Research Paper Social Science

Comparative study to understand the different plane of Emotional Maturity among Sports and Non-sports Girls of a private college

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ABSTRACT

The current study targets to understand the emotional maturity level between sports and non sports personnel at collegiate level. The ulterior goal is to compare and know if at all whether there is any difference in the emotional maturity level in sports women due to involvement in sports when compared to non sports women .A set consisting of 20 players,girls and another set consisting of 20 non sports girls were selected from a private college. Emotional maturity scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1971) was used to assess the group independently. The collected data was subjected to statistical analysis, "t" test and the results revealed that in very few dimensions of emotional maturity there were no significant difference among sports and non sports girls, but in the other dimensions there were significant differences among the 2 different groups

KEYWORDS Emotional maturity, sports and non sports girls

INTRODUCTION

Emotional maturity relates to our capacity to deal with our emotions. Our ability to interpret emotions, express emotions and 'let go' of emotions are all functions of our emotional maturity. When we are able to do this effectively, we are described as emotionally mature. More generally, our maturity is our mastery of the skills of 'life', e.g. our ability to create conditions of happiness, success and fulfillment. It is demonstrated in how we think, what we choose to believe and what we ultimately do as a result of that. Indicators of maturity: being calm and relaxed, flexible in attitude and approach and less defensive Indicators of less maturity: uptight or tense most of the time, difficulty being flexible, appear to be defensive Irrespective of the field an emotionally matured person handles day to day life issues balanced. Especially in sports, various level of exposure, handling teams, consistent practice, refreshes a person's mind and give more ways to get emotionally shaped .Rathee.N.K and Singh Salh(2010) examined the psycho-biosocial phenomenon that was explored among international, national and state level handball players of India. The subjects (N=120) were handball players who had participated at these three different performance levels of competitions. To evaluate the levels of emotional maturity among the subjects, they were administered Emotional Maturity Scale constructed by Singh and Bhargava (1988). This Scale measured emotional maturity through five subscales, i.e., Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, and Lack of Independence as well as Overall Emotional Maturity. Obtained data was analyzed through analysis of variance (3x2 factorial design) and descriptive statistics such as mean and SD values were worked out. Post-hoc testing was further applied to find out the direction of differences among the performance and gender groups. Significant differences were found between the three performance groups on all the subscales along with overall emotional maturity. International level players demonstrated significantly higher levels of emotional maturity as compared to the other two performance groups. Significant gender differences have been found on emotional instability, lack of independence and overall emotional maturity. The male players exhibited significantly higher levels of emotional maturity on these two subscales and on overall emotional maturity. Results of the present study have revealed that emotional maturity is an indispensible attribute for the players performing at higher performance levels.

Singh Dalwinder et al (2012) examined the emotional maturity among university students. The investigators had selected 200 male and female subjects at university level. Emotional maturity questionnaire was used to assess their emotional maturity level. "t" test was applied to find the difference between male sports person, female sports person, male non sports person, and female non-sportspersons. The results revealed significant differences on the sub-variable Social Maladjustment between male sportspersons and female sportspersons. No significant differences were found with regard to emotional instability, emotional regression, personality disintegration, lack of independence, 'emotional maturity' (total) between male sportspersons and female sportspersons. The results with regard to male non-sportspersons and female non-sportspersons revealed significant differences on emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity

OBJECTIVE: To understand and analyze whether there is a difference in the level of emotional maturity level between sports and non sports girls at college level. The researcher had a felt need to see whether there would be a difference ., and felt that sports girls may be more emotionally balanced and matured comparatively and thus the scientific research was carried out and tested

HYPOTHESIS:

1. There would be a significant difference between sports and non sports girls in Emotional unstability.
2. There would be a significant difference between sports and non sports girls in Emotional regression.
3. There would be a significant difference between sports and non sports girls in Social maladjustment.
4. There would be a significant difference between sports and

non sports girls in Personality disintegration.

5. There would be a significant difference between sports and non sports girls in lack of Independence.

METHODOLOGY

SAMPLE SIZE:
The sample consists of 40 of which 20 were sports girls and 20 were non sports girls studying at collegiate level.

DESCRIPTION OF THE TOOL USED FOR THE PRESENT STUDY:

EMOTIONAL MATURITY SCALE
Dr. Yashvir Singh and Dr. Mahesh Bhargava Emotional Maturity Scale were developed in 1971.The scale consists of 48 statements that cover Emotional unstability, Emotional regression, Social maladjustment, Personality disintegration and lack of Independence. The scale is chosen for its simplicity and brevity. The operational definitions of Emotional Maturity dimensions measure by this scale are

- Individual's view of their development of higher tolerance for disagreeable circumstances
- Social individual's satisfaction from socially approved responses
- Temperamental view themselves in reaction to working environment
- Individual's awareness of the ability and achievement from others
- Individual's ability to make a dependence of action choice and brood about other choice.

