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## RELATIONSHIP AMONG RESILIENCE, EMOTIONAL MATURITY AND PSYCHOLOGICAL WELL-BEING AMONG SPORTS AND NON-SPORTS STUDENTS (2020)

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### ABSTRACT

The present study is aimed on Relationship among Resilience, Emotional Maturity and Psychological Well-being in Sports and Non-sports Students was conducted in and around Coimbatore. One hundred and twenty eight students including fifty six were sports students and seventy two were non-sports students, in the age range from 18 to 23 years. They are screened using Consent Form, Socio-Demographic Status Profile, Bharathiyar University Resilience Scale (BURS), Emotional Maturity Scale (EMS) and Psychological Well Being Scale (PWBS-SDCP) to find the relationship among resilience, emotional maturity and psychological well-being in sports and non-sports students. The result was analyzed using Pearson's Product-Moment Correlation and Individual Sample t Test. The results were analyzed and found to state that there is a significant relationship among resilience, emotional maturity and psychological well-being in sports and non-sports students.

Keywords: Resilience, Emotional Maturity, Psychological Well being

# CHAPTER I

## INTRODUCTION

### Resilience

"The methodology of adapting well inside the face of adversity, trauma, tragedy, threats or even very important sources of stress." (American Psychological Association, 2014).

Commonly used terms that are closely related to science are psychological Resilience, Emotional Resilience, Hardiness, Resourcefulness and Mental toughness. Several factors are found to modify the negative effects of adverse life things. Many studies show that the primary issue is to have relationships that care and support, manufacture love and trust, and provide encouragement, every within and out of doors the family. Werner (1995) distinguished three contexts for shielding factors.

- Personal attributes yet as outgoing, bright, and positive self-concepts;
- The family, such as having shut bonds with a minimum of one dearest or associate degree emotionally stable parent;
- The community, like receiving support or counsel from peers.

Resiliency is not mere non-violent resistance against injury or threatening condition, Freiburg, Hjmdal, Zuznyng, Martinson (2005), in their theoretical paper projected three-fold classification of resiliency:

- Mood choices embody Personal ability, social ability and private structures.
- Family cohesion or intimacy includes family correlation or rate of conflicts, cooperation, support, stability, loyalty inside the family.
- The external support networks of friends, affiliates and conjointly the guardian are being.

### Factors in Resilience

A combination of things contributes to resilience. Many studies show that the primary contemplates resilience has caring and subsidiary relationships within and out of doors the family. Relationships that bed and trust offer role models and provide encouragement and support facilitates bolster somebody's resilience. Several any factors are associated with resilience, including:

- The potential to make realistic plans and take steps to carry them out.
- A positive scan of yourself and confidence in your strengths and abilities.
- Skills in communication and problem-solving.
- The potential to manage durable feelings and impulses.
- All of these are factors that people can develop in them. Some or many of the ways in which during which to make resilience inside the subsequent pages is additionally acceptable to ponder in developing your strategy.

## Building Resilience

In cognitive-behavioural treatment, building resilience could also be a matter of advertently dynamic basic behaviors and thought patterns.

The first step is to change the character of self-talk. 'Self-talk' is the inner monologue people have that reinforce beliefs regarding the person's self-efficacy and self-value. To make resilience, the person has got to eliminate negative self-talk, like "I cannot do this" and "I cannot handle this", and to exchange it with positive self-talk, like "I can do this" and "I can handle this". This hard currency in thought patterns helps to chop back psychological stress once a private is moon-faced with a tricky challenge.

The second step a private can select build resilience is to be prepared for challenges, crises, and emergencies. Resilience is to boot augmented by developing effective brick skills for stress. Brick skills facilitate the individual to chop back stress levels, so as that they keep helpful. Brick skills embody exploitation meditation, exercise, socialization, and self-care practices to require care of a healthy level of stress, but there are many completely different lists associated with psychological resilience.

