



EVALUATION OF EMOTIONAL MATURITY AMONG SUB-ELITE FOOTBALL PLAYERS AT DIFFERENT LEVELS OF PERFORMANCE

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Abstract:

The purpose of the present study was to evaluate the emotional maturity among the school, college and club level sub-elite football players. For this purpose total three hundred (N=300) football players (100 school level, 100 college level and 100 club level) were selected to collect the data from various football centers of Punjab. The age of players ranged between 15 to 25 years. Emotional Maturity of the football players was assessed with the help of Emotional Maturity Scale given by Singh and Bhargava (1990). The results of One-way Analysis of Variance (ANOVA) revealed significant differences ($p < 0.05$) on sub-variable personality disintegration among school, college and club level football players. Post-hoc analysis revealed that college level football players had significantly better mean score on personality disintegration ($p < 0.05$) than the school level football players. However, no significant differences were reported on emotional instability, emotional regression, social maladjustment, lack of independence and emotional maturity (total) among the school, college and club level football players. As per need of modern competitive sports that it is recommended to introduce systematic psychological training to school, college and club level players for better performance in their game or event.

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1. Introduction

Emotional maturity denotes to the level of understanding of events in order to deal patiently and ability to manage emotions during various type of situations. Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of adolescent's development. A person, who is able to keep his emotions under control, must take account of the full scope of the individuality and his ability to enjoy the use of his powers. Kent (2005) defined, "*emotions are complex state of arousal that occurs as a reaction to a perceived situation. Emotions may provoke subjective feelings of pleasure or displeasure, physiological responses and behavior responses. Emotions may have an organizing or disorganizing effect on performance in sports.*" Emotion are inherent part of sports competitions and play important role in various human responses relating to sports as decision making, motor responses, learning, intention and social behavior (Robazza, 2006).

Emotional maturity can be understood in terms of ability which helps to bear tension and frustration. Walter and Simston (1974) defined that, "*emotional maturity as a process in which the personality is continuously striving for greater sense of emotional health, both intra psychically and intra personally.*" Emotionally matured person is one whose emotional life is well under control. Emotional Maturity is the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey and Mayer, 1990). An emotionally matured person is the one who is able to keep a lid on his feelings (Skinner, 1949). He can suffer in silence; he can bide his time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order. Emotionally mature person has the capacity to tolerate a reasonable amount of frustration. He is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peer in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning, it also the ability to enjoy them fully. Whereas, the emotional instability is an indication of emotional immaturity, as emotionally unstable response is characterized by the lack of agreement between the emotional response and the provoking stimulus (Lohithakshan, 2002). Mankad (1999) observed that personality of emotionally matured and un-matured adolescents differ significantly. Subbarayan and Visvanathan (2011) studied emotional maturity among college students and reported that the emotional maturity of college students is extremely unstable.

Emotional maturity is a great asset with any athlete. Only such athletes succeed who can control their emotions and at the same time make the most of the arousal of energy accompanying the emotions. The preparatory mood was followed by more overt expressions of emotion during the team meeting and the warm-up period immediately

before the players took the field. The emotional buildup was carefully scripted by coaches, trainers and managers while the players worked hard for the contest. They use a variety of methods and gather information from different situations where emotion is manifest and managed. Many studies have evaluated the effectiveness of mental skills in improving one's performance. Skills such as relaxation, imagery, mindfulness, energy control, reframing, goal setting, and cohesion have all been found to play an important role in athletes' performance across a variety of sports (Crust and Azadi, 2010, Hatzigeorgiadis et al. 2011). Many of these skills tend to correspond with the components of emotional intelligence (Zizzi et al. 2003).

The uncertainty of sport outcomes, sports contexts and subcultures provide an excellent opportunity for sociological investigations of emotions. Sport and physical activity programs can provide an effective vehicle for youth to develop at a personal, social and emotional level (Morris et al. 2004). Seoul (1961) mentioned that emotional development of an individual is relatively complete, his adaptability is high, his anxiety tendencies are low, and his vulnerability is minimal. Therefore, the emotionally mature is not the one who necessarily has increasing conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action. Nicholls et al. (2015) assessed the role of emotional maturity, dispositional coping and coping effectiveness. They predicted that emotional maturity would have a direct effect on coping effectiveness in addition to an indirect effect via task-distraction and disengagement-oriented coping. Emotional maturity is part of player's personality and it refers to the ability to express and control ones emotions.

