

*Full Length Research Paper*

# Study of psychological parameters of sports women and non-sports women collegiate students of India

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The purpose of the present study was to analyze the psychological parameters that is (Emotional maturity and its sub variables, extroversion, neuroticism) between sports women and non-sports women collegiate students of India. To obtain the data, a total of sixty (n=60) women students of Trinity College, Jalandhar (India), were randomly selected as subjects. Further the subjects were divided equally into two groups, thirty (n=30) sports women students (who represented college teams in Guru Nanak Dev University inter-college championships during the session 2010-11) and thirty (n=30) non-sports women students (who are studying Arts and Science but not participating in competitive sports). The age of students ranged between 18 to 25 years. To measure the psychological parameters of the sports women and non-sports women students, emotional maturity scale (EMS) constructed and standardized by Singh and Bhargava (1990) and Eysenck's personality questionnaire (E.P.Q, 1975) was administered. To compare the psychological parameters of the sports women and non-sports women students, mean and standard deviation were calculated from the obtained data and further t- test was applied to compare the mean of two groups through SPSS. The result of study reveals that significant difference was found between sports women and non-sports women students on the variable. Emotional regression (t-2.17), personality disintegration (t-5.61), lack of independence (t-2.51), emotional maturity (total) with t-value (2.10) and non-significant difference was found on emotional instability (t-0.82) and social maladjustment (t-1.11). On the other hand, significant differences were also found on extroversion (t-3.26) and neuroticism (t-3.50) between sports women and non-sports women. Sports women were found more extrovert and fewer neurotics than non-sports women students.

**Key words:** Emotional maturity, extroversion, neuroticism, college students.

## INTRODUCTION

It is reasonably assumed that the various psychological parameters affect the personality and behaviour of an individual (Kamlesh, 2006). The person may or may not be cooperative, may have more or less competitiveness, may possess positive or negative leadership qualities or may be emotionally stable or anxious depending upon various psychological parameters. Among these parameters, emotional maturity, extroversion and neuroticism are more important because they help the individual to lead a happy and successful life (Pastey and

Aminabhavi, 2006).

As far as emotional maturity is concerned, it is a key factor for happiness in life without which an individual feels dependencies and insecurities in his life. Frank (1963) remarked 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 an effective adjustment with himself, members of his family and his peers in school, college and the society.

In the same way, extroversion and neuroticism are considered fundamental personality traits in the study of psychology. Neuroticism refers to the general emotional liability of a person, his emotional over-responsiveness

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and his liability to neurotic break down under stress. It is an enduring tendency to experience negative emotional states. Individuals who score high on neuroticism are more likely than the average to experience feelings such as anxiety, anger, envy, guilt and depressed mood (Matthews and Deary, 1998). Neurotic individuals are often self-conscious and shy and they may have difficulty controlling urges, delaying gratification and they easily get upset. Extroversion opposed to neuroticism, refers to the out-going, uninhibited, sociable, proclivities of a person (Eysenck and Eysenck, 1975). One is expected to have higher extroversion level in order to lead a happy and successful life.

It is a well recognised fact that sports and physical activity programs can provide an effective vehicle for the youth to develop at personal, social and emotional level (Morris et al., 2004). Various traits of the personality of sports persons and non sports persons differ from each other. One of the few reliable findings shows that athletes are more emotionally mature, extroverted and less neurotic and they have a better decision making capacity than non-athletes (Kirkcaldy, 1982; Morgan, 1980; Singer, 1975; Singh and Singh, 2011). The investigators feel that planned program of group activities and competitive sports help to enhance various psychological parameters especially emotional maturity, extroversion and reduce the level of neuroticism among the youth.

However, there is a little agreement on how emotional maturity, extroversion and neuroticism differ in collegiate women students who are participating and not participating in sports activities. So the present research focuses on comparison of emotional maturity (total), extroversion and neuroticism in college students who are participating and not participating in competitive sports.

### Objectives of the study

1. To compare the emotional maturity level and its sub variables among the sports women and non-sports women collegiate students of India.
2. To compare the extroversion and neuroticism traits of personality among the sports women and non-sports women collegiate students of India.
3. To investigate the significant impact of competitive sports on the emotional maturity and its sub variables, extroversion and neuroticism traits of personality among sports women and non-sports women collegiate students of India.

### Hypotheses

H0 1: It is hypothesized that there would be no significant difference between sports women and non-sports women collegiate students of India on emotional maturity and its sub variables.

H0 2: It is hypothesized that there would be no significant

difference between sports women and non-sports women collegiate students of India on the variables extroversion and neuroticism.

### MATERIALS AND METHODS

The sample of study consists of sixty (n=60) women students of Trinity College Jalandhar (India), who are randomly selected as subjects. Further, the subjects are divided equally into two groups, thirty (n=30) sports women students (who represented college teams in Guru Nanak Dev University inter-college championship during the session 2010-11) and thirty (n=30) non-sports women students (who are studying Arts and Science but not participating in competitive sports). The age of students ranged between 18 to 25 years.

#### Tools

To measure the psychological parameters (Emotional maturity, extroversion and neuroticism) of the sports women and non-sports women, emotional maturity scale (EMS) constructed and standardized by Singh and Bhargava (1990) and Eysenck's personality questionnaire (E.P.Q, 1975) constructed and standardized by Eysenck and Eysenck (1975) were administered.

#### Data analysis

To compare the psychological parameters (Emotional maturity, extroversion and neuroticism) of sports women and non-sports women students, mean and standard deviation are calculated from the obtained data and further t- test is applied to compare the mean two groups through SPSS. The level of significance is set at 0.05.

### RESULTS

The analysis of mean scores of psychological parameters (Emotional maturity, extroversion and neuroticism) between sports women and non-sports women is presented in Tables 1 and 2 and their interpretations are given accordingly.