The yank Psychological Association suggests "10 ways in which during which to make Resilience", which are:

- ❖ To require care of wise relationships with shut relations, friends, and others;
- ❖ To avoid seeing crises or attempting events as intolerable problems;
- ❖ To easily settle for circumstances that cannot be changed;
- ❖ To develop realistic goals and move towards them;
- ❖ To need decisive actions in adverse situations;
- ❖ To seem for opportunities of discovery once a struggle with loss;
- ❖ To develop self-confidence;
- ❖ To remain a long-term perspective and ponder the attempting event throughout a broader context;
- ❖ To require care of a hopeful outlook, expecting delicacies and visualizing what is wished;
- ❖ To need care of one's mind and body, labour often, listening to one's own needs and feelings.

## Emotional Maturity

According to Walter D. Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra psychically and intra-personally.

An emotion is an affective experience that accompanies stirred up mental and psychological states and shows itself in his overt behavior. Emotions have strong link with urges, needs and interests. Emotions sometimes lead to disintegration of our actions.

## Components of Emotion

The components of emotions are:

- **Cognitive thinking:** Cognitive component of emotion implies that emotions are usually directed towards people or objects (eg. we are in an anxious state because the situation is dangerous) and we know that situation is dangerous rather than harmless and a result of thinking.
- **Physiological:** Physical component denotes that there are generally a number of bodily changes involved in emotion. Many of them occur because of arousal in the sympathetic division of the autonomic nervous system or hormonal activity in the endocrine glands.
- **Experimental:** It means the feeling that is experienced because of arousal in the sympathetic division of the autonomic nervous system or hormonal activity with the endocrine system.
- **Expressive:** These include facial expression and other aspects of non-verbal behaviours, such as bodily posture.
- **Behavioural:** The behavioural component includes the pattern of behaviour produced in the emotional state.

So, emotion in the organism is a dynamic internal adjustment that operates for the satisfaction and welfare of the individual.

## Characteristics of Emotional Maturity

### ✓ **The ability of give and receive love**

Emotional Maturity fosters a sense of security which preferred vulnerability. A mature person can show vulnerability by expressing love and accepting expressions of love from the one who loves them. An immature person is unduly concerned with "weakness" and has difficulty in showing and accepting love. The egocentricity of immaturity will allow the acceptance of but fails to recognize the needs of others to receive love. They take it, but they won't give it.

### ✓ **The ability to face reality and deal with it**

The immature person avoids facing reality. Overdue interpersonal problems, any difficulties which demand character and integrity are avoided and even denied by immature people. Mature people eagerly face reality knowing quickest way to solve a problem and to deal with it promptly. A person's level of maturity can be directly related to the degree with which they face their problems or avoid their problems. Mature people confront their problems, immature people avoid their problems.

### ✓ **Just as interested in giving as receiving**

A mature person's sense of personal security permits to consider the needs of others. Individuals gives from personal resources, whether money, time or effort to enhance the quality of life. Also able to allow others to give back to them. Balance and maturity go hand in hand.

✓ ***The capacity to relate positively to life experiences***

A mature person views life experiences as learning experiences and when they are positive he/she enjoys and also learns a lot from these experiences of life. When they are negative, he/she accepts personal responsibility and confident level of an individual make an opportunity to succeed.

✓ ***The ability to learn from experience***

The ability to face reality and to relate positively to life's experiences are derived from the ability to learn from experience.

✓ ***The ability to accept frustrations***

When things don't go as anticipated the immature person stamps in own feet, holds breath, and blames fate. The mature person considers using another approach or going in another direction and moves on with his life.

✓ ***The ability to handle hostility constructively***

The mature person looks for a solution. The person uses anger as an energy source and when frustrated, redoubles efforts to find solutions for problems.

✓ ***Relative freedom from tension symptoms***

Immature people feel unloved, avoid reality, are pessimistic about life, get angry easily, attack the people closest to them when frustrated-no wonder they are constantly anxious. On the other hand, the mature person shows mature approach, relaxed, confident in ability to get what he/she wants from life.

## **Psychological Well-Being**

Psychological well-being refers to inter and intra individual levels of positive functioning that may embrace one's connectedness with others and reflexive attitudes that embrace ones sense of mastery and private growth. Subjective well-being reflects dimensions of have an effect on judgments of life satisfaction.