Football is very challenging and long duration game which requires many physical and psychological skills to perform at top level. Successful play in contemporary football cannot be determined by a single parameter since the game demands a large ensemble of physical, physiological and psychological qualities (Reilly, 1996). Football is a body contact game which involves very quick and unpredictable movements. Tough tackling and dribbling needs very sharp mental qualities during ninety minutes of play. Managers and coaches took responsibility to understand the emotional state of players during high level competitions. Chamberlain (1960) said that emotionally mature person enjoy both play and responsibilities in proper manner. In tough and closely contested football matches, it is important for the players to control their anxiety level (Singh and Singh, 2014). An emotional balanced player proved asset to particular team. Due to the importance of emotional maturity in competitive sports and particular in football game, that emotional maturity and its sub-variables are studied among school, college and club level sub-elite football players.

2. Methodology

2.1 Sample and Selection of Subjects

The data of three hundred (N=300) sub-elite football players was collected for this study from schools, colleges and clubs of Punjab state. One hundred (N=100) football players each from schools, colleges and clubs were randomly selected as subjects from different football centers of Punjab. The purposive random sampling technique was used to collect the data from male football players. The age of football players ranged between 15 to 25 years.

2.2 Selection of Tools

Emotional Maturity was assessed with the help of Emotional Maturity Scale given by Singh and Bhargava (1990). Emotional Maturity scale has a total of 48 items under the five sub-variables. Emotional maturity scale deals with interplay of forces with intensities and quantities in terms of different aspects: (a) Emotional Unstability (b) Emotional Regression (c) Social Maladjustment (d) Personality Disintegration (e) Lack of Independence. Emotional Maturity Scale is self-reporting five point scale. Items of the scale are demanding information for each in any of the five alternative responses namely very much, much, undecided, probably and never. Emotional maturity scale was administered to collect the data of 300 sub-elite football players. The data was collected during competition days. Further scoring was done according to manual of scoring of test.

2.3 Scoring of the Scale

The items are so stated that if the answer is the positive say very much, a score of 5; for much, 4; for undecided, 3, for probably, 2; and for negative answer of never a score of 1 is to be awarded. The higher the score of the scale the greater is degree of the emotional immaturity and vice versa.

Table 1: Interpretation of Emotional Maturity Scores

Scores	Interpretation
50-80	Extremely stable
81-88	Moderately stable
89-106	Unstable
107-240	Extremely unstable

2.4 Statistical Analyses

Statistical analysis was performed by using SPSS version 16.0 for windows (SPSS Inc, Chicago, IL, USA). All descriptive data was reported as mean and standard deviation. One-way analysis of variance (ANOVA) was employed to compare the emotional maturity among school, college and club level sub-elite football players. Following the detection of a significant main effect, Tukey's post-hoc analyses were performed to locate where specific mean differences were laid. Significance levels were set at $p < 0.05$.

3. Results

The results of emotional maturity and its sub-variables are given below:

Table 2: Comparison of emotional maturity and its sub-variables among school, college and club level sub-elite football players

Variables	School Level Football Players (N=100)		College Level Football Players (N=100)		Club Level Football Players (N=100)		F-value	p-value
	Mean	SD	Mean	SD	Mean	SD		
Emotional Instability	19.37	3.76	19.94	3.84	19.62	4.23	0.521	0.594
Emotional Regression	20.62	3.62	21.11	5.33	19.75	3.62	2.598	0.076
Social Maladjustment	18.77	6.19	20.02	9.59	20.75	5.51	1.872	0.156
Personality Disintegration	16.16	4.66	18.13	6.30	16.70	5.54	3.369	0.036*
Lack of Independence	18.80	3.76	18.79	5.68	17.44	3.99	2.939	0.054
Emotional Maturity (Total)	93.82	14.33	98.09	20.69	94.26	14.93	1.931	0.147

