definition: The ability of an individual to use one's body to solve problems, express thoughts and feelings, and the ability to employ the body in various activities that require skill to achieve an individual's goals, or develop a body skill to address issues (Georgiou, 2016, p.1).

The researcher adopted the definition of Gardner.

Procedural definition: It is the degree to which an individual obtains through one's choices of alternatives available to each paragraph in the scale, and the total score represents the degree of physical-motor intelligence.

Emotional Management: Emotional Management

Gross (2002) definition: those processes by which individuals can influence the emotions they have, their time, how to feel them, and express them (Hofmann and others, 2016, p. 341).

The researcher adopted the definition of Gross.

Procedural definition: It is the degree to which an individual obtains through one's choices of alternatives available in front of each paragraph in the scale, and the total score represents the degree of emotion management.

Chapter Two / Theoretical Framework

First: Bodily Kinesthetic Intelligence

Physical-motor intelligence is one identified by Gardner in his theory. He indicated the individual's ability to synergize between mind and body on the one hand, and body members with each other on the other hand, where the individual uses one's entire body or part of it to express one's thoughts and feelings, meaning. That physical activity does not work in isolation from mental activity (Ibrahim, 2011, pp. 65-66). Gardner presented kinetic intelligence within his book *Frames of Mind*. What distinguishes this intelligence is the ability to deal brilliantly with things, whether it includes finger and hand movements, or the movements that use large body movements (Gardner, 2004, p. 377).

Gardner's Theory of Body-Motor Intelligence: Gardner Theory

It is one of the modern theories that deals with the concept of multiple intelligences. American psychologist Howard Gardner (1979) confirmed with a group of scientists that humans possess multiple capabilities of intelligence, without limiting it to a specific aspect. Gardner became convinced of the existence of several separate types of intelligence, which he reached by studying patients suffering from brain damage in only some parts of the cerebral cortex. These individuals lost some types of mental abilities, while other mental abilities remained in a functioning position. This led him to believe that there are different types of intelligence responsible for different parts of the brain. Gardner (1983) identified in *Frames of Mind* seven types of intelligence: linguistic (verbal) and mathematical logical (arithmetic), spatial (visual), physical-motor, and physical (protects), and personal (self) (Novell, 2010, p. 98). Then he added to it in (1996) an eighth intelligence, natural intelligence, and wrote again about the possibility of a ninth intelligence; existential intelligence (Armstrong, 2006, p. 1).

Physical-motor intelligence is the ability of an individual to use the body with skill to express thoughts and feelings. It also includes specific physical skills such as synergy, skill, flexibility, speed and strength. The person who has this intelligence is distinguished by superiority in one or more sports games, moves and does not settle in a place for a long time, kinetically imitates the gestures of others or their crises, loves to disassemble things and re-install them, shows skill in a craft such as mechanics or wood, and has a dramatic way of expressing oneself (Jaber, 2003, p. 11).

The researcher adopted Gardner's theory of physical-motor intelligence.

Second: Emotional Management

The concept of emotion management is ancient. In the era of Plato, counting the ability to control emotion was a virtue, and it is mentioned that Aristotle called for the intelligent management of our emotions, as it is the tool of our thinking, our values, and our survival (Strongman, 2003, p. 10). In Aristotle's view, the problem is not in the emotional state but in its proper expression (Al Mamouri, 2008, p. 10).

Therefore, emotion management is one dimension of intelligence through which emotional aspects are dealt with, dealing with feelings that hurt and annoy us. It is also the ability to calm the soul, get rid of anxiety and depression, speed counselling, get out of bad moods, and control and transform negative emotions into positive emotions, control and control emotions and balance in difficult situations (Hussein, 2009, p. 98).

Gross 1999 Theory in Explaining Emotion Management

Gross notes that emotion management includes the strategies we use to influence our emotions, and how to express them. Gross also believes that emotional management is linked to methods of coping with stress. Gross assumes that such management is directly related to an individual's behaviour and responses, and therefore the difficulty in managing emotions leads to the emergence of non-adaptive responses such as self-harm behaviour (Shams, 2017, p. 94).