### **Dimensions of Well-being**

✓ ***Emotional-*** Coping productivity for life and develop fulfilling relationships

✓ ***Environmental-*** Occupying pleasant health, stimulating surroundings that reinforce well being

✓ ***Financial-*** Relish with present and upcoming financial situations

✓ ***Intellectual-*** Confessing creative abilities and extend ways to information and skills

✓ ***Social-*** Becoming a sense of connectivity, belonging, and maintain social

✓ ***Spiritual-*** Exploring sense of purpose and value of life

✓ ***Physical-*** Knowing the demand of physical activity, sleep, nourishment

✓ ***Occupational-*** Personal gratification and enhance derived from one's work

✓ **Components of Psychological Wellbeing**

✓ **Autonomy** is defined as determination of anything related to individual by himself, ability to carry out decisions by individual is included in autonomy. Without any external people assistance, and the mental

or physical activities are controlled by internal force. Self-actualizers are one who shows autonomous functioning and resistance to enculturation. The fully functioning person is described as possessing an internal locus of evaluation, where one does not wish to seek approval from others but finds him/her self-reliant to undertake activities related to any kind of work. Behavior is also judged by personal values, motivations.

✓ **Environmental Mastery** means imposing sufficient ability on the part of the individual requirement to control or manipulate complex environmental phenomenon. Here it is concerned with the environmental mastery related to work. It includes change of environment in a more rational way that is satisfying to individual and accepted in the environment as well. It includes ability to change the environment with the help of individual's physical and mental activities to advance or to develop ones. Individual finds state of better psychological functioning when they gain adequate and sufficient knowledge skills, tackle wide range of environmental phenomenon in different contexts.

✓ **Personal Growth** is psychological functioning's full potential requires not only that individuals achievement of the fully functioning physical growth, but also that individual continue to develop one's potential, to grow and expand as a person with the help of the physical and mental growth. The need to actualize oneself and realize one's potential is the central development on personal growth. The improvement of awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations are included in personal development activities. Personal growth includes development of characteristics that is widely appreciated and accepted. It includes optimum utilization of personal resources in a way helpful to achieve individual's aspiration and goals. Individual who has got ability to express his internal feelings, intentions, and interests but maintains & improves them also included in personal growth. The concept is not limited to self-help but includes formal and informal activities for developing others in roles such as teacher, guide, counsellor, manager, life coach or mentor. Personal growth is a very important complex phenomenon that everyone should attempt to inculcate and personal growth is important in every field of life.

✓ **Purpose in life** means every individual possess the particular purpose in direction & involvement in life. Purpose in life has a lot of small goals that individual wishes to fulfil the attainment of purpose of their life. Purpose in life varies from individual to individual & this is importance for effective functioning of psychological wellbeing, Such as being productive and creative or achieving emotional integration in later life are the definition of maturity and also emphasizes clear comprehension of life's purpose goals in life. Thus, one who functions positively has goals, intentions, and a sense of direction, all of which contribute to the feeling that life is meaningful and purposeful.

✓ **Positive relations with others** imply the importance of warm, trusting interpersonal relations. The central component of mental health is ability to love. Self-actualizers are described as having strong feelings of empathy and effect on for all human beings and as being capable of greater love, deeper friendship, and more complete identification with others. Warm relation to others is considered as a criterion of maturity. Adult developmental stage theories also emphasize the achievement of close unions with others (intimacy)



and the guidance and direction of others thus; the importance of positive relations with others is repeatedly stressed in conceptions of psychological well-being.

✓ **Self-Acceptance** is a central feature of mental health as well as characteristic of self-actualization optimal functioning, and maturity. Life span theories also emphasize acceptance of one's self and one's past life. The central characteristic of positive psychological functioning is holding positive attitudes toward oneself. Individual is well contented with self, values their ideas, standards, morale, has well acceptance for anything associated with his past, present and is thought to be necessary for good mental health. Self-acceptance involves self-understanding, a realistic, subjective, awareness of one's strengths and weaknesses. It implies individuals acceptance of self for own strengths in comparisons to weakness.

