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## Emotional maturity of cricket and volleyball players

**Manzoor Ahmad Wani**

### Abstract

Emotional Maturity is a state of well-organized feelings and self-control to deal effectively and skillfully with the excitement in a given situation. The aim of this study is to investigate the emotional maturity of cricket and Volleyball player's in District Anantnag. Present study sample comprised of 200 with 100 cricket and 100 Volleyball players. Their age range was 13 to 18 years. To assess emotional maturity among respondents, Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1999) was used for data collection. After careful examination of data results indicate that there is no significant difference between cricket and Volleyball player's on their level of emotional maturity.

**Keywords:** emotional maturity, cricket, volleyball players

### Introduction

Emotional Maturity is a state of well-organized feelings and self-control. Person is said to be emotionally matured who can regulate his emotional sentiments effectively and has in his possession almost all kinds of emotions (positive as well as negative) and is able to express them justly, skillfully and timely in different situations of life. Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour. Geoghagen *et al.* (1963) stated that a person is considered emotionally mature when his responses to a situation are appropriate to his degree of development and proportionate to the demands of situation. As per the author of emotional maturity scale, Singh and Bhargava (1999), "*Emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continually involved in a struggle to gain healthy integration of feeling, thinking and action*". Murray (2004), An emotional mature person has the ability to face reality and deal with it, the capacity to relate positively to life experiences, ability to learn more experience, to accept frustration and the ability to handle hostility constructively. Emotional maturity means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies. Emotionally mature persons will have more satisfaction in life; he will be satisfied with what he is having, of course trying to achieve more. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitious etc. go on developing. A mature person is expected to understand a situation without any one's helped and realize his duties and responsibilities himself. Peter Lichtenberg (2005) in his research on "Emotional Maturity Across Life Span" found that only that man has ability to work with others who has emotional maturity and stability. He focused on ageing as well as personality and emotional maturity across life span in his study. Darwin Nelson (2005) in his research related to "*Emotional Intelligence and Emotional Maturity*" says that if we want our children to be emotionally mature, we must focus on their early childhood education, which affects certain level of social and emotional maturity. The most outstanding mark of emotional maturity is the ability to bear tension. An emotionally mature person has the capacity to withstand delay in satisfaction of needs.

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An emotionally mature person has the capacity to make effective adjustment with himself, members of his family and his peers in the college, society and culture. In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control at the appropriate time. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. It provides students the capabilities and skills that they need to function and survive in the society as well as the world. A person who is emotionally stable will have better adjustment with himself as well as with others.

**Review of related literature:** Dharamvir *et al.*, (2011) conducted a comparative study on anxiety & emotional maturity among adolescent boys and girls studying from co-educational schools. The study revealed that there is no significant difference in anxiety & emotional maturity among adolescent's girls and boys studying from co-educational and uni-educational schools. Klever (2009) conducted a five year longitudinal study with developing nuclear families and found that that goal effectiveness and emotional maturity were associated with nuclear family functioning more strongly than individual goal effectiveness and emotional maturity were associated with individual functioning. Subbarayan and Visvanathan (2011) <sup>[26]</sup> examined the Emotional Maturity of college students. Results revealed the extremely unstable emotional maturity of college students. The investigators concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. But they found that the college students. Kumar (2014) conducted a study to explore the emotional maturity of. The study revealed that there is a significant difference among the adolescent boys and girls in emotional maturity. It was also found that family relationship determines emotional maturity of the which was evident from the fact that there was significant relationship between emotional maturity and family relationship. Mahmoudi (2012) conducted a study to examine the adjustment level of the post graduate Students. Emotional maturity was measured by Singh's emotional maturity Scale (EMS). While Asthana's adjustment inventory was used to measure the adjustment level of the students. For this study a sample of female students of age range 18-22 years studying in post graduate colleges. Results revealed high positive correlation between emotional maturity and overall adjustment. Singh *et al.*, (2012) <sup>[22]</sup> examined the emotional maturity among university students. The investigators had selected two hundred male and female subjects with sports and non-sports background. The results revealed significant differences on the sub-variable Social Maladjustment between male sportspersons and female sportspersons. However, 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 (total). Sharma (2012) <sup>[21]</sup> compared college adjustment processes and emotional maturity between first and final year female undergraduate students. Results indicated that the first year

undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college. Mahmoudi (2012) conducted a study to examine the adjustment level of the post graduate Students. Results revealed high positive correlation between emotional maturity and overall adjustment. Also significant positive multiple correlations were found among the variables. Thus, it can be concluded that the higher education students having high self-efficacy and emotional maturity are higher in socio-cultural adaptation. Therefore, keeping this thing into consideration efforts have been made by the present researcher to study the research problem as:

**Statement of the problem:** The statement of the problem is as under:

#### **Emotional maturity of cricket and volleyball players**

**Objectives of the study:** The following objectives have been formulated for the present investigation:

- 1) To study and compare the emotional maturity of cricket and Volleyball players on players students on emotional maturity:

**Hypothesis:** Based upon the above mentioned objectives, the following hypotheses were formulated:

- 1) There is significant difference between emotional maturity of cricket and Volleyball players students on emotional maturity:

**Operational definitions of the terms and variable:** The operational definitions of terms and variables used in the study are as under:

- a) **Emotional maturity:** Emotional maturity in the present refers the score obtained by the respondents on emotional maturity scale developed Dr. Yashvir Singh and Dr. Mahesh Bhargava (1999).
- b) **Cricket players:** Cricket players in the present study refer those who belong to Gujar, Bakirwal community.
- c) **Volleyball players:** Volleyball players in the present study refer those who are other than Cricket.

