

A Study of Emotional Stability Among Players and Non-Players of Chandigarh Schools

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Abstract

Sports is such an activity wherein lot of physical effort is required. A physically fit person has always been found to be better. However, being physically fit is not enough. One has to be emotionally stable as well to perform better. The present is an attempt to understand the same. The present study is based on a survey of 100 school students of Chandigarh region. The study revealed that the National players had exhibited better than their counterparts at inter-school level and non-players. Also it was found that the male players had demonstrated better than their counterpart female players.

Keywords: Chandigarh, Emotional Stability, Non-Players, Players, Schools

I. INTRODUCTION

In the present scenario, the sports at competitive level become more of psychological phenomenon than the physical one. Success in competitive sports places high psycho-physical demands on the participants. They are to be physically fit, technically skillful and tactically sound to have a firm grip over the competitive situations. However, their psychological aliveness to the situation has been described by many to be of paramount importance. At the time of competitive struggle, it is the psychological aspects of the players which move them to their optimum physical fitness, technical and tactical preparedness. The sportspersons have to be highly vigilant, emotionally stable, socially mature and able to control their nerves in order to perform at sports competitions. It becomes quite apparent that psychological fitness also needs to be kept equally in mind to achieve high results in sports competition.

The ability of a person to perform in any sports/game is obviously limited by his/her physical characteristics, but beyond these broad restrictions, psychological factors play a decisive role. Many coaches and psychologists believe that future records will be broken primarily because of increased focusing to psychological features of the personality more than physiological and mechanical aspects of performance (Cratty, 1973).

Sports psychology in many ways is a scientific field of enquiry. Researchers are afforded with ample opportunity to observe, describe and explain the various psychological factors that influence diverse aspects of sport and physical activity. Athletes and coaches have often described the crucial 'Psychological factors' that resulted in momentum shift during a game, or explained an important loss on the road as a function of the influential force of game location. Through scientific methods we can test our hunches about new psychological fact that influences sports performance or new sport participation that may influence the athlete's psychological development (Silva & Weinberg 1984).

Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way- that is not easy. Peoples' who have a control over their life can manage and know their feelings well, read and deal effectively with other people's feelings, while the people who cannot have control over their emotional life, fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1998).

Emotion is an important component of total human functioning and critically important for understanding main core phenomena in virtually every major sub-discipline of psychology. Although emotions represents an important aspect of one's involvement in sport and a critical factor in either enhancing or impairing individual or team performance, little systematic research has been conducted on positive and negative emotions. For instance, most sport psychology research during the last two decades has been negatively biased, focusing on anxiety-performance relationships and using models initially developed in non-sport settings. Balance in the study of emotions and athletic performance is clearly missing at this point (Hanin, 1997).

Vallerand (1983) stated that emotions are present in all aspects of human life, including sport and exercise. Athletes may be anxious before the game, coaches may be disappointed by an athlete for bowling an easy play, fans may be sad following the loss of the local team, or participants may feel embarrassed or incompetent during an exercise routine in a group setting. But such emotions are not merely interesting phenomena; they may also have important consequences that go beyond mere emotional experience. Athletes who are too anxious may not perform an optimal level and the embarrassed exercise participant may stop going to exercise class altogether. Hence, emotional phenomena play an important part in sport and exercise from both an intra and an interpersonal perspective.

Emotions can influence cognitions, including perception. For instance, individual tend to perceive stimuli in line with their emotion. Thus, an overly anxious basketball player may be attuned to information in keeping with his/her anxiety than to other types of information. Since focusing on cues consistent with one's emotion may exacerbate that emotion, this athlete may become even more anxious as a function of focusing on the crowd (Vallerand & Blanchard, 2000).

Pavlenko et al. (2009) observed that emotionally stable person is who has the ability to cope with general changes in the environment, without responding with an intense emotional reaction, The signs of an emotional stability are calmness of mind and freedom from anxiety and depression (Hay & Ashman, 2003). An emotionally stable person has the attributes of emotional maturity, self-confidence, and stability in their plans and affections; these subjects look boldly ahead for facts and situations and do not give into occasional fluctuations in their mood.

Johnson (2008) described that emotional stability is the ability to handle difficulties in life and to understand and have empathy for others. It is the ability to inspire and lead others. Emotional stability is not something we are born with. As children, our emotional stability is very weak and raw, requiring attention. As we get older and learn more, we have the ability to work on our emotional stability the same way we do physical exercise.