* Indicates $p < 0.05$

Comparison of emotional maturity and its sub-variables among school, college and club level sub-elite football players is depicted in the table 2. One-way analysis of variance (ANOVA) revealed that there were no significant differences on sub-variables i.e. emotional instability, emotional regression, social maladjustment and lack of independence among the school, college and club level football players. Similarly, there were no significant differences on emotional maturity (total) among school, college and club level football players. Whereas, school, college and club level football players were reported significant differences on the sub-variable personality disintegration ($F=3.369$, $p=0.036$).

Table 3: Tukey's post-hoc analysis of emotional maturity and its sub-variables among school, college and club level sub-elite football players

Variable	Mean Difference		
	School Level Football Players Vs College Level Football Players	School Level Football Players Vs Club Level Football Players	Club Level Football Players Vs College Level Football Players
Personality Disintegration	1.97*	0.54	1.43

* Indicates $p < 0.05$.

Tukey's post-hoc analysis (table-3) revealed that the college level football players reported significantly ($p < 0.05$) higher mean value on the sub-variable personality disintegration as compared to school level football players.

4. Discussion

The primary objective of the study was to evaluate the emotional maturity of the school, college and club level sub-elite football players. The results revealed that the mean score of emotional maturity of school, college and club level football players were 93.82, 98.09 and 94.26 respectively. The mean scores of the three groups showed that the football players of different performance level are emotionally unstable. Similar findings are reported on Indian players from different sports regarding emotional maturity in the previous studies. Singh et al. (2012) studied the university level male and female sportspersons and reported that unstable emotional level among both male and female sportspersons. Khan et al. (2016) examined the male handball and kabaddi players and found extremely unstable emotional maturity level among the players. Singh and Singh (2014) studied the medalist and non-medalist football players and observed unstable emotional maturity level among the football players. Gill (2016) compared the handball and volleyball players on emotional maturity and reported unstable emotional level in both handball and volleyball players. Emotional maturity is part of players' personality and it refers to the ability to express and or control ones emotions. Above given results indicated that only sports training and competitions did not help to achieve high maturity level or ability to develop their emotions up to extent. There is a need to introduce psychological training in regular mode through sports psychology experts to school, college and club level players.

The results also revealed that there were no significant differences on sub-variables emotional instability, emotional regression, social maladjustment, lack of independence and overall emotional maturity among school, college and club level football players. These findings are in line with other studies reported on Indian players from different sports and found insignificant differences on the emotional maturity among different groups (Bal and Singh, 2015; Singh, 2015). Singh and Singh (2012) also found that emotional maturity is lower in arts and science students as compare to sports persons. Singh and Kaur (2012) concluded that insignificant differences found between badminton and tennis (boys & girls) players with regard to emotional maturity. However, the results of present study are not in conformity with those reported by Singh and Singh (2014) on medalist and non-medalist football players and observed that medalist players had significantly better emotional maturity as compared to non-medalist players. The study conducted by Rathee and Salh (2010) found that international players are significantly better on emotional maturity as compared to state level players. The international exposure and interaction became them able to achieve the better overall emotional maturity. Whereas, school, college and club level football players were reported significant differences on the sub-variable personality

disintegration. The college level football players reported significantly higher mean value on the sub-variable personality disintegration as compared to school level football players. These findings are not in line with various previous studies on the sportspersons (Gill, 2016; Singh et al. 2012; Khan et al. 2016). Emotional maturity being a trait of higher performers and psycho-regulatory techniques need to be introduced and practiced regularly among football players across the performance levels by experts of psychology.

5. Conclusion

In conclusion, the mean values of the school, college and club level football players showed that the players across different performance levels are emotionally unstable. There were no significant differences on emotional maturity and its sub-variables except personality disintegration among school, college and club level sub-elite football players. The school level football players scored significantly higher on the personality disintegration as compared to their counterpart college level football players. On the basis of results of this study and demand of modern competitive sports that it is recommended to introduce systematic psychological training to school, college and club level players for better performance in their game or event.

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