



ISSN: 2456-0057

IJPNPE 2017; 2(2): 2058-2061

© 2017 IJPNPE

www.journalofsports.com

Received: 06-05-2017

Accepted: 08-06-2017

Dr. Sachin Kumar

PET, The Tribune School Sector-
29, Chandigarh, India

A study of mental health and emotional maturity between racquet players

Dr. Sachin Kumar

Abstract

To understand the psychology of athletes, researchers have asked whether they differ in personality from non-athletes and whether athletes vary among different sports. We conducted this study to find out the mental health and emotional maturity between racquet players. To achieve the aim of the study, twenty (N=20) tennis players and twenty (N=20) badminton players were selected randomly as subjects. The age of subjects ranged between 13 to 17 years. To determine the significant difference between racquet players, unpaired t-test was employed with the help of SPSS software. The level of significance was set at 0.05. No significant differences were found between badminton and tennis players on the sub-variables i.e. emotional stability, overall adjustment, autonomy, security-insecurity, self-concept, intelligence and overall mental health. Significant differences were found between badminton and tennis players on the sub variables i.e. emotional regression, social maladjustment, lack of independence and overall emotional maturity. However, no significant differences were noticed regarding the sub variables i.e. emotional Unstability, personality disintegration between badminton and tennis players.

Keywords: Mental health, emotional maturity and racquet players

Introduction

Education is a man making process according to Swami Vivekananda. Whatever sober the human mind, nurture the human mind, nourish the human mind, sooth the human mind will be accounted the real purpose of education. Education is a means to maintain the mental equilibrium. Maintenance of motions is the end product of the education.

(Swami Vivekananda)

Sport and physical activity programs can provide an effective vehicle for youth to develop at a personal, social and emotional level (Morris, Sallybanks, Willis, & Makkai, 2004). Such personality traits as mental health and emotional maturity, perfectionism, anger, and over-competitiveness, however, also have the potential of influencing a young athlete's sense of self-concept (Vallance, Dunn, & Dunn, 2006). Most psychological literature on the topic of youth and personality reflect a social theoretical perspective. Several approaches analyze moral and motivational variables at the social learning level, a step removed from psychological understanding (Stephens & Bredemeier, 1996). Conventional sport culture suggests that youth sport effectively promotes personality development and "builds character" (Rees & Howell, 1990). As youth sport participation has risen in recent years, sport psychological literature has as well. However, few empirical sources specifically address personality development and youth athletic involvement (Vallance, Dunn, & Dunn, 2006). Because the sport culture continues to change and higher demands are placed upon youth in terms of performance, the general media has latched on to several of these concepts, but often do not have empirical data to support their claims. Mental health describes a level of psychological well-being, or an absence of a mental disorder. From the perspective of 'positive psychology' or 'holism', mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience. Mental health can also be defined as an expression of emotions, and as signifying a successful adaptation to a range of demands.

Corresponding Author:

Dr. Sachin Kumar

PET, The Tribune School Sector-
29, Chandigarh, India

The World Health Organization defines mental health as "A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. According to Richards, Campania, & Muse-Burke (2010) "There is growing evidence that is showing emotional abilities are associated with pro-social behaviors such as stress management and physical health". It was also concluded in their research that people who lack emotional expression lead to misfit behaviors. These behaviors are a direct reflection of their mental health. Self-destructive acts may take place to suppress emotions. Some of these acts include drug and alcohol abuse, physical fights or vandalism.

Emotional maturity is the ability to experience and understand our own deepest feelings and needs, and to be able to act on and express these feelings and needs in appropriate and constructive ways. This is opposite from "acting-out" our needs in unconscious, destructive pattern of behavior. This aspect of maturity includes the ability to experience and tolerate especially intense feelings-which inevitably occur in life- and to be able to approximately express these feelings, or contain them until an appropriate and responsible means for expressing them is available. The term emotional maturity figures prominently not only in older people but in normal as well as disturbed children. The concept is implicit in much used index of regression or responding to stress by reverting to an earlier more infantile form of behavior. The concept of emotional maturity is also involved in the idea of emotional adjustment and emotional stability.