### **Need for the study**

In the current society, there are so many stressful situations are facing by an individual. Resilience, Emotional Maturity and Psychological Well-being are the necessary components for one's life. The purpose of the study is to find the relationship among resilience, emotional maturity and psychological well-being in sports and non-sports students. This study is to find that the sports students are high in their level of resilience, emotional maturity and psychological well-being. Because the sports students have the ability to cope up with difficult situation and they can handle the stressful emotions than non-sports students.

## **CHAPTER II REVIEW OF LITERATURE**

**Alvarado and Spatariu** (2017) analysed a study on resilience and emotional intelligence between first generation college students and non-first generation college students. Hundred participants were used for the study - 74 female and 26 male. The tools used were Schutte Emotional Intelligence Scale and Brief Resilience Scale. The result of the study indicated that first generation college students had higher levels of resilience and emotional intelligence than in non-first generation college students.

**Kong and Li Ping** (2016) conducted the study on resilience moderates the relationship between emotional intelligence and clinical communication ability among chinese practice nursing students. The sample consisted of 377 practice nursing students from three hospitals. The tool used was Emotional Intelligence Inventory, Connor Davidson Resilience Scale and Clinical Communication Ability Scale. Results indicated that Emotional Intelligence was positively associated with clinical communication ability. Resilience significantly affected clinical communication ability and moderated the relationship between emotional intelligence and clinical communication ability.

**Paola, Giuseppe and Anna** (2016) investigate the study on resilience and emotional intelligence – which rule in achievement motivation. Participants were 488 Italian workers, 248 males and 240 females. The results proved that employees who are more resilient and able to manage their emotions, may be more motivated towards achievement and success and may show better performance and satisfaction.

**Leecrust** (2015) conducted the study on relationship between mental toughness and psychological well-being in undergraduate students. The main purpose of the research was to study relationships between

mental toughness and psychological well-being in undergraduate students. Totally 168 students from nine United Kingdom Universities were drawn as sample. The sample included participants from a range of different degree programs and from all three years of standard undergraduate study. Online questionnaires were completed to assess Mental Toughness and Psychological Well-Being; multiple linear regression analysis found that components of MT were moderate to strong predictors of PWB with 35% and 64% of variance explained. The findings showed that are consistent with stated hypotheses and further demonstrate the potential importance of MT within educational settings.

**Yoo and Park** (2015) investigated a study on relationships among emotional intelligence, ego resilience, coping efficacy and academic stress in medical students. Participants were 424 medical students from 4 medical schools in Korea. A draft version of the scale was developed on the basis of open end questionnaire from 97 medical students. The results indicated that first and second year students scored higher on academic stress than those from third and fourth year students.

**Garg and Rastogi** (2015) conducted the study on emotional intelligence and stress resilience relationships. The tools used for the study was Emotional Intelligence developed by Hyde, Pothe and Dhar (2002) and Stress Resiliency Profile (SRP) developed by Thomas and Tymon(1995). It was administered to 140 students pursuing PG and research programs from Indian Institute of Technology Roorkee. Results indicated that fostering stress resiliency among students will definitely help institutions in accumulation, social capital and counteract emotional decay.

**Mallick** (2014) conducted the study on emotional maturity and achievement of higher secondary students. The main purpose of the study was to find out the emotional maturity of higher secondary students. The sample consisting of 1060 higher secondary students was selected by simple random sampling method. Emotional maturity scale by K. M. Roma Pal and the Academic achievement in Economics was constructed by the investigator was used for data collection. The results of the finding indicated that there is a significant difference between male and female students with respect to level of emotional maturity. There is significant difference between male and female higher secondary students with respect to level of achievement in economics.

**Souri and Hasamirad** (2011) conducted the study to examine the relationship between resilience, optimism and psychological well-being in students of medicine. The tools used for the study were Resilience Connor – Davidson Resilience study (CD-RISE) developed by Mohammadi (2005) and Jokar (2007); Optimism Scale by Scheier and Carver (1994) and Well-being was Ryff Scale of Psychological Well-being (RSPWB). It was administrated to 414 students of medicine. The results revealed that psychological well-being is influenced by personal characteristics such as resilience and the individual's optimism regardless of his or her degree of resilience can to some extent provide for psychological well-being.



