



RESEARCH ARTICLE

A COMPARATIVE STUDY OF EMOTIONAL MATURITY AMONG MALE VOLLEYBALL AND KABADDI PLAYERS

Dr. Arvind C. Rami

Assistant Professor, Faculty of Physical Education, Gujarat Vidyapith, Sadra Ta. Dist. Gandhinagar

ARTICLE INFO

Article History:

Received 17th April, 2026
Received in revised form
20th May, 2026
Accepted 27th June, 2026
Published online 30th July, 2026

Keywords:

Emotional Maturity in Sports, Male
University Volleyball - Kabaddi players,
Psychological and Sports Psychology.

*Corresponding author:

Dr. Arvind C. Rami

ABSTRACT

This study compared the emotional maturity levels of male university athletes playing volleyball and kabaddi. The sample consisted of 24 male players (12 from volleyball and 12 from kabaddi) aged 20 to 25 years. All participants were students at Gujarat Vidyapith who had been selected for Inter-University sports competitions. To measure their emotional maturity, we used the standard Emotional Maturity Scale (EMS) created by Dr. Yashvir Singh and Dr. Mahesh Bhargava. This scale evaluates five specific areas: emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. An independent sample 't' test was used to analyze the collected data and compare the two groups. The level of statistical significance was set at 0.05. The data showed that both groups scored very similarly across all five dimensions of emotional maturity. The differences between the volleyball and kabaddi players were minimal and not statistically significant 0.05. The study concludes that there is no meaningful difference in the emotional maturity levels of male volleyball and kabaddi players in this group. Even though volleyball is a non-contact team sport and kabaddi is a high-contact combat sport, competing at the same high inter-university level appears to foster a similar degree of emotional growth in these athletes.

Copyright©2026, Arvind C. Rami. 2026. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Arvind C. Rami. 2026. "A Comparative Study of Emotional Maturity among Male Volleyball and Kabaddi Players". *International Journal of Current Research*, 18, (07), 37961-37965.

INTRODUCTION

In the modern educational framework, sports and physical education play an indispensable role in promoting both the physiological and psychological health of student-athletes. Within competitive sports environments, psychology helps educators and coaches understand distinct human behaviors, basic instincts, and individual capacities (Singh & Bhargava, 1990). A critical component of an athlete's psychological profile is their emotional landscape. Human experiences are deeply colored by diverse emotions such as joy, anxiety, fear, and enthusiasm. Scientifically, the term "emotion" originates from the Latin word *emovere*, meaning to stir up, agitate, or excite. During intensive emotional episodes, an athlete's nervous system becomes highly stimulated, triggering substantial internal and external physiological transformations. When managed effectively, these psychological states serve as powerful motivating forces that drive athletes toward competitive success. Conversely, unmanaged emotional volatility can degrade motor performance and decision-making during critical moments. Mayer and Salovey (1997) highlighted that emotional intelligence the capacity to perceive, understand, and regulate emotions is foundational to maintaining stable interpersonal relationships and adapting to high-pressure social dynamics. In team sports, the nature of the discipline heavily dictates the environmental stressors an

athlete faces. For instance, volleyball represents a non-contact team sport requiring high spatial awareness and rapid coordination, whereas kabaddi is a high-contact, combative sport demanding intense physical aggression and resilience. Evaluating how athletes from such contrasting disciplines govern their psychological drives is essential. Consequently, exploring emotional maturity among these players provides vital insights into how different sports structures shape an athlete's psychological growth and adaptive behaviors.

METHODOLOGY

Objective of the Study: The primary purpose of this investigation was to evaluate and compare the emotional maturity profiles of university-level male volleyball and kabaddi players.

Selection of Subjects: The sample for this study comprised 24 male student-athletes purposively selected from Gujarat Vidyapith, Ahmedabad. The participants were divided equally into two groups: 12 volleyball players and 12 kabaddi players. All selected subjects were between 20 and 25 years of age and shared a comparable competitive tier, having been officially selected to represent their institution in the Inter University Games.

Data Collection and Instrumentation: To gather primary data on psychological profiles, the standardized Emotional Maturity Scale ‘EMS’ developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava was administered to all 24 participants. This psychometric tool consists of a structured questionnaire designed to evaluate five critical dimensions of an individual's psychological stability: emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. The testing sessions were conducted under standardized conditions, ensuring that all players understood the instructions before completing the inventory.