Method and Procedure

In the present study, Eighty (N=80) school level boys of 13 to 17 years of age group were selected to act as subjects. They were further divided into two groups which includes badminton n=40 (20 boys and 20 girls) and tennis n=40 (20 boys and 20 girls) players. The players have been selected in the present study from CLTA centre, Sec-10 and Sports complex, Sec-42. The purposive sampling technique was used to attain the objectives of the study. Mental Health Battery constructed by Singh and Gupta (2000) was used to find out mental health and for evaluating the levels of emotional maturity among subjects, Singh and Bhargava's (1988) Emotional Maturity Scale was used. To determine the significant differences between racquet players, unpaired t-test was employed for data analyses. To test the hypothesis, the level of significance was set at 0.05.

Selection of tools

For obtaining data with regard to the two psychological variables, keeping in view the suitability, validity and reliability, the following tests were selected.

- Mental Health Battery by Singh and Gupta (2000) was administered to measure the level of mental health of the students.
- Emotional Maturity Scale constructed by Singh and Bhargava (1988) was used to the levels of emotional maturity of the students.

Statistical Techniques: To determine the significant differences between badminton and tennis players, unpaired t-test was employed for data analyses. To test the hypothesis, the level of significance was set at 0.05.

Results

Table 1: Mean scores of Overall Mental Health between badminton (Boys and Girls) players

Variables	Boys=20		Girls=20		Mean Difference	SEDM	t-value
	Mean	SD	Mean	SD			
Overall Mental Health	88.0000	9.5532	87.3000	8.2149	0.7000	2.8173	0.248

Table-1 shows that mean of overall mental health in badminton boys and girls were 88.00 and 87.30 respectively, whereas the standard deviation (SD) of overall mental health in badminton boys and girls was 9.55 and 8.21 respectively. The Mean Difference and Standard Error Difference of Mean were 0.70 and 2.81 respectively. The critical t value at 95% probability level is much greater (1.684) than the observed value of t (0.248). It has been observed from the above results that badminton girls have demonstrated better on overall mental health than the badminton boys. The differences between badminton boys and girls players in regard to overall mental health found insignificant.

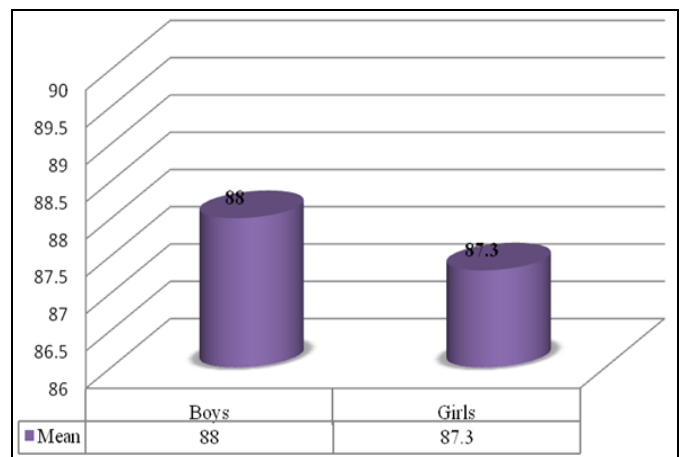


Fig 1: Mean comparison regard to overall mental health between badminton (Boys N=20 and Girls N = 20) players

Table 2: Mean scores of Overall Mental Health between Tennis (Boys and Girls) players

Variables	Boys=20		Girls=20		Mean Difference	SEDM	t-value
	Mean	SD	Mean	SD			
Overall Mental Health	91.2500	7.5245	87.3000	8.2149	3.9500	2.4910	1.586

Table-2 shows that mean of overall mental health in tennis boys and girls were 91.25 and 87.30 respectively, whereas the standard deviation (SD) of overall mental health in tennis boys and girls was 7.52 and 8.21 respectively. The Mean Difference and Standard Error Difference of Mean were 3.95 and 2.49 respectively. The critical t value at 95% probability level is much higher (1.684) than the observed value of t (1.58). It has been observed from the above results that tennis boys have demonstrated better on overall mental health than the tennis girls. The data does suggest that the differences between tennis boys and girls players in regard to overall mental health found insignificant.