II. REVIEW OF LITERATURE

Agashe and Chaurasiya (2013) assessed the differences in selected personality dimensions between male hockey player employed in various public sector and defence services in India. 50 male national hockey players (Ave. age 24.33 yrs.) employed in various public sector undertakings as well as 50 male national hockey players (Ave. age 25.97 yrs.) employed in various defence organizations of India were selected as sample. The Hindi version of Eysenck's PEN Inventory prepared by Menon et al. (1978) was used to assess personality of selected subjects. Results reveals no statistically significant difference in psychoticism, extraversion and L-dimension of personality between male hockey players employed in public and defence sector but male hockey players employed in defence sector were found to be emotionally more stable i.e. low neurotic as compared to male hockey players employed in public services at .01 level of statistical significance. It was concluded that male national hockey players employed in defence sector were emotionally far more stable as compared to male national hockey players employed in public sector.

Javeed (2013) evaluated the effect of sports training on endurance, self control and emotional stability. For the present study, 40 Subjects were selected from Aurangabad. Same 40 players (Cricket, Badminton, and Hockey Kabaddi and Football players) are included for pre and post treatment. The age range of respondents was 18-25 years, (Mean 22.94, SD 4.09) Purposive non-probability random sampling technique was used. Multi Assessment Personality Series (MAPS) test used of measure of endurance and self control. Differential Personality Inventory (DPI) test used of measure of emotional stability. Results 1. After sports training of interuniversity players has significantly high endurance than the before sports training of interuniversity players. 2. After sports training of inter-university players showed significantly high Self Control than the before sports training of inter-university players. 3. After sports training, the inter-university players demonstrated significantly high Emotional Stability than they did it before sports training.

Yee Ho et al. (2013) investigated the associations among exposure to violence, emotional stability, and psychological symptoms. The moderating role of emotional stability in the relationship between exposure to violence and anxiety and depression was examined in a sample of 482 high school students in Hong Kong. Results showed that both witnessing violence and low levels of emotional stability were positively associated with symptoms of anxiety and depression. Low levels of emotional stability exacerbated the relation between witnessing violence and symptoms of anxiety and depression; the opposite pattern was found among adolescents with high levels of emotional stability. This study sheds light on the role of emotional stability in ameliorating the detrimental effects of witnessing violence on symptoms of anxiety and depression among adolescents.

Goran et al. (2012) investigated personality characteristics of male professional basketball players and wheelchair basketball players. For the purposes professional basketball players (N=29) and wheelchair basketball players (N=25) had completed a Cattell 16PF questionnaire which estimated personality characteristics. Differences between two groups of participants were calculated by t-test for small samples. Results demonstrated the existence of differences in the expression of certain forms of behaviour within certain dimensions of personality between these two groups. Wheelchair basketball players had higher scores at factor abstractedness ($t=1.889$; $p = 0.046$), which means that they are more preoccupied by themselves and their inner mental life. Wheelchair basketball players had lower scores, emotional stability ($t=2.097$; $p=0.041$), dominance ($t=3.530$; $p=0.001$). He concluded that wheelchair basketball players are, compared with professional basketball players, less emotionally stable, they have a lack of self-esteem, less ready for teamwork and collaboration than male professional basketball players.

Kumar (2012) conducted a study on higher secondary student's emotional maturity and achievement in economics in Tirunelveli district. 1060 Higher secondary students were taken as sample. The tool used to find out the Emotional Maturity is constructed and standardized by K.M.Roma Pal (1984). The Academic achievement in Economics was found out using the tool constructed by the investigator. The mean value of Emotional Maturity scores (136.53) indicates that the higher secondary students are having extremely unstable Emotional Maturity, The mean value of Achievement in Economics scores ($M=75.47$) indicates that the higher secondary students are having high Achievement in Economics. There is significant difference between male and female, Day scholar and Hostel staying Higher Secondary students with respect to their Emotional Maturity. There is

no significant difference between rural and urban, Government and Aided Higher Secondary school students with respect to their Emotional Maturity. There is significant difference between male and female Higher Secondary students with respect to their Achievement in Economics. There is no significant difference between rural and urban, Day scholar and Hostel staying, Government and Aided Higher Secondary school students with respect to their Achievement in Economics.

Chaturvedi and Chander (2010) developed emotional stability scale. Emotional stability remains the central theme in personality studies. The concept of stable emotional behaviour at any level is that which reflects the fruits of normal emotional development. Based on available literature the components of emotional stability were identified and 250 items were developed, covering each component. Two-stage elimination of items was carried out, i.e. through judges' opinions and item analysis. Fifty items with highest 't' values covering 5 dimensions of emotional stability viz pessimism vs. optimism, anxiety vs. calm, aggression vs. tolerance., dependence vs. autonomy., apathy vs. empathy were retained in the final scale. Reliability as checked by Cronbach's alpha was .81 and by split half method it was .79. Content validity and construct validity were checked. Norms are given in the form of cumulative percentages. Based on the psychometric principles a 50 item, self-administered 5 point Lickert type rating scale was developed for measurement of emotional stability.