Table 1 show that mean and S.D. of emotional instability are 20.27, 3.46 and 21.17, 4.88 respectively and the t-value 0.82 is found non-significant. The mean and S.D. of emotional regression are 21.20, 4.33 and 24.03, 5.67, respectively and the t-value of 2.17 is found significant in favour of sportsmen. The mean and S.D. of social maladjustment are 22.17, 6.52 and 23.73, 4.08, respectively and t-value of 1.11 is found non-significant. The mean and S.D. of personality disintegration are 17.27, 3.23 and 23.00, 4.56 respectively and t-value 5.61 is found highly significant in favour of sportsmen. The mean and S.D. of lack of independence are 17.33, 2.47 and 20.13, 5.57 respectively and t-value of 2.51 is found significant in favour of sportsmen. The mean and S.D. of emotional maturity (total) are 100.83, 20.01 and 110.27, 14.25 respectively and t-value of 2.10 is found significant in favour of sports women at 0.05 level of confidence.

Table 2 shows that mean and S.D. of extroversion are 6.47, 1.85 and 5.10, 1.35 respectively and the t-value

**Table 1.** Mean S.D and t-value of emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence, and emotional maturity (total) between sports women and non-sports women collegiate students of India.

S/N	Variable	Sports women (n=30)		Non-sports women (n=30)		MD	SE	't' value
		Mean	SD	Mean	SD			
1.	Emotional instability	20.27	3.46	21.17	4.88	0.09	1.092	0.82
2.	Emotional regression	21.20	4.33	24.03	5.67	2.83	1.303	2.17*
3.	Social maladjustment	22.17	6.52	23.73	4.08	1.56	1.404	1.11
4.	Personality disintegration	17.27	3.23	23.00	4.56	5.73	1.020	5.61*
5.	Lack of independence	17.33	2.47	20.13	5.57	2.80	1.112	2.51*
6.	Emotional maturity (Total)	100.83	20.01	110.27	14.25	9.44	4.485	2.10*

\*Significant at 0.05 level, table value=2.00 (df =58).

**Table 2.** Mean S.D. and t-ratio of extroversion and neuroticism between sports women and non-sports women collegiate students of India.

S/N	Factor	Sports women			Non-sports women			M.D	SE	t-value
		N	Mean	SD	N	Mean	SD			
1	Extroversion	30	6.47	1.85	30	5.10	1.35	1.37	0.41	3.26*
2	Neuroticism	30	5.30	1.24	30	6.70	1.80	1.40	0.39	3.50*

\*significant at 0.05 level, table value=2.00 (df =58).

3.26 is found significant in favour of sports women. The mean and S.D. of neuroticism are 5.30, 1.24 and 6.70, 1.80 respectively and the t-value 3.50 is found significant in favour of sports women. The mean score on neuroticism factor is higher in the case of non-sports women. Non-sports women are found to be more neurotic than sports women.

## DISCUSSION

The result shows that sports women and non-sports women students significantly differ from each other on emotional maturity and its sub variables namely emotional regression, personality disintegration and lack of independence, with t-value of 2.10, 2.17, 5.61, 2.51, and non-significant difference found on sub variable emotional instability, social maladjustment with t- value of 0.82, 1.11 respectively. In this case the null hypothesis is partially accepted and partially rejected.

The non-sports women students are more emotionally regressive; they have more personality disintegration and lack of independence than sportswomen. Rathee and Salh (2010) found that international players are significantly better in emotional maturity as compared to state players. Subbarayan and Visvanathan (2011) also found that the emotional maturity of college students is extremely unstable. Singh and Singh (2011) also found the status of emotional maturity is lower in Arts and Science students as compared to sports person. The above given findings and quoted studies clearly support that sports participation helps to improve emotional

maturity of 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.

In the case of extroversion and neuroticism, significant difference is also found between mean score of sports women and Non-sports women students. Sports women and non-sports women significantly differ from each other on extroversion and neuroticism traits of personality with t-value of 3.26, 3.50. In this case null hypothesis is rejected.

As we know, neuroticism is a state of anxiety. Freud states that anxiety results from an unconscious conflict between 'Ego' and 'id'. It is primarily sexual and aggressive impulses either blocked from expression or prevented from expression that leads to free floating anxiety. The Indian social and cultural norms restrict especially women from aggression or expression. On the other hand, the sports women students who are participating in sports activities have a better chance to show aggression, expression and impulses in sports. The researchers feel that could be the reason the sports women are more extrovert and less neurotic than non-sports women. Stephen (2002) found that the individuals who scored higher neuroticism are having a low level of emotional maturity. Stuart et al. (2003) found that extroversion did not vary significantly between athletes and non-athletes or between contact and no contact athletes, but it was higher for athletes compared to

American college norms. For neuroticism, athletes scored significantly lower than non-athletes. Eagleton et al. (2007) are also found that team sport participants scored higher on traits associated with extroversion, liveliness, responsiveness and outgoing compared to individual sports women and non-sports women, who displayed traits of introversion such as being reserved, passive and controlled. Jessica et al. (2007) found that team participants scored higher on extroversion than both individual sport participants and non-participants. The above given findings and quoted studies clearly confirm the results of the present study.

## Conclusion

On the basis of the results of this study, it is concluded that women students who are participating in competitive sports have an outstanding emotional maturity level. They are more extroverts and a little less neurotic as compared to non-sports women students.

## RECOMMENDATION

If we want to make Indian women students more extroverted, less neurotic and emotionally matured citizens of the country, participation in sports is recommended because it develops the emotional maturity level and other traits of personality among women students. Therefore, it should be made compulsory for all the women students at college level.

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