



**EMOTIONAL MATURITY STAGE 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. To achieve the purpose of the study 100 Athletes and 100 non-Athletes colleges' students were selected at random from different colleges and university from tamilnadu. 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. In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to may 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. The result of the study revealed that there is a significant difference between Athletes and non-Athletes in their Emotional instability, Emotional Regression, social maladjustment, personality disintegration, lack of independence and emotional maturity. It is found that Athletes are more emotionally matured than non-Athletes.*

**Key Words:** *Emotional instability, Emotional Regression, social maladjustment and personality disintegration.*

**INTRODUCTION**

Human beings are the unique products of their creation and evolution. In contract 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**

“Taste is the mark of an educated man, imagination the sign of a productive man, and emotional balance the token of

a mature man.” – Philip. N. Youtz. According to International Encyclopedia of Psychology, “An emotion is a valence experience that is felt with some degree of intensity, involves a person’s interpretation of the immediate situation, and is accompanied by learned and unlearned physical responses”.

### **CHARACTERISTICS OF EMOTIONS**

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. Emotions involve cognitive appraisals. That is, one’s interpretation of the immediate situation influences which emotion is experienced. For example, a child may experience either joy or fear when being chased, depending on whether the child interprets the chase as playful or dangerous. Emotions involve physical responses may be internal, such as changes in heart rate, blood pressure, or respiration; physical responses can also be external, such as facial expressions.

Emotions can vary in intensity; Anger can become rage, amusement can become joy, and fear can be heightened to a state of terror. Each of us develops inconsistent emotional pattern, we don’t remain the same today, tomorrow and forever. Emotional competence is greatly

dependent on an accurate time of reference and on overall maturity.

### **MATURITY**

“Maturity begins to grow when you can sense your concern for other outweighing your concern for yourself.” – John Maclaren. The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the “Genital level” and “object – interest (Freud, 1924).” Recent emphasis on the conflict between the regressive, dependants, versus the progressive, productive forces in the personality have directed interest towards the more detailed nature of maturity.

### **NATURE OF MATURITY**

One of the most obvious pathways of development, long emphasized by Sigmund Freud and Franz Alexander, is from the parasitic dependence of the fetus to the relative independence of parent, with parental capacity for responsibility for spouse and child. Intimately bound – up with the organism’s development from parasitism on the mother to relative independence from the parents in its increased capacity for responsibility and productivity and its decreased receptive needs. Children learn to control their hostilities, their sexuality and other impulses, and to develop the orientations of maturity largely through the incentive of being loved. Third characteristic of maturity is relative freedom from well – known constellation of inferiority, egotism and competitiveness. Another aspect of maturity consists in the conditioning and the training necessary for socialization and domestication. Hostile aggressiveness, using the term to include all sorts of anger, hate, cruelty and belligerency, is always a sign of

emotional irritation or threat. Another important attribute of maturity is a firm sense of reality. Another characteristic of maturity is flexibility and adaptability.

### **EMOTIONAL MATURITY**

The concept "Mature" emotional behavior of nay level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self pity, might still be emotionally stunned and childish. Like all major concepts of maladjustment and mental health, the concept of emotional maturity also happens to be a byproduct of therapeutic intervention in the psychiatric setting. According to Smitson, W.D. (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra - physically and physically – personally. According to Dictionary of Psychology, emotional maturity is a state or condition of having reached an adult level of emotional development and therefore no longer displaying emotional patterns appropriate to children.

### **SYMPTOMS OF EMOTIONAL IMMATURITY**

Volatile Emotions, Over Dependence, Stimulation Hunger, Egocentricity

### **METHODOLOGY**

#### **Selection of subjects**

To achieve the purpose of the study 100 Athletes and 100 non-Athletes colleges' students were selected at random from different colleges and university from tamilnadu. 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. 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 questionnaire and Tools 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 the approximate number which suited their attitude. 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 form 100 athletes and 100 non-athletes form difference colleges and universities.

't' ration 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.

**RESULTS**

**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.

**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.

**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		

\*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 social maladjustment 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.

**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 personality disintegration 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.

**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 lack of independence 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.

**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 maturity 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.

#### CONCLUSION

The result of the study revealed that there is a significant difference between Athletes and non-Athletes in their Emotional instability, Emotional Regression, social maladjustment, personality

disintegration, lack of independence and emotional maturity. It is found that Athletes are more emotionally matured than non-Athletes.

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