Gross Describes Five Aspects of the Emotion Management Process

1. Choosing attitudes, which is one of the methods of managing emotion. Individuals differ in the situations in which they participate. They may approach positions (to search for excitement) or avoid positions (conflict).
2. Modifying situations; individuals modify the situations in which they live, to live or avoid certain emotions.

3. Individual differences distribute attention. While we find some individuals focus their attention on information that threatens health, others temper the emotional effect of attention for each danger.
4. The meaning that gives to the event, interpretation and interpretation in different ways has a role in the management of emotion.
5. Ease the expression of emotion or influence it (Pravin, 2010, pp. 279-280).

The researcher has adopted Gross' theory of interpreting emotion management.

Chapter Three / Research Procedures

Research Methodology

The researcher used the relational descriptive approach. The variable was studied as in reality. It was described and expressed quantitatively, by giving a digital description that shows the amount of the variable, the degree of its association with the other variable in the research sample, and the methodological procedures adopted to define the research community and choose how I set it. Two metrics were built to measure the research variables, verify their validity and reliability indicators, and then apply them and use statistical methods appropriate to the research.

Research Community and Sample

The research community and its sample includes: Institute of Fine Arts / Males (62), and Institute of Fine Arts / Female (58) in the province of (Baghdad). This sample was chosen randomly and by simple choice. Table (1) shows that:

Table 1: Demonstrates the research community and its sample

sample	Society	Sex	s
62	780	Fine Arts Institute / Male	1
58	540	Female Fine Arts Institute	2
120	1320	total	

Search Tool

A: Steps to build a physical-motor intelligence scale

In building its scale, the researcher examined Arab studies, including: The Lami Study (2011), Al-Daraji (2013), Habash et al., Muhammad, Nasser and Abbas (2015), Al-Maaloul (2016), Abdel-Hussein (2017), Hafiz et al., And Shayil (2018). Foreign Studies were also

used: Multiple Intelligences Profiling (Questionnaire VII) for (Tirri and Nokelanen 2011) and Tirri and others (2013), Georgiou Study (2016), KEMEC Study (2016), SENEL and YILDIZ Study (2016), Triana Study (2017)).

Table 2: Percentage of expert opinion on the validity of vertebral-human IQ scales

ratio	No. of not agree	No. of agree	Numbers of items	No. of items
%100	-	10	15 ,14 ,13 ,12 ,7 ,6 ,4 ,2 ,1 23 ,22 ,21 ,20 ,18 ,17 ,16 ,	16
%90	1	9	19 ,10 ,8 ,3	4
%80	2	8	11 ,9 ,5	3

Preparation of Scale Instructions

The instructions for answering the scale paragraphs are a guide to the respondent. Thus, it was important that these instructions are clear, understandable, simple and appropriate for the individuals of the research sample. Their answers will not be seen by anyone but the researcher, for scientific purposes.

Scale Correction

The scale that consisted of (23) items was applied to a sample of (120) students from the Institute of Fine Arts for males / females from the research community. The scores were then calculated for each paragraph of the scale, and for each individual of the sample, to represent the raw degree, knowing the alternatives. The answer (always applies to me) correlated to (5). (It applies to me often) was given (4). (It applies to me sometimes) was given (3). (It applies to me rarely) was given (2). It would (never apply to me) was given a grade (1).

The Discriminative Power of Paragraphs

It means the measure's ability to distinguish between individuals who have a high degree of trait, and those who have a low degree of trait or the trait itself. In order to reveal the distinctive and non-distinctive passages, the passages of the physical-motor intelligence were analysed. This procedure is necessary to exclude paragraphs that do not distinguish between respondents, and to maintain paragraphs that distinguish between them and verify the discriminatory power of the paragraphs using the following two methods:

A: Contrasted Groups:

Applying the scale to a sample of (120) male and female Fine Arts Institute students.

