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EFFECT OF EMOTIONAL MATURITY AND PARTICIPATION IN SPORTS ON ADJUSTMENT OF SECONDARY STUDENTS



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ABSTRACT

The present study assessed adjustment of secondary students in relation to their emotional maturity and participation in sports. To conduct the study, 200 sportspersons of both the sexes (Ave. age 17.11 yrs) were selected. To fulfil the objectives of the present study, another set of 200 non sportspersons (Ave. age 17.21 yrs) were also selected. The criterion for selection of sportspersons was participation in district/state level tournaments in any sporting event. The sample was purposively selected from schools operational in and around Nagpur (MS). To assess emotional maturity of the selected subjects, emotional maturity scale prepared by Singh and

Bhargava (1990) was used. To construct 2x2 factorial design, emotional maturity was varied to two levels (High-Low) using Q_1 and Q_3 as the criterion and participation in sports have two levels i.e. sportspersons and non-sportspersons. Result indicate significant main effect of emotional maturity and participation in sports on adjustment of secondary students but the interaction effect of these two variable were not observed jointly on adjustment. It was concluded that emotional maturity and participation in sports alone and not in interaction with each affect adjustment of secondary students.

KEYWORDS: *Secondary students, emotional maturity, adjustment, participation in sports.*

INTRODUCTION

Everyone use a word 'adjustment' in day-to-day life. It is believed that adjustment is required in all walks of life. This word is also used quite often in educational field also. According to Drever (1952)¹, Adjustment means the modification of behaviour to compensate for or meet special condition. In other words adjustment can be defined as the establishment of satisfactory relationship, as representing harmony conference adaptation or the like. It means the adjustment as the process of the finding and adopting models of behaviour suitable to the environment or to the changes in the environment.

Adjustment has even greater significance in secondary adolescent students because it is a crucial stage in life as far as their future career is concerned. It is necessary that overall adjustment in areas such as home, health, social, emotional and school environment should be met by the students

so that there overall growth is not hampered.

Another term i.e. emotional maturity has also been identified as psychological variable that influence overall psychological functioning of human-beings. Emotionality maturity is "A process of readjustment the infant loams under parental supervision what situations after permissible opportunities for emotional reactions and to what extent, so that primitive elemental psychological response that we call emotion becomes pattered in accordance with approved from the expression and repression favoured by culture." (Frank, 1963)².

Knowing the importance of adjustment in students overall development, several researchers carried out studies to identify factors that influence adjustment [Sarah Basu (2012)³, Opara and Onykuru (2013)⁴, Bhaskar et al. (2014)⁵, Kaur, Manpreet (2014)⁶]. But surprisingly one aspect which failed to get attention is competitive sports. Researches in the past outlined the importance of participation in sports in building character of youth. Various studies in the past have shown that athletes are different from non-athletes in terms of academic achievement, social adoptability, balancing, visual capability, attention and intrapersonal development [Mehrpavar and Mazaheri, 2012⁷, Gahlawat and Gahlawat, 2012⁸, Sidhu et al. 2013⁹, Singh et al. 2013¹⁰, Mittal, 2014¹¹]. Quite a few studies also showed distinct personality difference in athletes and non-athletes.

It is believed that sports develop overall personality, hence it would be interesting to analyse the effect of emotional maturity and participation in sports on adjustment of secondary students. Keeping these points in mind, it was aimed to see the effect of emotional maturity and participation in sports on adjustment of second students.

HYPOTHESIS :

It was hypothesized that emotional maturity and participation in sports will show its joint effect on adjustment of secondary students.

METHOD AND MATERIAL :

To test the abovementioned hypothesis, following methodological steps were taken.

Sample :

To conduct the study, 200 sportspersons of both the sexes (Ave. age 17.11 yrs) were selected. To fulfil the objectives of the present study, another set of 200 non sportspersons (Ave. age 17.21 yrs) were also selected. The criterion for selection of sportspersons and non sportspersons was participation in district/state level tournaments in any sporting event. The sample was purposively selected from schools operational in and around Nagpur (MS).

Tools :

To assess adjustment of selected subjects, five dimensional High School Adjustment Inventory prepared by Singh and Sen Gupta (2007)¹² was used. The inventory consists of five different areas of adjustment, i.e., home, health, social, emotional and school. There are 30 items in each of these different areas of adjustment. Higher score on this test indicated better adjustment and low score on the rest reveals poor adjustment on the part of the subjects. Subsequently, the sum of total score of each area is added together which yield overall adjustment.

