



Emotional Maturity Level of Athletes and Non Athletes

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Abstract

The purpose of the study is to find out the emotional maturity between Athletes and non-Athletes. Education is a powerful instrument of social and economic change. It has to be related to the long – term national development in which the country is engaged and the problem it is called upon on face. Other agencies may help but the only instrument that can reach all people is education. But our education system is anti – creative. The unchallenging classroom activities fail to produce emotionally mature and well – behaved adolescents. In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day- to – day life. So, the study of emotional maturity is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Actually, emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent's development. Lack of emotional maturity may lead to the development of neurotic behaviour of adolescents. Without emotional maturity and normal behaviour one cannot think of a well – developed society. In students the tendency to compete against is present in its natural form. It should be a joy for them than a social obligation. Such tendency must suppress as it untimely affects one's personality. Therefore, there is great need to study emotional maturity of students.

Keywords: Athletes, Emotion, Adolescent.

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Introduction

Human beings are the unique products of their creation and evolution. In contrast to other forms of animal life, their more highly developed nervous system has enabled them to develop sounds and symbols (letters and numbers) that make possible the communication and recording of their questions, observations, experience and ideas. It is understandable that their greater curiosity implemented by their control of symbols would lead them to speculate about the operation of the universe, the great forces beyond their own control. Over many centuries, people began to develop what seemed to be plausible explanation. Attributing the forces of nature to the working of supernatural powers, they believed that the gods, at their whims, manipulated the sun, stars, wind, rain and lightning. Emotions are experiences, not specific behaviours or thoughts. Although thoughts can sometimes lead to emotions, and behaviour can sometimes be caused by emotions, an emotion is a personal experience. An emotional experience has "valence", meaning that the emotion has a positive or negative quality. Because emotions have valence, they often motivate people towards action. People tend to seek activities, situations, and people that enhance their

experience of positive emotional states, and they tend to avoid situations that are connected with the experience of negative emotions.

Methodology

This study was intended to find out the difference in emotional maturity between Athletes and non-Athletes. In this chapter the methods adopted for the selection of subjects, Administration of the questionnaire and methods employed for statistical analysis have given. To achieve the purpose of the study 100 Athletes and 100 non-Athletes colleges students were selected at random from different colleges and university. The investigator reviews the available literature and on the basis of discussion with experts in field of Sports-Psychology and Psychology and also considered the feasibility criteria availability of questionnaire relevant of the variables to present study the variables and questionnaire was used.

Description of the scale

To study Emotional maturity, the Emotional maturity scale (EMS) developed and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990) has used. The EMS was most widely used tool in finding the emotional maturity. It has five important dimensions namely emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. The respondent was made to encircle

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the approximate number which suited their attitude.

Results

The data were statistically analyzed and results are presented in this chapter. The purpose of the study was to compare the Emotional Maturity in which there are five dimensions, they are Emotional instability, Emotional Regression, Social Integration, Personality disintegration and lack of interdependence between athlete and non –athletes. For this purpose data's were

obtained from 100 athletes and 100 non-athletes from difference colleges and universities.

't' ratio was employed severalty for each dimensions between athlete and non-athlete. The calculated 't' was tested for significance at 0.05 level of confidence. All the statistically analysis was done in computer system using Standard Statistical Package in private Computer Center. The results in the analysis are as follows.

Table I. Comparison of mean, standard deviation and mean difference of Emotional Instability of Athletes and non-Athletes

Group	Mean	Standard Deviation	Mean difference	't' value
Athlete	19.33	5.80	4.09	4.225*
Non-Athlete	23.42	7.75		

*Significant at 0.05 level of confidence.

Table value requires is 1.984 for 98 degree of freedom

Table I indicates that there is significance in Emotional instability between athletes and non-athletes. Since 't' value required being significance 0.05 levels for 98 degree of freedom is 1.984 but the calculated value is

4.225, which is greater than the tabulated value. The mean difference of Emotional instability is 4.09, which is found to be significant. Hence the hypothesis is accepted.

Table II. Comparison of mean, standard deviation and mean difference of Emotional Regression of Athletes and non-Athletes

Group	Mean	Standard Deviation	Mean difference	't' value
Athlete	19.07	4.95	2.51	3.597
Non-Athlete	21.58	6.51		

*Significant at 0.05 level of confidence.

Table value requires is 1.984 for 98 degree of freedom

Table II indicates that there is significance in Emotional Regression between athletes and non-athletes. Since 't' value required being significance 0.05 levels for 98 degree of freedom is 1.984 but the calculated value is

3.597, which is greater than the tabulated value. The mean difference of Emotional Regression is 2.51, which is found to be significant. Hence the hypothesis is accepted.

Table III. Comparison of mean, standard deviation and mean difference of Social Maladjustment of Athletes and non-Athletes

Group	Mean	Standard Deviation	Mean difference	't' value
Athlete	19.35	5.45	2.65	3.309

Non-Athlete	22.00	5.87		
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*Significant at 0.05 level of confidence.
Table value requires is 1.984 for 98 degree of freedom

Table III indicates that there is significance in Emotional Regression between athletes and non-athletes. Since 't' value required being significance 0.05 levels for 98 degree of freedom is 1.984 but the calculated value is

3.309, which is greater than the tabulated value. The mean difference of Social Maladjustment is 2.65, which is found to be significant. Hence the hypothesis is accepted.

Table IV. Comparison of mean, standard deviation and mean difference of Personality Disintegration Athletes and Non-Athletes

Group	Mean	Standard Deviation	Mean difference	't' value
Athlete	16.27	4.83	3.23	4.144
Non-Athlete	19.50	6.19		

*Significant at 0.05 level of confidence.
Table value requires is 1.984 for 98 degree of freedom

Table IV indicates that there is significance in Emotional Regression between athletes and non-athletes. Since 't' value required being significance 0.05 levels for 98 degree of freedom is 1.984 but the calculated value is

4.144, which is greater than the tabulated value. The mean difference of Personality Disintegration is 3.23, which is found to be significant. Hence the hypothesis is accepted.

Table V. Comparison of mean, standard deviation and mean difference of Lack of Independence Athletes and non-Athletes

Group	Mean	Standard Deviation	Mean difference	't' value
Athlete	16.33	3.40	1.64	2.891
Non-Athlete	19.97	4.54		

*Significant at 0.05 level of confidence.
Table value requires is 1.984 for 98 degree of freedom

Table V indicates that there is significance in Emotional Regression between athletes and non-athletes. Since 't' value required being significance 0.05 levels for 98 degree of freedom is 1.984 but the calculated value is

2.891, which is greater than the tabulated value. The mean difference of Lack of Independence is 1.64, which is found to be significant. Hence the hypothesis is accepted.

Table VI. Comparison of mean, standard deviation and mean difference of Emotional Maturity of Athletes and non-Athletes

Group	Mean	Standard Deviation	Mean difference	't' value
Athlete	90.34	19.80	13.78	4.350
Non-Athlete	104.21	25.26		

*Significant at 0.05 level of confidence.

Table value requires is 1.984 for 98 degree of freedom

Table VI indicates that there is significance in Emotional Regression between athletes and non-athletes. Since 't' value required being significance 0.05 levels for 98 degree of freedom is 1.984 but the calculated value is 4.350, which is greater than the tabulated value. The mean difference of Emotional Maturity is 13.78, which is found to be significant. Hence the hypothesis is accepted.

Conclusion

The result of the study revealed that there is a significant difference between Athletes and non-Athletes in their emotional maturity. It is found that Athletes are

more emotionally matured than non-Athletes.

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