- The order of the total grades obtained by the individuals of the sample in descending order, from the highest degree to the lowest degree.
- The (27%) of the forms with the highest levels of (32), and (27%) of the forms with the lowest scores of (32) were identified.
- The T-test was used for two independent samples. It extracted the discriminatory force for each of the paragraphs of the scale. The calculated T value was an indication for distinguishing each paragraph, by comparing it with the tabular value (1, 96) at the level of significance (0.05) and degree of freedom (62), and it showed that the results indicate all of the items are marked at this level. Table (3) shows the differential strength of the items:

Table 3: The T value of extracting the discriminatory force of the vertebral-motor intelligence paragraphs using the method of the two extremes

Significance level	Value t calculate	low set		High set		s
		Standard deviation	SMA	Standard deviation	SMA	
function	6,464	1,25362	2,9063	0,67127	4,5313	1
function	7,544	1,11397	2,2813	0,89578	4,1875	2
function	6,216	1,22762	2,9063	0,71772	4,4688	3
function	7,571	1,03954	2,6250	0,79312	4,3750	4
function	3,718	1,32554	3,7188	0,64446	4,6875	5
function	5,462	1,14828	3,3125	0,66524	4,5938	6
function	3,916	1,28225	2,9688	1,07012	4,1250	7
function	4,428	1,54372	3,4375	0,75067	4,7813	8
function	3,744	1,37628	2,9063	1,07576	4,0625	9
function	5,227	1,60518	2,9375	0,79755	4,5938	10
function	5,206	1,35859	3,3438	0,53506	4,6875	11
function	4,113	1,45046	3,3438	0,84003	4,5625	12
function	4,891	1,22433	2,7188	0,89747	4,0313	13
function	2,208	1,49056	2,8125	1,45358	3,6250	14
function	4,794	1,50771	3,2813	0,69270	4,6875	15
function	3,726	1,18755	3,4063	0,94560	4,4063	16
function	3,855	1,34254	3,5625	0,79312	4,6250	17
function	2,837	1,35859	3,3438	1,19137	4,250	18
function	7,835	1,37628	3,0938	0.0000	5,0	19
function	6,800	1,18458	3,1250	0,53506	4,6875	20
function	6,501	1,41279	3,0625	0,49084	4,7813	21
function	3,225	1,31370	4,1250	0,39015	4,9063	22
function	3,009	1,61114	3,2813	1,18074	4,3438	23

2: Paragraph degree relationship to the total score:
The Pearson Correlations coefficient has been used to extract the correlation between each scale item and its total score. It is accepted that the greater the correlation coefficient of the degree of the paragraph with the total score, the greater the probability of its inclusion in the scale. For this purpose, the discrimination sample forms (120) individuals, consisting of students of the Institute of Fine Arts, male / female. Statistical treatment showed that all correlation coefficients are statistically significant, at the level of significance (0.05) and degree of freedom (118). Table (4) shows these correlation coefficients.

Table 4: Para-degree correlation values with the overall degree of the physical-motor intelligence scale

Significance level (0.05)	Correlation coefficient	No. item	Significance level (0.05)	Correlation coefficient	No. item	Significance level (0.05)	Correlation coefficient	
function	0,416	17	function	0,405	9	function	0.60	1
function	0,289	18	function	0,569	10	function	0.574	2
function	0,578	19	function	0,462	11	function	0,544	3
function	0,560	20	function	0,456	12	function	0,595	4
function	0,525	21	function	0,449	13	function	0,325	5
function	0,285	22	function	0,224	14	function	0,470	6
function	0,264	23	function	0,416	15	function	0,467	7
			function	0,370	16	function	0,354	8

Validity

Honesty is the most important characteristic of any test, as it shows whether the scale really measures what it is hoped to measure. It should be noted that honesty assumes consistency, but the opposite is not true, as the measures may be fixed but they are not true, and the honest measures should be fixed. The validity of the scale was achieved as follows:

A: Virtual Truth

Apparent honesty depends on the extent to which the scale represents the components of the property that it measures. That is so because it makes sense that the content of the scale, on the surface, is representative of the content of the behaviour to be measured. Therefore it is called logical truth. This kind of honesty was achieved by presenting the scale, before applying it to arbitrators experienced in judging the validity of scale paragraphs in measuring the attribute or the characteristic to be measured, as previously indicated in the validity of the paragraphs.

