

A CROSS SECTIONAL STUDY OF EMOTIONAL MATURITY AMONG OPEN AND CLOSED SKILL SPORTS

¹BALJINDERSINGH ²SUKHDEV SINGH ³DA VINDER SINGH ⁴HARMANJOT SINGH

^{1&3} Asstt. Prof., Dept. of Physical Education, Guru Nanak Dev University, Amritsar, India

² Associate Professor, Dept. of Physical Edu., Guru Nanak Dev University, Amritsar, India

⁴ Research Scholar, Dept. of Physical Edu., Guru Nanak Dev University, Amritsar, India

ABSTRACT

The purpose of this investigation was to find out the significant difference of Emotional Maturity among Open and Closed Skill Sports. The researcher collected the data on Seventy Two (N=72), Male subjects between the age group of 18-28 years were selected. The subjects were purposively assigned into Two groups: Group-A: Open Skill Sports (n₁=36) and Group-B: Closed Skill Sports (n₂=36). The survey method through the technique of questionnaire had been adopted to collect the relevant data for this study. For evaluating the levels of emotional maturity among subjects, Singh and Bhargava's (1988) Emotional Maturity Scale was used. This scale consists of five parameters namely, Emotional instability, Emotional regression, Social maladjustment, Personality disintegration and Lack of independence. The differences in the mean of each group for selected variable were tested for the significance of difference by t-test. In all the analyses, the 5% critical level (p<0.05) was considered to indicate statistical significance. The significant between-group differences were found for emotional instability (t=4.350), emotional regression (t=3.422), social maladjustment (t=2.807), lack of independence (t=3.409) & emotional maturity (t=5.291). The data further reveals that insignificant between-group differences were found for personality disintegration (t=1.128).

Keywords: Emotional Maturity, Open Skill Sports and Closed Skill Sports.

INTRODUCTION:

One's desire to excel in a specific area, whether it is sport or any other endeavour is driven by one's emotions and this process is facilitated or hindered by an individual's positive or negative emotions. The ability to manage intense pressure and anxiety is a fundamental requirement of all competitive sport (Hardy, Jones & Gould, 1996). According to eminent sports psychologist Terry Orlick, the ability to remain cool under situations of tension and stress is the true sign of a champion (Orlick, 1986, 1990). The level of emotional maturity can be measured through a series of tests is called: Emotional Maturity Assessment (Martin, 2003). Rathee and Salh (2010) found that international players are significantly better in emotional maturity as compared to state players. When frustrated, an immature person looks for someone to blame. Elite athletes can

effectively regulate their emotions and manage their shifting moods to maintain composure and an optimal level of arousal to think clearly and act appropriately. Elite athletes must possess the ability to cope with high levels of stress and adversity that arise from the experience of setbacks and performance failure. The present investigation was conducted to find out the significant difference of Emotional Maturity among Open and Closed Skill Sports.

SELECTION OF SUBJECTS:

The researcher collected the data on Seventy Two (N=72), Male subjects between the age group of 18-28 years were selected. The subjects were purposively assigned into Two groups:

Group-A: Open Skill Sports ($n_1=36$)

- Football (12)
- Volleyball (12)
- Handball (12)

Group-B: Closed Skill Sports ($n_2=36$)

- Gymnastic (12)
- Archery (12)
- Shooting (12)

SELECTION OF VARIABLES:

The following variables were selected for the present study:

Emotional Maturity

- i. Emotional instability
- ii. Emotional regression
- iii. Social maladjustment
- iv. Personality disintegration
- v. Lack of independence

ADMINISTRATION OF TEST:

Emotional Maturity Scale (EMS)-

For evaluating the levels of emotional maturity among subjects, Singh and Bhargava's (1988) Emotional Maturity Scale was used. This scale consists of five parameters namely,

- Emotional instability
- Emotional regression
- Social maladjustment
- Personality disintegration
- Lack of independence

These parameters include in their scope the areas mentioned below:

Emotional Unstability-

These parameters includes the broad factors that comprises lack of capacity to dispose of problems of irritability, vulnerability, stubbornness, temper tantrums and need of constant help for one's day-to-day work. This parameter has a high correlation (0.75) with the total scores obtained on the scale. On the inter-correlational matrix, maladjustment parameter but low with emotional regression, personality disintegration and lack of independence.