## CHAPTER III

### METHOD

The methodology pertaining to the study on “Relationship among Resilience, Emotional Maturity and Psychological Well Being in Sports and Non-Sports students” was carried out in the following steps: Objectives; Hypothesis; Area; Participants; Tools; Procedure; Analysis of data

#### Objectives

- To assess whether Resilience has an effect on Emotional Maturity among sport students.
- To assess whether Resilience has an effect on Psychological Well Being among sports students.
- To study whether there is any difference in Resilience between sports and non-sports students.
- To study whether there is any difference in Emotional Maturity between sports and non-sports students.
- To identify the factors that represents the relationship in Psychological Well Being between sports and non-sports students.

#### Hypotheses

The hypotheses are stated as Alternative Hypotheses, so that they can be either accepted or rejected, based on the results.

- There will be a differences in the level of Resilience, Emotional Maturity and Psychological Well-being among sports and non-sports students.
- There will be a significant relationship between Resilience and Emotional Maturity.
- There will be a significant relationship between Resilience and Psychological Well-being.
- There will be a significant relationship between Emotional Maturity and Psychological Well-being.

#### Area

The study was carried out among Sports and Non-sports students from in and around Coimbatore. The reason for choosing this area for the study is

- Accessibility for the research
- Permissions and facilities provided by the authorities to carry out the research
- The availability of the required participants for the study
- The willingness and the cooperation of the participants to serve as subjects for the study.

#### Participants

In order to conduct the study, the data was collected from a college in Coimbatore.128 participants which consist of both sports and non-sports were selected by using random sampling method. The participants were 61 males and 67 females; out of these sample there were 56 sports and 72 non-sports students. The age of the group ranges from 18 to 23 years.

## Tools

The following tools were used for data collection.

- **Informed Consent Form:** The informed consent form was developed by the researchers and was used to obtain the willingness of the participants to participate in the study.
- **Socio-Demographic Status Profile:** The socio demographic status profile developed by the researchers was used for gathering basic information about the participants including initial, age, gender, family type, birth order.
- **Bharathiyar University Resilience Scale (BURS):** The BU Scale constructed and standardized by Dr. Annalakshmi which was developed on 2009 to assess the level of Resilience. The scale consists of 30 Likert type items. The response to the items of resilience scale for participants had 5 point category. The scale includes 20 positive items and 10 negative items.
- **Emotional Maturity Scale (EMS):** Emotional Maturity Scale was developed by Dr. Mahesh Bhargava in 1999 measures Emotional Maturity. The scale consists of 48 statements in a self-reporting five point Likert scale.
- **Psychological Well Being Scale (PWBS-SDCP):** The Psychological Well Being Scale was constructed and standardized by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary. The scale consists of 50 statements and all statements are of positive manner. It is a five point rating scale.

## Procedure

The participants were seated comfortably and Individual administration was used to collect the data. After establishing good rapport, the BU Resilience Scale was given to the participants and were instructed as following, “The scale consists of 30 statements to assess the resilience of the student. Mark your judgment by choosing with regard to the statement”. Then the Emotional Maturity Scale was introduced and instructed as following, “In the scale below there are 48 statements that assess the Emotional Maturity of students. Please indicate the choice that suits you the most by marking it”. Then the Psychological Well Being Scale was given and instructed as following. ‘The scale given consists of 50 statements to assess the psychological well-being of the students. Please indicate the choice that suits you the most by marking it. Each time they were instructed to answer honestly and as quickly as possible”.

## Analysis of Data

The data was analyzed using the SPSS software. The major statistical methods used in this study involve Pearson Correlation of Coefficient and Individual Sample t test. Pearson correlation was used to find the relationship between Resilience and Emotional Maturity, and Resilience and Psychological Well Being. To understand the influence of demographic variables on mainstream variables, Individual Sample t test was conducted.

## CHAPTER IV

### RESULTS AND DISCUSSION

A study on “Relationship among Resilience, Emotional Maturity and Psychological Well-being in Sports and Non-sports Students”. One Hundred and Twenty Eight college students were selected by random sampling method.