B: Construct Validity

It is the extent to which it can be determined, that the scale measures a specific theoretical building or a specific property. It verifies that the attribute is measured, and that any trait can be measured through this honesty. The sincerity of the construction focuses on the role of psychological theory in the choice and the need for hypotheses that can help to verify from him. It also indicates the consistency and internal homogeneity of the scale. The researcher has verified the validity of the construction from: the two extreme groups method (external consistency), and the relationship of the paragraph to the overall scale of the scale (internal consistency).

Reliability Scale

For the purpose of identifying the stability of the scale, the researcher used the Cronbach Alpha coefficient for internal consistency. That coefficient provides us with a good estimate of the stability in most situations. This method depends on the consistency of the individual's performance from one period to another. In order to extract persistence in this way, the researcher applied to the stability sample of (120) from students of the Fine Arts Institute male / female, and then used the Alpha-Cronbach equation. The stability factor of the physical-motor intelligence scale is (0,81).

Steps to Build a Stress Management Scale

In building its scale, the researcher examined Arab studies: Hussein, Al-Daradji (2013), Ahmad, Al-Hosani, and Abdullah (2014), Salloum, and Abbas (2015), Mazloum (2017), Afaneh, and his roll (2018). Foreign studies were also scrutinised: (Gross and John ((2003), Freudenthaler and Neubauer (2007), The Situation Test of Management (STEM) for MacCann and Reberts (2008, Little and Others (2011), Allen and others (2015) and Interpersonal Emotional Regulation) Questionnaire (IERQ): by Hofmann and others 2016).

After the researcher examined the foreign and Arab literature, research and studies on the subject of her research "Emotion Management," the researcher drafted her research paragraphs, in addition to amending and employing some formulas in the standards she viewed, in a way that suits her research topic. Thus, (32) paragraphs were formulated to represent the paragraphs of the current research scale.

Validity of paragraphs:

After, the paragraphs were collected and put on a scale. The scale was presented to a number of specialists in psychology, to determine the validity of the measurement of emotion. The

formulas of some of the paragraphs were modified according to their suggestions. Thus, the scale became composed of (32) paragraphs. The respondent must choose one of these alternatives. Approval form (80%) or more of the arbitrators have adopted a criterion for their validity. Table (5) shows the percentage of those who agree with the scale items.

Table 5: Percentage of expert opinion on the validity of the emotional management scale paragraphs

ratio	No. of not agree	No. of agree	Numbers of items	No. of items
%100	_	10	,14 ,13 ,11 ,10 ,9 ,8 ,7 ,6 ,4,5 ,2 ,1 ,23 ,22 ,21 ,20 ,19 ,18 ,17 ,16 ,15 32 ,30 ,29 ,28 ,27 ,26 ,25 ,24	
%90	2	9	31 ,3	
%80	1	10	12	

Scale Correction

The scale that consisted of (32) items was applied to a sample of (120) students from the Institute of Fine Arts for males / females from the research community. The scores were then calculated for each of the scale paragraphs, and for each individual of the sample, to represent the raw degree, knowing the alternatives. The answer (always applies to me) was given a grade (5). (It applies to me often) was given a score (4). (Applies to me sometimes) was given a (3). (Applies to me rarely) was scored at (2). Likewise, (it does not apply to me at all) and score (1) was given to the paragraphs that have positive emotion management paragraphs and the grades reflected for the paragraphs that bear the concept of negative emotion management, which is (10, 22), and thus the highest degree occurs. The guardian sample of members of the search are (160), and the lowest score is (32).