Hall (2009) evaluated the predictive ability of emotional stability and parent's level of education in regards to academic motivation. It was hypothesized that both would predict academic motivation, and that emotional stability would be a better predictor than parents' education level. Fifty five participants (7 male and 48 female) were given questionnaires to assess their emotional stability, parents' education level, and their academic motivation. Statistical analyses indicated that neither variable was predictive of academic motivation.

Kajtna et al. (2004) investigated personality traits of high-risk sports athletes. The aim was to investigate the personality dimensions and compare the results to the results of non-risk sports athletes and non-athletes. Thirty eight high-risk sports athletes participated in the research (alpinists, sky divers, para-gliders, white-water kayakers, downhill mountain bikers, motocross riders, downhill skiers and ski jumpers). The non-risk sports athletes consisted of 38 swimmers, track athletes, sailors, flat-water kayakers, rowers, Nordic skiers, sports climbers and karatekas. The non-athletes were equalled with both groups in age, education and included 76 non-athletes. The Big Five Observer Scale was used. It was found that high-risk sports athletes score highest in emotional stability, they were followed by non-athletes and the lowest scores were achieved by non-risk sports athletes. The same order of groups was shown in conscientiousness and energy. Openness was highest in the non-risk sports athletes, followed by the non-athletes and the lowest score was achieved by the high-risk sports athletes. The differences in acceptability were not significant.

Yadav (1992) studied selected personality variables adjustment and socio-economic status of mass and class athletes of college and university levels. The sample consisted of 200 mass and 200 class athletes selected randomly from 5 universities of North West India. The events included Basketball, football, handball, volleyball (mass sports), Cricket, badminton and lawn tennis (class sports). Cattell's 16 P.F questionnaire (1962), Sinha and Singh Adjustment Inventory (1980) for college students and socio economic status scale by Gyanendra P. Srivastava (1982) were used. Analysis of variable (ANOVA) was computed on different variables. The result indicated that mass sports athletes performed significantly better than the class sports athletes on adjustment variables i.e. social, emotional and educational. The results with regard to successful and non successful categories of athletes have not found significantly different on adjustment variable.

Freixanet (1991) investigated the relationship between some personality traits and participation in high physical risk sports. Twenty-seven alpinists, 72 mountaineering-related sportsmen, 221 sportsmen and 54 subjects not engaged in any risky activity, were administered the Sensation Seeking Scale, the EPQ, the Impulsiveness Scale of the IVE, the Socialization Scale of the CPI, and the Susceptibility to Punishment and Reward Scales. The results seem to indicate that there exists a personality profile of subjects engaged in high physical risk normative activities who share the following characteristics: extraversion, emotional stability, conformity to social norms, and seeking thrill and experience by socialized means.

Singh (1982) compared psychological characteristics and socio-economic status of badminton players of high and low levels of proficiency. He found high proficiency level badminton players were emotionally stable, more conservative, whereas low proficiency level players were unstable and suffers from neurotic break down under stress and pressure. Studies of personality traits showing significant differences between fit and unfit, and athletes and non athletes, have been found reported in the literature.

Flanagan (1951) tried to anticipate the types of personality differences between activity groups in advance: hence, a combination of portions of various tests was administered. Two hundred twenty-one students were given test questions concerning Ascendance-Submission, Masculinity-Femininity, Extroversion-Introversion, and Emotional Stability and Emotional Instability. These items were taken from the Guilford-Martin Inventory, Allport's Ascendance-Submission Scale, Guilford's Introversion-Extroversion Test, and the Emotional Stability sections of Smith's Human behavior Inventory. Participants in fencing, basketball, boxing, swimming, volleyball, and badminton were the types of activity groups tested. The results showed the fencers to be more ascendant than the participants in basketball, volleyball, and boxing. The fencers were more feminine than basketball players. Badminton players were more outgoing, as indicated by a higher score on the extrovert scale, than the volleyball players and volleyball participants were more emotionally unstable than basketball players.

III. RESEARCH METHODOLOGY

The study was based on primary data collected from 100 children of Chandigarh schools. Emotional Stability was assessed by applying Emotional Stability Test for children developed by Gupta and Singh (2003). One way Analysis of Variance (ANOVA) was applied to find out the significant differences among male and female national players, inter-school players and non-players. Where F-value found significant, Post-hoc test i.e. Least Significant Difference (LSD) was applied to find out the direction and significance of differences. The 't' test was applied to find out the significant differences between male and female national, inter-school players and non-players. To test the hypothesis, the level of significance was set at 0.05.