The data of the study are analyzed, tabulated and discussed below:

**Table 1**

**Demographic details of the study**

S.No			N	Percentage
1	Age	18-20	66	52
		21-23	62	48
2	Gender	Male	61	48
		Female	67	52
3	Family type	Nuclear family	100	78
		Joint family	28	22
4	Birth order	First born	78	61
		Second born	46	36
		Third born	4	3
5	Person	Sports	56	44
		Non –sports	72	56

**Percentages are rounded off**

Table 1 shows the demographic data of the sample. The analysis and documentation of the demographic data collected from the sample is an important aspect in the study. It helps to gather more information about the participants. As regards the age of the sample 66 of them belonged to 18-20 and 62 of them belong to 21-23 group. The group consist of 61 male and 67 female. The family type of the sample indicates that 100 are nuclear family and 28 are joint family. The birth order of the sample indicates that 61% are first born, 36% are second born and 3% are third born. From this data analysis, it's clearly concluded that merely 56% are non-sports and 44% are sports students.

**Table 2****Mean and Standard Deviation among sports and non-sports students**

		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Resilience</b>	Sports Person	56	176.89	14.718
	Non- Sports Person	72	182.11	18.523
<b>Emotional Maturity</b>	Sports Person	56	119.05	26.704
	Non- Sports Person	72	123.73	26.731
<b>Psychological Wellbeing</b>	Sports Person	56	106.27	15.658
	Non- Sports Person	72	101.56	15.789

Table 2 shows the Mean Difference and Standard Deviation of Resilience, Emotional Maturity and Psychological Well-being among Sports and Non-sports Students. From the statistical analysis, the mean value for resilience in sports person is 176.79 and non-sports is 172.11; the standard deviation for sports students is 14.7 and non-sports is 17.5. In emotional maturity the mean value for sports students is 119.05 and non-sports is 123.73; the standard deviation for sports students is 26.7 and non-sports students is 26.7. In psychological well-being the mean value for sports students is 106.27 and non-sports students is 101.56; and the standard deviation for sports students is 15.6 and non-sports is 15.7. It is evident that there is no major difference among sports and non-sports students in these variables.

**Table 3****Correlation between Resilience and Emotional Maturity among sports and non-sports students**

		<b>Resilience</b>	<b>Emotional Maturity</b>
<b>Resilience</b>	Pearson Correlation	1	-.301**
	Sig. (2-tailed)		.001
	N	128	128
<b>Emotional Maturity</b>	Pearson Correlation	-.301**	1
	Sig. (2-tailed)	.001	
	N	128	128

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the correlation between resilience and emotional maturity among sports and non-sports students. The correlation was computed to study the relationship between the resilience and emotional maturity, it was calculated by Pearson correlation coefficient. The results value is -0.301 and it indicate a negative correlation between resilience and emotional maturity. The coefficient of correlation is statistically significant at the level of 0.01.

Emotional maturity refers to the ability to understand, and manage our emotions and it usually reflects increased emotional adjustment and emotional stability and the attainment of emotional self-regulation.

Resilience skills were found to have significant effects on emotional maturity. Thus the hypothesis "There will be a significant relationship between resilience and emotional maturity" is accepted.

**Table 4**

**Correlation between Resilience and Psychological Well-being among sports and non-sports students**

		<b>Resilience</b>	<b>Psychological Well-being</b>
<b>Resilience</b>	Pearson Correlation	1	.375**
	Sig. (2-tailed)		.000
	N	128	127
<b>Psychological Well-being</b>	Pearson Correlation	.375**	1
	Sig. (2-tailed)	.000	
	N	127	127

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the correlation between resilience and psychological well-being among sports and non-sports students. The correlation was computed to study the relationship between the resilience and psychological well-being, it was calculated by Pearson correlation coefficient. The result value is 0.375 and that it is statistically significant at the level of 0.01. There is significant positive relationship between resilience and psychological well-being.

Psychological well-being consists of positive relationship with others, personal mastery, a feeling of purpose and meaning in life, personal growth and development. A large number of studies report that there is a strong link between resilience and psychological well-being. Individuals with resilient profile experience more positive emotions in stressful situation. Thus the hypothesis "There will be a significant relationship between resilience and psychological well-being" is accepted.