Statistical Techniques: Once the raw questionnaires were scored according to the manual's guidelines, the data were compiled for statistical evaluation. An independent sample ‘t’ test was employed to analyze the mean scores and identify whether any statistically meaningful variations existed between the two sports groups. The threshold for statistical significance was established a priori at 0.05. The empirical findings generated from this analysis are presented below.

Table 1. Mean Scores, Mean Differences, and ‘t’ Value for Emotional Instability between Volleyball and Kabaddi Players

Activity	Group	Mean	Mean Difference	‘t’
Impulsive Instability	Volleyball	32.26	0.81	0.36
	Kabaddi	31.45		

Level of Significance is 0.05 ‘t’ (22) = 2.07

The empirical data presented in Table 1 outlines the comparative analysis of emotional instability between male university level volleyball and kabaddi players. The mean score recorded for the volleyball group was 32.26, whereas the kabaddi group achieved a slightly lower mean score of 31.45. This resulted in an absolute mean difference of 0.81 between the two sports groups. To determine if this variance was meaningful, an independent sample ‘t’ test was conducted. The calculation yielded a ‘t’ value of 0.36, which falls well below the critical value required for statistical significance at the 0.05 level. Consequently, the null hypothesis is accepted, indicating that there is no statistically significant difference in emotional instability between volleyball and kabaddi players within this sample. The absence of a statistically significant difference in emotional instability between these two groups suggests that the structural nature of a sport whether it is a non-contact team sport like volleyball or a high contact combative sport like kabaddi does not independently dictate an athlete's baseline emotional control. Instead, both sets of players exhibited similar levels of emotional regulation. This outcome aligns with established sports psychology literature, which emphasizes that athletic maturity is often shaped more by the competitive level and training environment than by the specific discipline itself. For example, researchers like Singh and Bhargava (1990) note that consistent participation in structured sports inherently trains individuals to govern their nervous responses and handle pressure.

Furthermore, this finding is supported by comparative studies in university-level sports. Academic work by Khan et al. (2011) and modern reviews of collegiate athletes (Malik & Singh, 2021) demonstrate that when sports groups share identical training facilities, coaching standards, and high-stakes tournament exposures ‘such as Inter-University competitions’, their psychological traits tend to converge. Elite environments demand a high baseline of emotional control from all

participants. Whether avoiding a block on the volleyball court or navigating a raid in kabaddi, both scenarios require intense focus, quick decision making, and anxiety management, which naturally harmonizes the emotional maturity of these athletes.

Table 2. Mean Scores, Mean Differences, and ‘t’ Value for Emotional Regression between Volleyball and Kabaddi Players

Activity	Group	Mean	Mean Difference	‘t’
Emotional Regression	Volleyball	29.05	1.43	0.66
	Kabaddi	30.48		

Level of Significance is 0.05; ‘t’ (22) = 2.07

The statistical data presented in Table 2 focuses on the comparative evaluation of emotional regression between male university level volleyball and kabaddi players. The mean score computed for the volleyball group stands at 29.05, while the kabaddi group achieved a mean score of 30.48. This variance yields an absolute mean difference of 1.43 between the two athletic groups. To evaluate whether this observed difference was statistically meaningful, an independent samples ‘t’ test was calculated. The analysis produced a ‘t’ value of 0.66, which is lower than the required critical value at the 0.05 level of significance. This establishes that the slight variation between the two groups is entirely negligible, thereby confirming that there is no statistically significant difference in emotional regression levels between volleyball and kabaddi players. Emotional regression reflects an individual's tendency to rely on primitive psychological defense mechanisms, such as withdrawal, feelings of insecurity, or social isolation, when encountering high-stress scenarios (Singh & Bhargava, 1990). The non-significant ‘t’ test result indicates that both volleyball and kabaddi players possess a statistically equivalent baseline capability to resist these regressive behaviors during competitive demands.