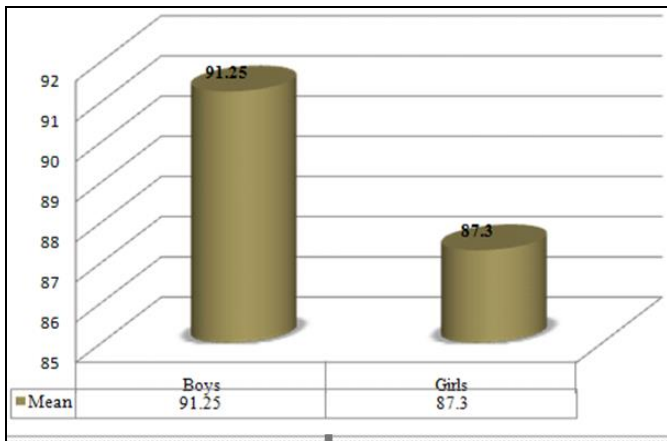


Fig 2: Mean comparison regard to overall mental health between tennis (Boys N=20 and Girls N = 20) players

Table 3: Mean scores of Overall Emotional Maturity between Badminton (Boys and Girls) players

Variables	Boys=20		Girls=20		Mean Difference	SEDM	t-value
	Mean	SD	Mean	SD			
Overall Emotional Maturity	98.1500	25.4833	107.7500	29.3704	9.6000	8.6949	1.104

Table-3 shows that mean of overall emotional maturity in badminton boys and girls were 98.15 and 107.75 respectively, whereas the standard deviation (SD) of overall emotional maturity in badminton boys and girls was 25.48 and 29.37 respectively. The Mean Difference and Standard Error Difference of Mean were 9.60 and 8.69 respectively. The critical t value at 95% probability level is much higher (1.684) than the observed value of t (1.104). It has been observed from the above results that badminton girls have demonstrated better on overall emotional maturity than the badminton boys. The data does suggest that the differences between badminton boys and girls players in regard to overall emotional maturity found insignificant.

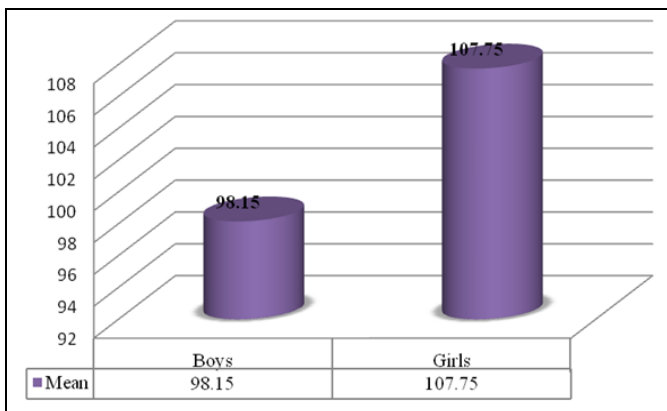


Fig 3: Mean comparison regard to overall emotional maturity between badminton (Boys N=20 and Girls N = 20) players

Table 4: Mean scores of Overall Emotional Maturity between Tennis (Boys and Girls) players

Variables	Boys=20		Girls=20		Mean Difference	SEDM	t-value
	Mean	SD	Mean	SD			
Overall Emotional Maturity	90.7000	19.5854	90.6000	22.6771	0.1000	6.7002	0.0149

Table-4 shows that mean of overall emotional maturity in tennis boys and girls were 90.70 and 90.60 respectively, whereas the standard deviation (SD) of overall emotional maturity in tennis boys and girls was 19.58 and 22.67 respectively. The Mean Difference and Standard Error Difference of Mean were 0.10 and 6.70 respectively. The critical t value of t at 95% probability level is much higher (1.684) than the observed value of t (0.0149). It has been observed from the above results that tennis boys have demonstrated better on overall emotional maturity than the tennis girls. The data does suggest that the differences between tennis boys and girls players in regard to overall emotional maturity found insignificant.

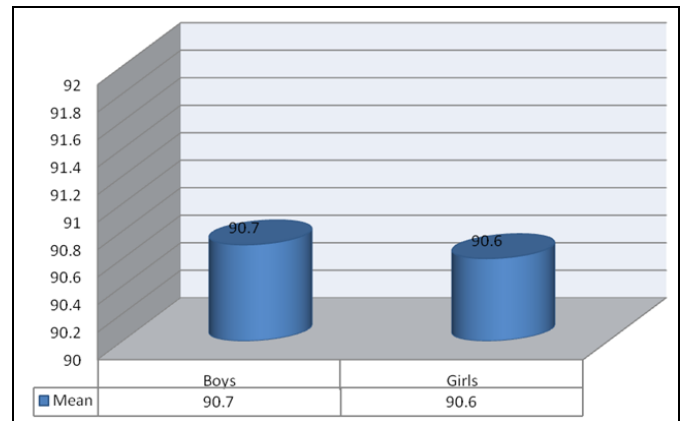


Fig 4: Mean comparison regard to overall emotional maturity between tennis (Boys N=20 and Girls N = 20) players

Discussion

It is evident from the findings of tables 1-4 with regard to mental health that insignificant differences have been observed on the sub-variables; emotional stability, overall adjustment, autonomy, security-insecurity, self-concept, intelligence and overall mental health between badminton and tennis players. When compared the mean values of both the groups, it has been found that tennis players have performed significantly better on mental health than the badminton players. The present studies substantiate the results of Kanwar (2004) [2] in which she reported that the champion judokas were found to be better than non-champion Judokas on the overall mental health.