**Table 5****Correlation between Emotional Maturity and Psychological Well-being among sports and non-sports students**

		<b>Emotional Maturity</b>	<b>Psychological Well-being</b>
<b>Emotional Maturity</b>	Pearson Correlation	1	-.466**
	Sig. (2-tailed)		.000
	N	128	127
<b>Psychological Well-being</b>	Pearson Correlation	-.466**	1
	Sig. (2-tailed)	.000	
	N	127	127

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the correlation between emotional maturity and psychological well-being among sports and non-sports students. The correlation was computed to study the relationship between the emotional maturity and psychological well-being; it was calculated by Pearson correlation coefficient. The result value is -0.466 and that it is statistically significant at the level of 0.01. There is significant negative relationship between emotional maturity and psychological well-being.

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra psychically and intra-personally. Individual with good Psychological well-being are good in mental and emotional health. Thus hypothesis “There will be significant relationship between emotional maturity and psychological well-being” is accepted.



**Table 6****Level of Significance of the variables among Sports and Non-sports Students**

Variables	Mean	Standard Deviation	t value
<b>Resilience</b>	4.782	3.023	.09
	4.782	2.938	
<b>Emotional Maturity</b>	4.780	4.779	.31
	4.780	4.778	
<b>Psychological Wellbeing</b>	4.704	2.812	.11
	4.704	2.809	

**N.S- Not significant**

Table 6 shows the independent sample t test for Resilience, Emotional Maturity and Psychological Well-being among Sports and Non-sports Students. The data analysis shows that there is no statistically significant differences of the variables among the sports and non-sports students. In Resilience, the result shows that sports and non-sports students have the capacity to recover quickly from difficulties and toughness. And they have the ability to understand and manage their emotions even in the worst time. Overall their psychological well-being are more likely to live healthier and they have positive relationship with others.

## CHAPTER V

### SUMMARY AND CONCLUSION

One hundred and twenty eight students from colleges in Coimbatore were selected for the study of random sampling method. Out of 128 students, 56 were sports students and 72 were non-sports students. The participants were in the age range from 18 to 23 years. They are screened using Consent Form, Socio-Demographic Status Profile, Bharathiyar University Resilience Scale (BURS), Emotional Maturity Scale (EMS) and Psychological Well Being Scale (PWBS-SDCP) to find the relationship among resilience, emotional maturity and psychological well-being in sports and non-sports students. Participants were asked to sign in the consent form in the agreement of participating in the research; and requested to fill each statements according to the instructions provided to them. The scoring is done according to the scoring key and the results are interpreted using the norms provided by the authors.

## Conclusion

The following are the conclusions made from the study

- ❖ Merely 56% are non-sports and 44% are sports students, in which the participants were in the age group of 18-20 years and 48% were 21-23 years.
- ❖ The birth order of the sample showed that 61% are first born, 36% are second born and 3% are third born.
- ❖ Nearly 78% of the participants are from nuclear family background and rest of 28% of the participants are joint family.
- ❖ Resilience and Emotional Maturity are negatively correlated, and it is statistically significant at the level of 0.01
- ❖ Resilience and Psychological Well-being have positive relationship among the sports and non-sports students.
- ❖ Emotional Maturity and Psychological Well-being are significantly correlated at the level of 0.01
- ❖ The t value and significance of the variables based on sports and non-sports students. The data analysis showed that there is no significant difference among the participants. Resilience is not significant with the value of .09; Emotional Maturity is not significant with the value of .31 and Psychological Well-being is not significant with the value of .11

## Recommendations

- Sample size to be increased proportionately.
- Stratified random sampling can be adopted, taking students from different educational board and settings.
- Study will be more accurate if it is done in an experimental setting.

## Limitations

- The sample selection was limited to few institutions.
- The representation from different institutions and places can give a better picture of results for generalization.
- Convenient sampling method was adopted and no extraneous variables were restricted.
- Exclusion criterion was adopted.
- Misunderstanding of the responded regarding the questions might have influenced with the results.

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