SCORING:
The respondent is provided with five alternatives to give their responses ranging from most acceptable to least acceptable description of their Emotional maturity. The alternative responses response are arranged in such a way that the scoring system for all the items will remains the same i.e.5,4,3,2,1 whether the item are positive or negative. If the respondent put tick mark for first alternative the score is 5, for second alternative the score is 4, for third alternative the score is 3, for fourth it is 2 and for the fifth and last alternative the score is one. The summated score of all the forty-eight items provide the total Emotional maturity scale indicates a higher Emotional maturity while low score shows Emotional maturity. The score each item on the front page is transferred against that item.

RELIABILITY:
The reliability of the score was determined by test-retest methods and product moment r between the two testing was .75.

VALIDITY:
The scale was validated against external criteria and total score on Emotional Maturity score was .64.

ADMINISTRATION:
A gathering was organized, consisting of both sports and non sports girls and the respondents were briefed regarding the assessment process. The following instructions were given: This is simple measurement as how they feel at different levels. They were asked not to omit any items and suggested that whatever comes to their mind first must be responded. Too much of time must not to be taken.

STATISTICS:
Uncorrelated t-test was used to find out if there are any significant difference sports and non sports girls.

RESULT AND DISCUSSION:

Table I Shows the significance of mean difference between sports and non sports girls on Emotional unstability

Group	N	Mean	SD	S	t	Significance
sports girls	20	20.75	6.77	8.73	1.52	Not Significant at both group
Non sports girls	20	25.00	9.95			

The computed't' value is 1.52 is lesser than the tabled value of 2.02 and 2.71at 0.05 and 0.01 levels with 38 degrees of freedom. Hence we can reject hypothesis 1 and say there is no significant difference between sports and non sports girls on Emotional unstability

Table II Shows the significance of mean difference between sports and non sports girls on Emotional regression

Group	N	Mean	SD	S	t	Significance
Sports girls	20	17.95	6.18	7.30	1.86	Not Significant at both group
Non sports girls	20	22.3	7.94			

The computed't' value is 1.86 is lesser than the tabled value of 2.02 and 2.71at 0.05 and 0.01 levels with 38 degrees of freedom. Hence we can reject hypothesis 2 and say there is no significant difference between sports and non sports girls on Emotional regression

Table III Shows the significance of mean difference between sports and non sports girls on Social maladjustment

Group	N	Mean	SD	S	t	Significance
sports girls	20	19.85	7.58	6.96	2.96	Significant at both groups
Non sports girls	20	26.45	5.89			

The computed't' value is 2.96 is greater than the tabled value of 2.02 and 2.71at 0.05 and 0.01 levels with 38 degrees of freedom. Hence we can accept hypothesis 3 and say that there is significant difference between sports and non sports girls on social maladjustment

Table IV Shows the significance of mean difference between sports and non sports girls on Personality disintegration

Group	N	Mean	SD	S	t	Significance
Sports girls	20	17.55	6.68	7.79	2.15	Significant at 0.05 level
Non sports girls	20	22.9	8.40			

The computed't' value is 2.15 is greater than the tabled value

of 2.02 and lesser than 2.71at 0.05 and 0.01 respectively,levels with 38 degrees of freedom. Hence we can accept hypothesis 4 and say that there is significant difference between sports and non sports girls on Personality disintegration , but only at 0.05 level , hence the hypothesis is partially accepted

Table V Shows the significance of mean difference between sports and non sports girls on lack of independence

Group	N	Mean	SD	S	t	Significance
Sports girls	20	14.45	5.82	5.78	2.73	Significant at both levels
Non sports girls	20	19.5	5.45			

The computed't' value is 2.73 is greater than the tabled value of 2.02 and 2.71at 0.05 and 0.01 levels with 38 degrees of freedom. Hence we can accept hypothesis 5 and say that there is significant difference between sports and non sports girls on lack of independence

CONCLUSION:

Sports personnel are exposed more to various activities involving interaction with others, thus paving them for more exposure, gradually enhancing their adaptability level and shaping themselves to be emotionally more matured. Some of the results revealed that there are no differences in certain areas like emotional unstability and emotional regression, whereas dimensions like social maladjustment , personality dis integration and levels of independence do exhibit there are differences between 2 groups ., and the chances are that , their contribution towards working for one's own self could be the reason

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