Statistical Analysis of Paragraphs

Choosing the appropriate paragraphs with good psychometric properties is a basic step. It helps to imbue the approved scale with good measurement properties. Thus, the scale was applied to a sample of (120) male / female students of the Institute of Fine Arts, the same sample that the IQ scale was applied to. A physical - kinetic instrument calculated the psychometric properties of the passive management scale paragraphs, and the researcher extracted the following:

1: The style of the two groups:

The total grades obtained by the individuals in the sample were arranged in descending order, from the highest degree to the lowest degree. Further, (27%) of the forms with the highest number of degrees (32), and (27%) of the forms with the lowest scores of (32) were arranged. The T-test for two independent samples was then used to extract the discriminatory power of each of the paragraphs in the scale. The calculated T value was an indicator for distinguishing each paragraph, by comparing it with the tabular value (1.96), at the level of significance (0.05) and degree of freedom (62). The results showed that all the paragraphs are indicative at this level except for the two paragraphs (10, 13). Thus, the scale became composed of (30). Paragraph and Table (6) shows the discriminatory power of the paragraphs:

Table 6: T-value of extracting the discriminatory force of strain management passages using the method of the two extremist groups

Significance level	Value t calculate	low set		High set		s
		Standard deviation	SMA	Standard deviation	SMA	
function	3,525	1,43544	2,4375	1,40132	3,6875	1
function	6,729	1,15310	2,6563	0,78030	4,3125	2
function	6,351	1,26841	2,5625	1,04293	4,4063	3
function	5,598	1,30407	3,0938	0,83280	4,6250	4
function	5,463	1,21441	3,5938	0,44789	4,8438	5
function	4,022	1,29164	3,5938	0,65991	4,6250	6
function	3,536	1,57827	2,6563	1,22762	3,9063	7
function	4,476	1,07763	3,750	0,58112	4,7188	8
function	6,863	1,26004	2,6563	0,80259	4,4688	9
Not function	1,026	1,52367	2,5313	1,64120	2,1250	10
function	3,414	1,33161	2,9688	1,30407	4,0938	11
function	4,553	1,33463	3,3438	0,71561	4,5625	12
Not function	1,813	1,63104	3,7188	1,23784	4,3750	13
function	4,313	1,23784	3,6250	0,54532	4,6563	14
function	4,535	1,32554	2,7188	1,08834	4,0938	15
function	3,806	1,43930	3,1563	1,09985	4,3750	16
function	6,730	1,35450	3,1875	0,42121	4,8750	17
function	3,732	1,40528	3,3438	1,04727	4,50	18
function	3,516	1,43930	2,8438	1,25684	4,0313	19
function	3,470	1,14828	3,8125	0,65991	4,6250	20
function	4,413	1,22967	3,1875	0,82733	4,3438	21
function	2,166	1,17389	2,0938	1,56801	2,8438	22
function	4,216	1,25563	3,6875	0,58112	4,7188	23

function	5,980	1,11984	3,3125	0,60158	4,6563	24
function	4,097	1,15659	3,7813	0,58112	4,7188	25
function	7,530	1,21814	2,7500	0,70711	4,6250	26
function	4,578	1,30600	2,6875	1,14608	4,0938	27
function	5,871	1,08462	3,2813	0,70711	4,6250	28
function	8,003	1,09203	2,9688	0,58112	4,7188	29
function	4,879	1,47970	2,9375	0,91361	4,4375	30
function	4,799	1,35859	3,3438	0,65991	4,6250	31
function	6,662	1,51038	3,0938	0,29614	4,9063	32

2: Paragraph degree relationship to the total score:

The Pearson Correlations coefficient has been used to extract the correlation between each scale item and its total score. The greater the correlation coefficient of the degree of the paragraph with the total score, the greater the probability of including it in the scale. For this purpose, the discrimination sample forms (120) from the Institute of Fine Arts / Female were used. Statistical treatment showed that the correlation coefficients are all statistically significant at the level of significance (0.05) and degree of freedom (118). Table (7) shows these correlation coefficients.