Emotions are great motivating force throughout the life affecting the aspirations, actions and thoughts of each individual. One is expected to have higher emotional maturity in order to lead a happy and successful life (Pasty and Aminabhavi 2006). It is a fact that our behaviour is constantly influenced by emotional maturity. As far as, Emotional maturity is concerned, it is the key factor for happiness in life. Without which the individual feels dependencies and insecurities in his life. Frank (1963) defined that, “Emotional maturity can be understood in terms of ability which helps to bear tension and frustration.” An emotionally matured child has the capacity to make effective adjustment with himself, members of his family and his peers in the school, college, and society. The outcome of the above results might be due to the feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness, lack of social adaptability, feeling of hatred, seclusiveness, boasting habit and lying and egoistic, lack of objective interests, unreliable present in the badminton players which enabled them to outshine than the tennis players. However, no significant differences have been observed on the sub-variables;

Emotional instability, Personality disintegration between badminton and tennis players. It can be safely deduced that both the groups equally developed on lack of capacity to dispose of problems of irritability, vulnerability, stubbornness and represent disintegration of personality such as phobia formation, aggressiveness in rationalization, pessimism, immorality distraction, distorted sense of reality. But a microscopic look at these variables shows that badminton players have better Emotional Unstability, Personality disintegration in contrast to tennis players. These findings substantiate the assertion of Rathee and Salh, (2010) found that international players are significantly better in Emotional Maturity as compared to state players. Lakshmi and Krishnamurthy (2011) ^[3] also found that the majority of Higher Secondary Students in Coimbatore District are in Emotionally Unstable condition. Subbarayan and Visvanathan (2011) also found that the emotional maturity of college students is extremely unstable. Singh & Singh (2011) ^[4] also found the status of emotional maturity is lower in Arts and Science students as compare to sports person. The above given findings and quoted studies clearly support that the sports participation helps to improve the emotional maturity of the students. It is a well established fact that participation of sports develops group cohesiveness and harmony, psychological traits like mental alertness, social adjustability and personality traits within the participants. One also learns to control and regulate one's emotions while participating in competitions and as well as during practice sessions.

Conclusion

1. It is concluded from the above findings that insignificant differences found between badminton (boys and girls) players with regard to mental health on the sub-variables i.e. emotional stability, overall adjustment, autonomy, security-insecurity, self-concept and intelligence and overall mental health.
2. Significant differences were found between tennis (boys and girls) players with regard to mental health on the sub-variables i.e. autonomy, security-insecurity. However, no significant differences were found on the sub-variables; emotional stability, overall adjustment, self-concept and intelligence and overall mental health.
3. No significant differences found between badminton (boys and girls) players with regard to emotional maturity on the sub-variables i.e. emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence.
4. No significant differences found between tennis (boys and girls) players with regard to emotional maturity on the sub-variables i.e. emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence.

References

1. Hooda M. Cognitive Vigilance as Related to Emotional Maturity among the Participants of Mass and Class Games. (Unpublished Master's Thesis). Panjab University Chandigarh; c2006.
2. Kanwar, Sonia. Analysis of Psycho-Social Differentials among judokas. Unpublished Ph.D. Thesis, Panjab University, Chandigarh; c2004.
3. Lakshmi S, Krishnamurthy S. A Study on Emotional Maturity of Higher Secondary School Students. International Journal of Current Research. 2011;33(4):183-185.

4. Singh A. A Comparative Study of Sports Personology of Indian Male Sportspersons at Different Levels of Participation. International Research Journal, 2011, 3(29).
5. Singh S, Thukral P. Social Maturity and Academic Achievement of High School Students. Canadian Journal on Scientific and Industrial Research, 2010, 1(1).
6. Subbrayan K, Vishvanathan G. A Study on Emotional Maturity of College Students. Recent Research in Science and Technology. 2011;3(1):153-155.