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## Effect of emotional stability on frustration tolerance capacity of intercollegiate female student athletes

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### Abstract

The aim of the present study is to find out the effect of emotional stability-instability on frustration tolerance capacity of intercollegiate female student athletes. In order to conduct the study 120 intercollegiate female athletes (Ave. age 22.07 yrs) were selected as sample. Female student athletes from various colleges coming under the jurisdiction of Pt. Ravishankar Shukla University, Raipur were selected for the present study. Frustration tolerance of the selected female student athletes was measured with the help of frustration scale prepared by Dixit and Shrivastava (2011). The emotional stability of the selected female student athletes was assessed with the help of neuroticism dimension in Eysenck PEN Inventory prepared by Menon *et al.* (1978)<sup>[5]</sup>. The creation of high, average and low neurotic group was done with the help of quartile method. In this way 40 subjects each were placed in each sample from originally selected 200 female student athletes. Results indicate that emotional stability was significantly related with frustration tolerance capacity of female student athletes. Results are discussed in the light of well established theory of personality.

**Keywords:** Emotional stability, frustration tolerance, female student athletes

### Introduction

Emotional stability-instability or neuroticism is a well know personality dimension propounded by Eysenck. It is related with autonomous nervous system. According to Eysenck and Ruchman (1965)<sup>[2]</sup> neuroticism is a personality trait which can be ranged from normal to neurotic. The one end of this trait consists of people with an emotion that can be aroused easily and that is why these people are moody, touchy and anxious and can be classified as emotionally unstable or neurotic. The other end of neuroticism scale consists of those people who are emotionally stable. This emotional stability makes them calmer and even tempered, and can be classified as normal. The classification denotes that one end of this trait denotes poor integration and resultant neurotic personality while to other end gives emotionally stable people with integrated personality i.e. normal personality type.

Another psychological variable which demand calm and collective approach in difficult times is frustration tolerance. In life situation or sporting context it is possible to get frustrated in situations where one feel that he/she has done all the right things despite this did not achieve the desired goals. This is true in sports in which if an opponent guess moves then despite the best tactical and technical skills, an athletes some time loose. When a person gets frustrated, the instinct to get the work done on next opportunity but despite sincere efforts if the desired outcome is not met a person gets frustrated. Definition given by Harriman (1947)<sup>[4]</sup> denotes that frustration is a condition which arise from unresolved obstacles in the path of goals. As per Rosenweig (1944)<sup>[9]</sup> classification when a person is able to cope with frustrating situations without any unruly behaviour, then he/she is said to have high frustration tolerance. Hence it can be said that emotional control may play a role as far as magnitude of frustration tolerance capacity is concerned. Like any other person sportspersons also encounter frustrating situations and it is necessary that female student athletes cope with this frustrating situation so as to excel in every sphere in their life. Although frustration tolerance and emotional stability in student athletes, non-athletes have been studied by many researcher like Gangyan (2008)<sup>[3]</sup>, Mimrot and Partikar (2011)<sup>[6]</sup>, Neha *et al.* (2014)<sup>[8]</sup>, Mishra, 2015<sup>[7]</sup>, Boora (2016)<sup>[1]</sup> in the past but no study has yet been conducted in which frustration tolerance in female student

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athletes has been assessed in the light of their emotional stability-instability. Hence the present study was planned to assess frustration tolerance capacity of female student athletes on the basis of their neurotic tendencies.

**Hypothesis**

It was hypothesized that low neurotic female student athletes will show more magnitude of tolerance towards frustrating circumstances as compared to average and high neurotic female student athletes.

**Methodology**

The following methodological steps were taken in order to conduct the present study.

**Sample**

In order to conduct the study 120 intercollegiate female athletes (Ave. age 22.07 yrs) were selected as sample. Female student athletes from various colleges coming under the jurisdiction of Pt. Ravishankar Shukla University, Raipur were selected for the present study. Purposive sampling was used in the present study

**Tools**

To assess emotional stability i.e. neuroticism among selected intercollegiate female student athletes, Hindi adaptation of Eysenck's (PEN) prepared by Menon *et al* (1978)<sup>[5]</sup> was used. The reliability and validity of this inventory is scientifically proven.