Emotional regression-

This parameter includes in its scope a broad group of factors such as feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness. This parameter has significant correlation (.63) with the total scores on the scale. On the inter-correlation matrix, it is highly inter-correlated with other two parameters namely personality disintegration and lack of independence but has low inter-correlations with the two remaining parameters namely emotional instability and social maladjustment. Factor analysis revealed that this parameter emerged comprising most broad factors in the scale.

Social Maladjustment-

This parameter includes factors such as lack of social adaptability, feeling of hatred, seclusiveness, boasting habit and lying. It has a high correlation (0.58) with the total scores on the scale. This parameter is highly inter-correlated with other parameter emotional instability and has low inter-correlation with emotional regression.

Personality Disintegration-

This parameter includes in its scope the factors that represent disintegration of personality such as phobia formation, aggressiveness in rationalization, pessimism, immorality distraction, distorted sense of reality. This parameter has highest with parameter social maladjustment and has low inter-correlation with emotional regression.

Lack of independence-

This parameter includes main factors such as parasitic dependence on others, egoistic, lack of objective interests, unreliable and indifferent. Although statistically insignificant positively, this parameter is positively correlated with the total scores on the scale (.42). It has high inter-correlation with social maladjustment and lowest with emotional regression.

COLLECTION OF DATA:

The survey method through the technique of questionnaire had been adopted to collect the relevant data for this study. The researcher collected the data on Seventy Two (N=72), Male subjects between the age group of 18-28. The purposive sampling technique was used to attain the objectives of the study.

DESIGN OF THE STUDY:

This is an exploratory study that has employed method of data collection and analysis quantitatively. The purpose of the study was to find out the significant difference of Emotional Maturity among Open and Closed Skill Sports. The purposive sampling technique was used to attain the objectives of the study.

STATISTICAL TECHNIQUE EMPLOYED:

The Statistical Package for the Social Sciences (SPSS) version 14.0 was used for all analyses. The differences in the mean of each group for selected variable were tested for the significance of difference by t-test. In all the analyses, the 5% critical level ($p < 0.05$) was considered to indicate statistical significance.

RESULTS:

Table-1 Mean, Standard Deviation (SD), and t- value of among Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence & Emotional Maturity among Closed Skill & Open Skill Sports.

Variable	Group	Mean	SD	t-value	Sig.
Emotional Unstability	Open Skill	24.0278	5.69955	4.350*	.000
	Closed Skill	18.8889	4.21411		
Emotional Regression	Open Skill	22.8333	5.70463	3.422*	.001
	Closed Skill	19.0000	3.55367		
Social Maladjustment	Open Skill	20.5556	4.94221	2.807*	.006
	Closed Skill	17.6667	3.70328		
Personality Disintegration	Open Skill	18.7778	4.51101	1.128	.263
	Closed Skill	20.0833	5.28272		
Lack of Independence	Open Skill	18.1111	2.88620	3.409*	.001
	Closed Skill	15.7222	3.05765		
Emotional Maturity	Open Skill	104.3056	12.84372	5.291*	.000
	Closed Skill	91.3611	7.10795		

*Significant at 0.05, $t_{0.05} (70) = 1.6669$

It is evident from Table 2 that significant between-group differences were found for emotional instability ($t=4.350$), emotional regression ($t=3.422$), social maladjustment ($t=2.807$), lack of independence ($t=3.409$) & emotional maturity ($t=5.291$), since the computed value of t for all the variables were greater than the tabulated $t_{0.05}(70) = 1.6669$. Thus it may be concluded that the emotional instability, emotional regression, social maladjustment, lack of independence & emotional maturity among closed skill & open skill sports was found statistically significant. The data further reveals that insignificant between-group differences were found for personality disintegration ($t=1.128$), since the computed value of t for personality disintegration were lesser than the tabulated $t_{0.05}(70) = 1.6669$. Thus it may be concluded that the personality disintegration among closed skill & open skill sports was found statistically insignificant. The graphical representation of mean of emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence & emotional maturity among closed skill & open skill sports are presented in figure 1.