Table 7: Paragraph score correlation values with the aggregate emotion scale overall score

Significance level (0.05)	Correlation coefficient	No. item	Significance level (0.05)	Correlation coefficient	No. item	Significance level (0.05)	Correlation coefficient	No. item
function	0,353	21	function	0,451	11	function	0,378	1
function	0,376	22	function	0,426	12	function	0.523	2
function	0,438	23	function	0,405	13	function	0.530	3
function	0,499	24	function	0,328	14	function	0,498	4
function	0,387	25	function	0,594	15	function	0,420	5
function	0,515	26	function	0,321	16	function	0,359	6
function	0,588	27	function	0,266	17	function	0,351	7
function	0,438	28	function	0,355	18	function	0,405	8
function	0,433	29	function	0,487	19	function	0,522	9
function	0,541	30	function	0,255	20	function	0,414	10

Reliability Scale

To identify the stability of the scale, the researcher used the Cronbach Alpha coefficient for internal consistency. The Cronbach Alpha coefficient provides us with a good estimate of the stability in most situations, and this method depends on the consistency of individual performance from one period to another. To extract persistence in this way, the researcher applied to the persistence sample of (120) students from the Institute of Fine Arts, male /

female, and then used the Cronbach Alpha equation after excluding paragraphs (10, 13) that fell in the distinction. The stability factor reached the emotional stress (0), 84).

Final Application

Application Procedures

After the physical-motor intelligence scale and the emotional management scale were obtained, and with a view to answering the research question in the difference between those who have physical-motor intelligence and emotion gesture, the two measures were applied together to the final sample of (120) students from the Institute of Fine Arts, male / female. The application was carried out by the researcher. The instructions for the answer were placed in the introduction. The two measures were answered in one session.

Statistical Means

The researcher used in the analysis and interpretation of data the following statistical methods:

1: T-test for two independent samples: to calculate the discriminatory power of the vertebral-intelligence scales, and the strain management scale.
2: Person Correlation Coefficient: to extract the correlation between each level of the scale paragraphs and the overall degree for each of the two research criteria.
3: T-test for one sample: to find out the significance of the difference between the mean scores on the physical-motor intelligence scale, the emotional management scales, and the theoretical mean.
4: Binary variance analysis: to identify the differences in the degrees of motor physical intelligence and the degrees of emotional management according to the type and age variables.

Chapter Four / Presenting and Discussing the Results

This chapter includes a presentation of the results reached by the current research according to its aims, discussion and interpretation. It then proposes recommendations and proposals in the light of those results, as follows:

First Goal: To know the physical-motor intelligence of the research sample.

To achieve this, the T-test was used for one sample. The results showed the average degrees of physical-motor intelligence of the research sample of (120) from the Institute of Fine Arts

male / female (88,5667) and a standard deviation (12,38984), while it was the hypothetical mean of the scale (69).

It was found that the calculated T value (17,300) is statistically significant at the level of significance (0.05) and degree of freedom (119), which is greater than the tabular value (1,96) and at the level of significance itself. This indicates that the difference is statistically significant. In other words, the overall sample of the study has somatic-motor intelligence. Table (8) shows that:

Table 8: T-test results for the difference between the sample mean and the hypothetical mean on the kinesthetic-motor scale

Significance level	Value t table	Degree of free	Value t calculate	Hypothetical mean	Standard deviation	SMA	sample
0,05	1,96	119	17,300	69	12,38984	88,5667	120

This result can be explained by the fact that physical-motor intelligence is important. The human body provides a comfortable biological tool for specific areas of knowledge, including the use of the fingers for movement and mapping many other areas using the body. It is the ability to master the body's activity and movements in an exquisite way, and it is a skill unquestionably owned by athletes and artists, who opposed the costumes and dressers of their bodies (Darraji, 2013, pp. 3-4). This result is consistent with Afaneh and Naela's study (2003) and Darraji's study (2013), where she concluded that the members of the sample enjoy physical-motor intelligence.

Second Goal: To define emotion management for the research sample.

To achieve this, the T-test was used for one sample. The results showed that the average degrees of strain management for the research sample of (120) from the Institute of Fine Arts were male / female (113,2333) and a standard deviation (16,06852), while the hypothetical mean for the scale was (90).