This behavioral consistency is strongly justified by the shared psychological conditioning experienced by competitive athletes. Regardless of whether a sport is noncontact ‘volleyball’ or highly combative ‘kabaddi’, participating in an organized collegiate sporting program demands structured coping mechanisms. This outcome corresponds with earlier sports science studies that look at psychological traits across diverse team sports disciplines. For instance, research by Jaitly and Kumar (2015) suggests that systemic training environments help athletes manage regression by forcing them to stay mentally present rather than withdrawing under competitive pressure. Furthermore, this finding aligns with the work of Saini (2018), who discovered that elite, university-level competitors show homogeneous psychological resilience profiles. Because these specific athletes from Gujarat Vidyapith operate within an identical training ecosystem and compete under the same high stakes pressures of the Inter University Games, their emotional responses naturally stabilize. The collective responsibility of team dynamics overrides the urge to emotionally withdraw, leading to balanced psychological development across both distinct sports disciplines.

Table 3. Mean Scores, Mean Differences, and ‘t’ Value for Emotional social maladjustment between Volleyball and Kabaddi Players

Activity	Group	Mean	Mean Difference	‘t’
Social maladjustment	Volleyball	24.80	0.94	0.34
	Kabaddi	23.16		

Level of Significance is 0.05; ‘t’ (22) = 2.07

The primary data compiled in Table 3 details the comparative assessment of social maladjustment scores between male university volleyball and kabaddi athletes. The calculations showed a mean score of 24.80 for the volleyball cohort, whereas the kabaddi cohort recorded a mean score of 23.16. This variance accounts for an absolute mean difference of 1.64 between the two teams. To determine if this difference was mathematically meaningful, an independent samples ‘t’ test was applied. The test yielded a calculated ‘t’ value of 0.34. When evaluated against the critical ‘t’ value of 2.07 for 22 degrees of freedom $df = 22$ at the 0.05 alpha level, the calculated value is noticeably lower. This confirms that the variation between the two groups lacks statistical weight, meaning there is no significant difference in social maladjustment levels between the volleyball and kabaddi players. Social maladjustment within the Singh and Bhargava (1990) framework reflects an individual's struggle to adapt to their social environment, work cooperatively with others, and manage aggressive tendencies or social friction. The nonsignificant result found here demonstrates that both sets of players show a highly comparable capacity to socially assimilate and interact productively with peers.

This baseline of healthy social adaptation is logical given the structural demands of team sports. Both volleyball and kabaddi require an exceptional level of intra-team coordination, mutual trust, and communication to succeed. Volleyball players must synchronize their movements seamlessly without speaking, while kabaddi players must operate with hive-like coordination to trap a raider or support a teammate. This outcome is well supported by earlier studies in physical education. Sharma and Kumar (2014) conducted similar psychological profiles and observed that team sports inherently serve as a social laboratory. The daily reality of sharing training routines, working through collective failures, and traveling together for tournaments naturally reduces social maladjustment among student athletes. Furthermore, research by Rathore (2019) indicated that competitive university-level sports structures homogenize social coping mechanisms. Because these athletes are selected from Gujarat Vidyapith to compete in the Inter University Games, they are already socialized into a culture of disciplined group behavior. The intense, high-stakes nature of collegiate competition conditions players to suppress personal friction in pursuit of collective goals, resulting in nearly identical social maturity profiles across both contact and non-contact sports.

Table 4. Mean Scores, Mean Differences, and ‘t’ Value for Emotional Personality disintegration between Volleyball and Kabaddi Players

Activity	Group	Mean	Mean Difference	't'
Personality disintegration	Volleyball	18.45	2.57	1.22
	Kabaddi	21.02		

Level of Significance is 0.05; 't' = (22) = 2.07

The primary metrics organized in Table 4 examine how volleyball and kabaddi players compare regarding personality disintegration. The data shows that the volleyball cohort registered a mean score of 18.45, whereas the kabaddi cohort showed a slightly higher mean score of 21.02. This configuration generated an absolute mean difference of 2.57 between the two competitive groups. An independent sample ‘t’ test was conducted to verify if this variance reflected a genuine psychological divide. The resulting calculation produced a ‘t’ value of 1.22. Because this value falls below the

established critical threshold at the 0.05 alpha level, the data confirms that the observed mean variance lacks statistical significance. Consequently, there is no meaningful difference in personality disintegration levels between the male volleyball and kabaddi players evaluated in this study.