To assess emotional maturity of the selected subjects, emotional maturity scale prepared by Singh and Bhargava (1990)¹³ was used. This scale measures a list of five broad factors of emotional instability, emotional regression, social maladjustment, personality disintegration and lack of

independence. It is a self reporting five point scale. Items of the scale are in question form demanding information for each in either of the 5 options: Always, Mostly, Uncertain, Usually, Never. The items were scored as 5, 4, 3, 2, 1 respectively. Therefore, higher the score on the scale, greater the degree of the emotional immaturity and vice versa.

Procedure :

Adjustment Inventory prepared by Singh and Sen Gupta (2007) and Emotional Maturity Scale prepared by Singh and Bhargava (1990) was administered to all 400 subjects. After scoring of responses for both the inventories, the same were tabulated.

To frame a 2x2 factorial design, emotional maturity was varied to two levels (High-Low) using Q_1 and Q_3 as the criterion and participation in sports have two levels i.e. players and non players. Since direction of scoring for emotional maturity scale states that lower the score higher the emotional maturity, hence accordingly high emotional maturity group was formed by those subjects whose scores on emotional maturity scales fall below Q_1 while low emotional maturity group was formed by those subjects whose scores on emotional maturity scale fall above Q_3 .

The adjustment scores and 2x2 ANOVA calculations of these identified secondary students are presented in table 1.

ANALYSIS AND INTERPRETATION:

Table 1

Effect of Emotional Maturity (A) x Participation in Sports (B) on Overall Adjustment of Secondary Students (N=200)

		Participation in Sports (B)		Marginal Mean
		Players (b_1)	Non Players (b_2)	
Emotional Maturity (A)	High (a_1)	N=60 M=122.63 S.D.=16.66	N=39 M=115.53 S.D.=14.92	119.08
	Low (a_2)	N=33 M=97.30 S.D.=17.82	N=68 M=95.08 S.D.=15.22	96.19
Marginal Mean		109.96	105.31	

ANOVA Summary

Source of Variation	SS	df	MS	F
A	24002.959	1	24002.959	93.06**
B	992.594	1	992.594	3.84*
AB	272.745	1	272.745	1.05 (NS)
Within treatment (Error)	50550.066	196	257.908	

* Significant at .05 level; ** Significant at .01 level; NS Not Significant

The F of 93.06, an indicator of the main effect of emotional maturity upon adjustment of secondary students, is statistically significant at .01 level. It thereby reveals that the adjustment of secondary students exhibiting higher degree of emotional maturity (M=119.08) is significantly better than the secondary students exhibiting lower degree of emotional maturity (M=96.19).

The F of 3.84, an indicator of the main effect of participation in sports upon adjustment of secondary students, is statistically significant at .05 level. It thereby reveals that the adjustment of secondary students participating in competitive sport (M=109.96) is significantly higher as compared to adjustment of secondary students whose participation in competitive sports is nil (M=105.31).

The F of 1.05, an indicator of emotional maturity and participation in sports (AxB) interaction upon adjustment of secondary students was statistically not significant.

RESULTS:

1. Emotional maturity emerged as a major factor that influences adjustment quality of secondary students.
2. Participation in sports emerged as a major factor that influences adjustment of secondary students.
3. Emotional maturity and participation in sports alone and not in interaction with each other affect adjustment quality of secondary students.

DISCUSSION:

A emotionally mature student has the capacity to make effective adjustment with himself/herself, member of his/her family, his/her peers in the school, society and culture. Hence the result of the present study which indicate that higher the emotional maturity, higher the level of adjustment is consistent with the theories and principles governing these variables.

Participation of sports develops group cohesiveness and harmony, psychological traits like mental alertness, social adjustability and personality traits within the participants. Sportsperson also learns to control and regulate one's emotions while participating in competitions and as well as during practice sessions. Hence the results of the present study once again reiterate the importance of sports and games as far as development of adjustment qualities in students are concerned.

CONCLUSION :

On the basis of results and associated discussion it can be concluded that emotional maturity and participation in competitive sports are two major variables that affect adjustment of secondary students.

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