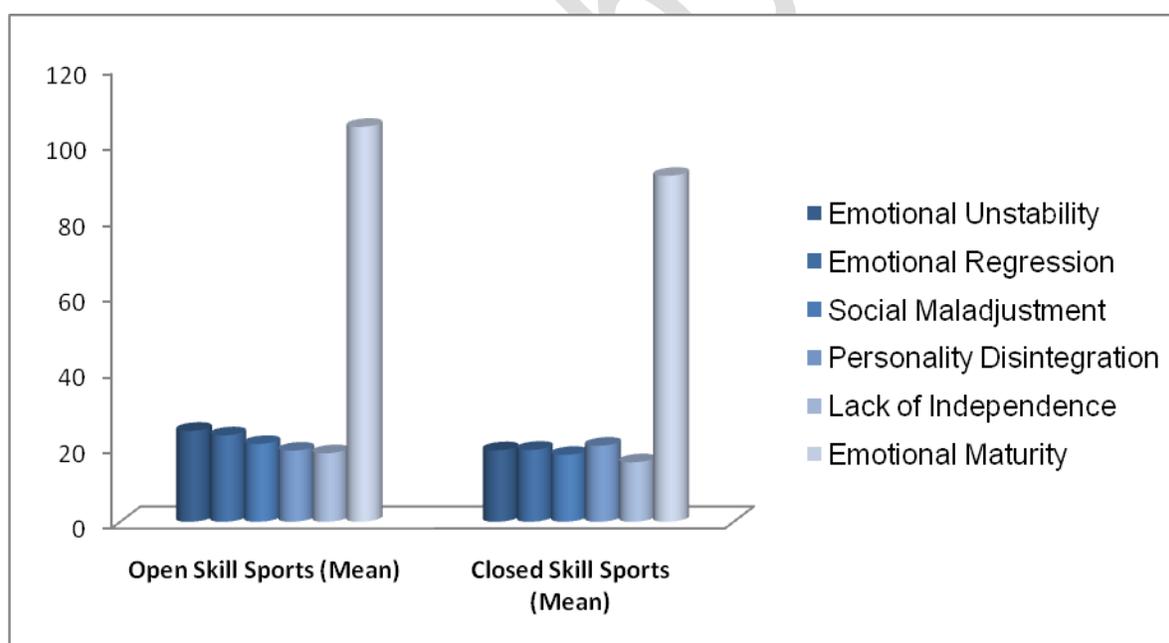


Figure-1 Graphical Representation of mean scores among Open Skill & Closed Skill Sports with regard to emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence & emotional maturity.

CONCLUSIONS:

1. Significant between-group differences were found for emotional instability ($t=4.350$). Thus it may be concluded that the emotional instability among closed skill & open skill sports was found statistically significant.
2. Significant between-group differences were found for emotional regression ($t=3.422$). Thus it may be concluded that the emotional regression among closed skill & open skill sports was found statistically significant.
3. Significant between-group differences were found for social maladjustment ($t=2.807$). Thus it may be concluded that the social maladjustment among closed skill & open skill sports was found statistically significant.
4. Insignificant between-group differences were found for personality disintegration ($t=1.128$). Thus it may be concluded that the personality disintegration among closed skill & open skill sports was found statistically insignificant.
5. Significant between-group differences were found for lack of independence ($t=3.409$). Thus it may be concluded that the lack of independence among closed skill & open skill sports was found statistically significant.
6. Significant between-group differences were found for total emotional maturity ($t=5.291$). Thus it may be concluded that the total emotional maturity among closed skill & open skill sports was found statistically significant.

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