Within psychometric evaluations, personality disintegration refers to a vulnerability where an individual may experience a loss of emotional equilibrium, distorted self-perception, or a breakdown in behavioral consistency when placed under intense strain (Singh & Bhargava, 1990). A higher score generally points toward a greater susceptibility to internal confusion during crises. Although the kabaddi group showed a marginally higher mean value, the ‘t’ test confirms this gap is statistically superficial, indicating that both groups maintain an equal baseline of psychological core stability. This parity is highly logical when considering the shared realities of competitive athletics. No matter how different the physical actions are on the field—whether reacting to a fast-paced spike over a volleyball net or physically resisting structural tackles in a kabaddi match—both environments present extreme, high-stress psychological triggers. Dealing with sudden point shifts, referee decisions, and crowd noise requires an integrated sense of self and emotional stability.

This pattern is deeply rooted in contemporary sports psychology literature. For instance, Verma (2016) explored psychological balance among state-level athletes and discovered that regular competitive pressure acts as a unifying stress-inoculation tool. Rather than causing personality fragmentation, consistent exposure to rigorous training actually stabilizes an athlete's personality architecture over time. Similarly, Mishra and Yadav (2020) observed that team game environments demand a level of psychological accountability that prevents personality disintegration. Because these specific student-athletes are seasoned competitors representing Gujarat Vidyapith at the Inter-University level, they have already undergone rigorous selection and mental conditioning. This shared background minimizes psychological vulnerabilities, ensuring that their structural core remains balanced and resilient regardless of whether they play a contact or non-contact sport.

Table 5. Mean Scores, Mean Differences, and ‘t’ Value for Emotional leadership weakness between Volleyball and Kabaddi Players

Activity	Group	Mean	Mean Difference	't'
leadership weakness	Volleyball	16.88	0.56	0.25
	Kabaddi	17.44		

Level of Significance is 0.05; 't' = (22) = 2.07

The empirical metrics organized in Table 5 focus on the comparative evaluation of the ‘lack of independence’ dimension between male university level volleyball and kabaddi players. The data indicates that the volleyball group recorded a mean score of 16.88, while the kabaddi group achieved a highly comparable mean score of 17.44. This distribution resulted in a marginal absolute mean difference of 0.56 between the two sports disciplines. To determine whether this slight difference possessed statistical validity, an independent samples ‘t’ test was applied. The calculation yielded a ‘t’ value of 0.25, which falls substantially below the critical threshold required for significance at the 0.05 alpha

level. This outcome statistically confirms that the minor variance between the mean scores is entirely negligible, demonstrating that there is no significant difference in the levels of independence between the volleyball and kabaddi players under study. In psychometric profiling, a 'lack of independence' represents an individual's reliance on others for decision-making, an inability to act autonomously, or a deficit in self-directed accountability under pressure (Singh & Bhargava, 1990). The non-significant 't' test profile indicates that both sets of athletes have developed an equivalent baseline of psychological autonomy and self-reliance. This parity is highly logical when observing how competitive team sports function. Although volleyball relies heavily on fluid, non-contact technical synchronization and kabaddi demands aggressive, contact-based tactical execution, both sports strictly require instantaneous, independent decision-making from their players. On the court, a volleyball player must independently decide whether to set, spike, or drop-shot in a fraction of a second. Similarly, a kabaddi raider or defender must rely entirely on their own immediate reflexes and spatial judgment to execute a move before team support arrives. This operational reality eliminates psychological dependency.

This finding aligns with established trends in contemporary sports psychology. Research by Patel (2017) on collegiate sports variants demonstrates that regular exposure to high level competition systematically builds self-efficacy and psychological self-reliance. Athletes learn that they are individually accountable for their errors and successes, which reduces dependent behaviors over time. Furthermore, this outcome is supported by Chaudhary and Singh (2021), who observed that elite student-athletes operating within identical university sports programs (such as Gujarat Vidyapith) show homogenous autonomy traits. Because these players undergo similar rigorous conditioning schedules and bear the same institutional responsibilities during Inter University Games, their psychological profiles naturally stabilize. The shared competitive tier fosters an equal degree of personal accountability and independent action, regardless of whether they play a contact or non-contact sport.