It was found that the calculated T value (15,839) is statistically significant at the level of significance (0,05) and degree of freedom (119), which is greater than the tabular value (1,96) and at the level of significance itself. This indicates that the difference is statistically significant. That is, the total sample of the study have an emotional administration. Table (9) shows that:

Table 9: T-test results for the difference between the sample mean and the hypothetical mean on the emotional management scale

Significance level	Value t table	Degree of free	Value t calculate	Hypothetical mean	Standard deviation	SMA	sample
0,05	1,96	119	15,839	90	16,06852	113,2333	120

The emotional management is the main key to the success of individuals in their lives, as many studies, including a study (Coleman 2001), show. The individual's control of one's emotions and their management facilitate the process of creative thinking among learners, and focus on what they plan and follow up its implementation, as it gathered. Both the scientists, Coleman and Gardner, in their research can predict the success of an individual in his future life by controlling the emotional side (Lafta, 2018, pp. 6-7). This study also agreed with both the Abbas study (2015) and the gesture (2018) they reached, as to the presence of emotional management among the chosen sample.

Third Goal: To identify the differences in physical-motor intelligence according to type and age.

To achieve this goal, the researcher calculated the arithmetic averages and standard deviations of the students' scores, on the scale of motor physical intelligence according to the variables of type and age. Table (10) illustrates this. Variances are in Table (11).

Table 10: Arithmetic mean and standard deviations for the degrees of body-motor intelligence according to type and age variables

STANDARD DEVIATION	SMA	No. of persons	age	Type
12,37299	84,0	12	15	Mention
12,68887	88,5882	17	16	
12,23784	88,6667	18	17	
10,60189	90,60	15	18	
10,25237	83,8889	9	15	female
12,99112	85,4615	13	16	
15,59794	91,6875	15	17	
12,98717	89,0	10	18	
9,47746	93,60	10	19	
11,2360	83,9524	21	15	Total
12,69451	87,2333	30	16	
13,78706	90,0882	34	17	
11.37790	89,960	25	18	
9,47746	93,60	10	19	

Table 11: Results of a binary variance analysis of differences in degrees of physical-motor intelligence according to the type and age variables

indication 0.05	Value f		Average squares	DEGREEE OF FREE	Sum of squares	Source of contrast
	table	calculate				
Not function	3,84	0,014	2,150	1	2,150	Type
Not function	2,45	1,397	216,714	4	866,855	Age
Not function	2,68	0,349	54,196	3	162,589	Type + age
			155,150	111	17221,675	The error
				120	959554,0	Kidney

It is clear from Table (11) that the value of the variables of type and age in physical-motor intelligence is not significant at the level of significance (0,05). That is, there are no statistically significant differences between males and females, as well as a statistically significant difference between students in physical-motor intelligence. As for the interaction between the variables (type and age), it did not indicate statistically significant differences at the level of significance (0,05) in physical-motor intelligence, given that the categorical F value is equal to (2,68) and the degree of freedom (3).

This result is not consistent with Darraji's study (2013), which demonstrated the superiority of males over females in physical-motor intelligence. Nor did it agree with the results of studies by Imam, Al-Amrani, Faris (2006) and Ibrahim (2008). All confirmed the superiority of males to females in physical intelligence. Whereas, the results of the Neville (2000) study showed that females outnumber males in physical-motor intelligence (Pumice, 2011, p. 140). This result can be explained by openness in society, after the rapid developments the world is witnessing in social concepts and ideas that have begun to allow and look at females and males equally, and take their roles more freely in different areas of life.

Fourth goal: To identify the differences in emotion management by gender and age.

To achieve this goal, the researcher calculated the arithmetic averages and the standard deviations of the students' scores on the emotional management scale, according to the variables of type, age, and table (12) that clarifies that. Variances are in Table (13).

Table 12: Arithmetic mean and standard deviations for the emotional management degrees according to the type and age variables

Standard deviation	SMA	No. of person	age	type
11,04913	107,9167	12	15	male
11,57107	109,5294	17	16	
16,64351	113,2222	18	17	
12,03250	118,9333	15	18	
20,33128	100,1111	9	15	female
19,57890	118,0	13	16	
17,02939	115,0	16	17	
19,64688	116,0	10	18	
13,20101	117,40	10	19	
15,7530	104,5714	21	15	total
15,83405	113,20	30	16	
16,59306	114,0588	34	17	
15,21041	117,760	25	18	
13,20101	117,40	10	19	