**Methodology:** Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method, through which data was collected.

**Sample:** The present investigation was carried out on a sample of 200 cricket and Volleyball players respondents. Purposive sampling technique was used for data collection.

**Tools used:** The investigator, after screening a number of available tools, selected the following research tools to collect the required information:

- **Emotional maturity scale:** For measuring emotional maturity of emotional maturity scale constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1999) was used. The scale has the following five dimensions viz. Emotional stability, Emotional Progression, Social adjustment, Personality integration, Independence.

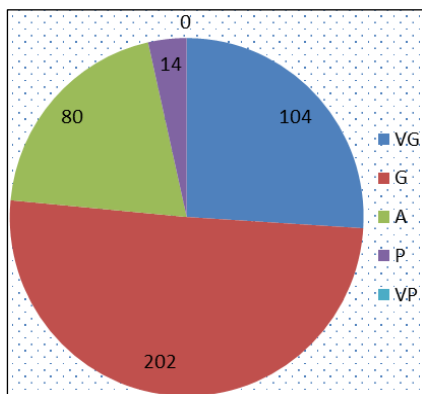
**Analysis and interpretation of data:** The data has been analysed as under:

**Table 1:** Showing the composite frequency and percent wise distribution of Volleyball ball and cricket ball players on various levels of mental health. (N=400)

Norms	Volleyball and cricket Players	
	Frequency	Percentage
VG	104	26.00
G	202	50.50
A	80	20.00
P	14	3.50
VP	0	0.00
Total	200	100

**Index**

- VG=Very good
- G= Good
- A=Average
- P=Poor
- VP= Very poor



**Fig 1:** Showing the graphical illustration of Volleyball and cricket players on various levels of mental health

**Index**

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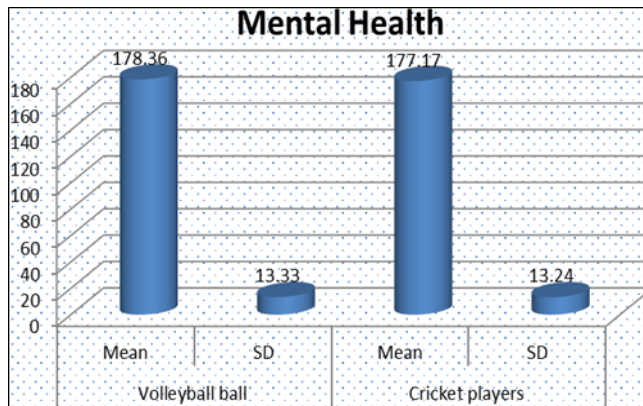
**Interpretation:** The resulted presented in above reported table (Please see table 1, Fig. 1), gives frequency and percentage wise distribution of Volleyball and cricket players on various levels of mental health. The composite analysis indicate that 26.00% (F=104) Volleyball and cricket players were seen with very good level of mental health. Besides, the revealed results indicate that 50.50% (F=202) were seen with good level of mental health. In addition to this, it was found that 20.00% (F=480) were seen average level of mental health. The calculated results specify that 3.50% (F=14) Volleyball and cricket players were seen with poor level of mental health. Meanwhile, results indicate that 0.00% (F=0.00) Volleyball and cricket players were seen with very poor level of mental health. Thus, from the above reported results it can be inferred that majority of the respondents were inclined towards the good level of mental health.

**Table 2:** Shows significance of mean difference between Volleyball and cricket players on their composite score of mental health. (N=200 each)

Composite score	Volleyball ball		Cricket players		't value
	Mean	SD	Mean	SD	
Mental Health	178.36	13.33	177.17	13.24	0.45@

**Index**

- @= Insignificant at 0.01 level of significance.



**Fig 2:** Shows graphical illustration of Volleyball and cricket players on their composite score of mental health

**Index**

- MH= Mental Health

**Interpretation:** The perusal of the above reported table (Please Refer Table 2, Fig. 2) gives the mean significant difference between Volleyball and cricket players on their level of mental health. The results indicate that the mean value of Volleyball players was reported 177.17. Besides, the results specify that the mean value of Cricket players was seen 178.36. When the both group of students Volleyball and cricket players were comparatively analysed with the help of independent 't' test, the 't' value came out to be 0.45, which is less than table value at 0.01 level of confidence (P>0.01). Consequently, from the obtained results, it can be inferred that there exists no significant difference between Volleyball and cricket players on their level of mental health. Therefore, impact of subject stream pursued by the respondents was reported insignificant on their level of mental health. Hence, from the above examined results it can be inferred that there exists no significant difference between Volleyball and cricket players on all the dimension of self-understanding viz. Positive self-evaluation (PSE), Perception of reality (PR), Integration of personality (IP), Autonomy (AUTNY), Group oriented attitude (GOA), Environmental competence (EC). Keeping the above obtained results under consideration the status of the hypothesis is reported as under:

**Conclusion**

The conclusion of the are the study are as under:  
 The conclusion of the study indicates that there is significant difference between cricket and Volleyball players on their level of emotional maturity. Volleyball players were found with high level of emotional maturity as compared to their cricket counterparts (cricket).

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