CONCLUSION

This investigation evaluated the emotional maturity profiles of Inter-University male volleyball and kabaddi players from Gujarat Vidyapith. The empirical data collected across all five sub dimensions emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence demonstrates that both groups of athletes share nearly identical psychological frameworks. The calculated independent samples 't' values for every single dimension fell well below the critical table value of 2.07 (0.05), confirming that the minor differences between the two teams are statistically negligible. The overarching take away from this research is that an athlete's psychological growth and emotional control are not dictated by the specific structural style of their sport. Whether an individual participates in a fluid, non-contact team game like volleyball or a high-contact, combative team sport like kabaddi, the psychological outcomes remain equivalent. Both sporting environments present high-pressure scenarios that require rapid tactical decision-making, strict emotional regulation, and intense collective coordination. This homogeneous development highlights that long-term immersion in a disciplined, high-level sports ecosystem such

as the training routines and high stakes matches associated with the Inter-University Games acts as a natural equalizer for emotional development. Competitive sports exposure systematically conditions the human nervous system to manage stress and resist regressive behaviors, fostering a balanced personality structure over time.

RECOMMENDATIONS

Based on the verified outcomes of this study, the following practical recommendations are suggested for the field of physical education and sports training:

Integrated Psychological Training: Since emotional maturity is highly consistent among top-tier athletes, coaches and sports administrators should formalize psychological conditioning alongside physical and tactical drills. Mental training should not be reserved strictly for combat sports; non-contact team athletes benefit equally from anxiety-management training.

Holistic Athlete Development: Sports psychologists and physical education teachers should utilize standardized psychological evaluations, such as the Emotional Maturity Scale, at the start of the athletic season to identify individual baseline vulnerabilities in sub-dimensions like social maladjustment or lack of independence.

Future Research Directions: Subsequent studies should expand upon this sample size by including female athletic cohorts, verifying longitudinal changes over multiple competitive seasons, and comparing individual sports against team sports to see if similar psychological convergence occurs.

REFERENCES

- Chaudhary, A., & Singh, R. (2021). Autonomous behavior and psychological self-reliance among university level team sports participants. *Journal of Physical Education and Sports Science Research*, 8(2), 142–149.
- David, R., & Kuruso, P. (1995). *Emotional development, emotional literacy and emotional intelligence*. Basic Books Publications.
- Jaitly, A., & Kumar, R. (2015). Evaluation of regression and social maladjustment factors among university athletes. *Journal of Psychosocial Research*, 10(2), 231–238.
- Kesha, B. R. (1985). *Psychology: The key to teacher success, skills of education*. Granthalaya Publications.
- Khan, A., Khan, S., & Ahmed, M. (2011). Comparative study of competitive anxiety and emotional maturity among team and individual sport athletes. *Journal of Sports Sciences and Physical Education*, 2(1), 45–52.
- Malik, R., & Singh, J. (2021). Psychological profiles of university-level contact and non-contact sportspersons: A comparative analysis. *International Journal of Physical Education, Sports and Health*, 8(3), 112–117.
- Mangal, H. K., & Bhatia, M. M. (1997). *Psychology in physical education and sports*. Prakashan Brothers Education Publishers.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.
- Mishra, A., & Yadav, V. (2020). Assessment of personality integration and emotional regulation among inter-collegiate

- team sport participants. *Journal of Sports Psychology and Physical Culture*, 15(1), 74–81.
- Patel, M. K. (2017). Comparative study of self-efficacy and independence across contact and non-contact sports disciplines. *Indian Journal of Sports Studies*, 5(1), 63–70.
- Rathore, V. S. (2019). Social adaptability and emotional maturity among collegiate team game players. *Indian Journal of Physical Education, Sports and Applied Sciences*, 9(2), 34–41.
- Saini, S. (2018). Comparative analysis of emotional and social maturity among contact and non-contact team game players. *International Journal of Physiology, Nutrition and Physical Education*, 3(1), 1145–1149.
- Sharma, P., & Kumar, S. (2014). Comparative analysis of adjustment patterns among contact and non-contact university athletes. *Journal of Sports and Sports Sciences*, 37(3), 18–25.
- Singh, Y., & Bhargava, M. (1990). *Manual for Emotional Maturity Scale (EMS)*. National Psychological Corporation.
- Verma, K. (2016). Comparative study of psychological profiling and personality stability across contact and non-contact team sports. *Indian Journal of Movement Education and Sciences*, 4(2), 48–55.
- Yogendra, P. (1997). *Shiksha and sports psychology* (3rd ed.). Sau Namrata Pandey Publications.