Table 13: Results of a binary variance analysis of differences in strain management degrees according to type and age variables

indication 0.05	Value f		Average squares	DEGREEE OF FREE	Sum of squares	Source of contrast
	table	calculate				
Not function	3,84	0,058	14,408	1	14,408	Type
Not function	2,45	2,260	560,427	4	2241,709	Age
Not function	2,68	1,218	301,964	3	905,892	Type + age
			247,932	111	27520,485	The error
				120	1569340,0	Kidney

It is clear from Table (13) that the value of the type and age variables in emotional management is not significant at the level of significance (0,05). That is, there are no statistically significant differences between males and females, as well as the statistically significant difference between students in the age in emotion management. As for the interaction between the two variables (gender and age), no statistical significance was indicated at the level of significance (0.05) in emotion management, given that the categorical value is equal to (2,68) and the degree of freedom (3). This may be due to the increase in family culture, and consequently, children in the way of dealing with life situations, through information and social media broadcasts that have become available in every home, constantly. This result is consistent with the Abbas study (2015) and Al-Mamouri study (2008).

Fifth Goal: To know the relationship between physical-motor intelligence and emotional management.

To achieve this goal, the Pearson correlation coefficient between physical-motor intelligence and emotional management was extracted. The researcher found a statistical significance, i.e., a correlational relationship between both physical-motor intelligence and emotional management, when compared to the degree of (0.17) Pearson tabular, and the level of significance (0.05). Table (14) illustrates this:

Table 14: Evaluate Pearson's correlation coefficients between physical-motor intelligence and emotion management

Significance level	Value t calculate	Correlation coefficient value	No. of sample person
function	0,17	0,57	120

This result can be explained by the fact that the management of emotion is a universal, non-verbal language, as a means of communication through the expressions of emotion that appear in the form of expressions and gestures, and these are called (body language) (Al-Hinnawi, 2000, p. 48). Mayer and Salofi also emphasised that the expression and evaluation of emotion, and controlling it, is the ability to determine emotion in the individual's body states through work, behaviour and appearance (Hein, 2001, p.57). Kivran and others (2011) emphasise that emotional participation, which is one of the aspects of emotion management, is an essential part of human existence often leading to the sharing of social emotions by physical expressions Kivran and others (2011), p. 381)).

Conclusions

1: Individuals from the Institute of Fine Arts, male and female, enjoyed physical-motor intelligence, and this is what Gardner has demonstrated in his theory; that this is an intelligence which artists enjoy.
2: Individuals from the Institute of Fine Arts, male and female, who enjoyed managing their ears through their artistic works are considered emotional discharges.
3: There are no differences between males and females according to gender and age in physical-motor intelligence, due to the openness in the way families deal with males and females in their choices and encourage them.
4: There are no differences between males and females according to gender and age in emotional management, due to changing perceptions in dealing with life situations as a result of new inputs into society through social media.

5: There is a correlation between physical-motor intelligence and emotional management, as all emotions can be expressed through the body, and this is what the Institute of Fine Arts students enjoy through their specialties.

Recommendations

1: Emphasis and attention to the role of physical-motor intelligence and both sexes, to develop artistic talents, abilities and tendencies and to take their role in life, especially as we live in an era in which people have become deeply interested in and connoisseurs of art.
2: Train professors working in educational institutions in the fine arts institutes as to developments in this field, especially as it is the first building block to establish, develop and refine the skills of physical-motor intelligence.
3: Facilitate officials in educational institutions, including teachers and administrators, to encourage their students to control and manage emotion, through adopting the principle of positive, non-negative freedom in dealing with them.
4: Focus on students characterised by weak emotional management; care for and contain them, and consult with their families to know the reasons for this, to create a successful generation and individual in life and thus in society.

Suggestions

1: Conducting research and studies on physical and motor intelligence for other specialties and samples.
2: Linking the concept of physical-motor intelligence to other variables (anxiety, depression, mood).
3: Conducting studies on emotions and focusing on those that have an important and prominent role in interacting with life, including emotion of shame, emotion of fear, emotion of sadness, and speed of being affected by situations.

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