**Reactions to Frustration Scale**

Frustration tolerance among intercollegiate female athletes was assessed with the help of Reactions to Frustration Scale. This scale was standardized by Dixit and Shrivastava and it has high reliability coefficient of 0.79. Lower the score, superior is the frustration tolerance capacity is the scoring pattern of this scale.

**Procedure**

Voluntary participation of all the subjects was ensured before carrying this study. First of all Hindi version of Eysenck's PEN inventory prepared by Menon *et al* (1978)<sup>[5]</sup> was administered to 200 intercollegiate female students athletes. The scores pertaining to neuroticism dimension was scored off. To bifurcates female students athletes on the basis of their level of neuroticism, Q<sub>1</sub> and Q<sub>3</sub> statistical technique was used. The scores of female student athletes falling above P75 (Q<sub>3</sub>) were grouped in as high neurotic, scores lying below P25(Q<sub>1</sub>) were grouped as low neurotic while scores between the above quartile were grouped as average neurotic. Hence by using Q<sub>1</sub> and Q<sub>3</sub> statistical technique three groups namely high neurotic, average neurotic and low neurotic were formed with equal number i.e. 40 intercollegiate female student athletes were placed in these three groups. Since there are more than three study groups, one way ANOVA and Least Significant Difference Test was used for analysis of data. Results are presented in following tables.

**Result & discussion**

**Table 1:** Descriptive Statistics of Scores on Frustration Tolerance between High, Average and Low Neurotic Female Student Athletes (N=120)

Groups	N	Frustration Tolerance	
		Mean	S.D.
High Neurotic Female Student Athletes	40	96.90	9.22
Average Neurotic Female Student Athletes	40	96.75	9.28
Low Neurotic Female Student Athletes	40	83.07	13.11
F=22.01, p<.01			

The reported F=22.01 in table 1 indicate statistically significant difference in mean scores of subjects belonging to three groups i.e. high, average and low neurotic on frustration tolerance at .01 level of significance criteria.

To test significance between mean scores of two groups, Least Significant Difference Test at .05 level was used and the calculations are shown in table 2.

**Table 2:** Comparison of Mean Scores on Frustration Tolerance between High, Average and Low Neurotic Intercollegiate Female Student Athletes (N=120) Least Significant Difference Test with Significance Level .05

Mean (I)	Mean (J)	Mean Difference (I-J)
High Neurotic Female Student Athletes	Average Neurotic Female Student Athletes	0.15
	Low Neurotic Female Student Athletes	13.82*
Average Neurotic Female Student Athletes	Low Neurotic Female Student Athletes	13.67*

\* Significant at .05 level

Interpretation of statistical figures shown in table 2 yielded following facts.

- Statistically non-significant difference was observed in frustration tolerance capacity of intercollegiate female student athletes constituting high and average neurotic group. The mean difference of 0.15 also proves this statistically.
- The mean difference of 13.82 as shown in table 2 indicate that frustration tolerance capacity of low neurotic female student athletes was found to be significantly higher as compared to high neurotic female student athletes at .05 level of significance.
- The mean difference of 13.67 as shown in table 2 indicate that frustration tolerance capacity of average neurotic

female student athletes was found to be significantly higher as compared to high neurotic female student athletes at .05 level of significance.

It has been opined that ability to deal with frustrating situations require balanced behaviour. When a person encounters frustration he/she needs to assess the situation carefully and act accordingly. This requires calmness, control of anxious thoughts and integration of personality. All this facts are hallmark of normal-neurotic classification of personality in Eysenck theory. Hence the results are not at all surprising.

**Conclusion**

On the basis of results and associated discussion it may be

concluded that lack of emotional stability is responsible for low frustration tolerance in female student athletes. He may also be concluded that emotional stability-instability i.e. neuroticism as described by Eysenck in his theory of personality is significantly associated with frustration tolerance capacity of female student athletes.

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