A. Objectives:

- 1) To ascertain the significant difference among male national players, inter-school players and non-players on the variable emotional stability.
- 2) To ascertain the significant difference among female national players, inter-school players and non-players on the variable emotional stability.
- 3) To find out the significant difference between male and female national players, inter-school players and non-players on the variable emotional stability

B. Hypotheses:

- 1) There would be no significant difference among male national players, inter-school players and non-players on the variable emotional stability.
- 2) There would be no significant difference among female national players, inter-school players and non-players on the variable emotional stability.
- 3) There would be no significant difference between male and female national players, inter-school players and non-players on the variable emotional stability

IV. RESULTS & DISCUSSIONS

Table - 4.1

Analysis Of Variance (ANOVA) Results With Regard To The Variable Emotional Stability among Male National Players, Inter-School Players and Non-Players

Source of Variance	Sum of Squares	df	Mean Square	F-value	Sig.
Between Group	163.887	2	81.943	24.765*	.000
Within Group	982.710	297	3.309		
Total	1146.597	299			

*Significant at 0.05

It can be seen from table-4.1 that significant differences were found with regard to the variable emotional stability among male national players, inter-school players and non-players as the P-value (Sig.).000 was found smaller than 0.05 level of significance (p<0.05).

Since the obtained F-value was found significant, therefore, Post-hoc test i.e. Least Significant Difference (LSD) was employed to study the direction and significance of differences between paired means among male national players, inter-school players and non-players on the variable emotional stability. The results of Post-hoc test have been presented in Table-4.2.

Table - 4.2

Significance Of Difference Among Male National Players, Inter-School Players And Non-Players With Regard To The Variable Emotional Stability

Groups				
National Players	Inter-School Players	Non-Players	Mean Difference	Sig.
2.51	3.88	-	1.37*	.000
2.51	-	4.22	1.71*	.000
-	3.88	4.22	0.34*	.000

* Significant at 0.05

It has been observed from table-4.2 that mean difference between male national players and inter school players was found 1.37. The P-value (Sig.) .000 showed that the male national players had demonstrated significantly better emotional stability than their counterpart male inter-school players. The mean difference between male national players and male non-players was found 1.71. The P-value (Sig.) .000 revealed that the male national players had exhibited significantly better emotional stability than their counterpart male non-players. The mean difference between male inter-school players and male non-players was found 0.34. The

P-value (Sig.) .000 revealed that the male inter-school players had exhibited significantly better emotional stability than their counterpart male non-players.

Table - 4.3

Analysis of Variance (ANOVA) Results With Regard To The Emotional Stability Among Female National Players, Inter-School Players And Non-Players

Source of Variance	Sum of Squares	df	Mean Square	F-value	Sig.
Between Group	418.580	2	209.290	93.797*	.000
Within Group	662.700	297	2.231		
Total	1081.280	299			

*Significant at 0.05

It can be seen from table-4.3 that significant differences were found with regard to the variable emotional among female national players, inter-school players and non-players as the P-value (Sig.) .000 was found smaller than 0.05 level of significance ($p < 0.05$). Since the obtained F-value was found significant, therefore, Post-hoc test i.e. Least Significant Difference (LSD) was employed to study the direction and significance of differences between paired means among female national players, inter-school players and non-players on the variable emotional stability. The results of Post-hoc test have been presented in Table-4.4.

Table - 4.4

Significance of Difference Among Female National Players, Inter-School Players And Non-Players With Regard To The Variable Emotional Stability

Groups				
National Players	Inter-School Players	Non-Players	Mean Difference	Sig.
3.45	3.52	-	0.07*	.000
3.45	-	5.99	2.54*	.000
-	3.52	5.99	2.47*	.000

* Significant at 0.05

It has been observed from table-4.4 that mean difference between female national players and inter school players was found 0.07. The P-value (Sig.) .000 showed that the female national players had demonstrated significantly better emotional stability than their counterpart female inter-school players. The mean difference between female national players and female non-players was found 2.54. The P-value (Sig.) .000 revealed that the female national players had exhibited significantly better emotional stability than their counterpart female non-players. The mean difference between female inter-school players and female non-players was found 2.47. The P-value (Sig.) .000 revealed that the female Inter-school Players had exhibited significantly better Emotional Stability than their counterpart female Non-Players.

Table - 4.5

Descriptive analysis of male and female national players on the variable Emotional Stability

NATIONAL PLAYERS							
Male		Female		Mean Difference	SEDM	't'	Sig.
Mean	SD	Mean	SD				
2.51	1.726	3.45	1.359	0.94	.220	4.279*	0.01

* Significant at 0.05

Table-4.5 shows the results of male and female national players with regard to the variable emotional stability. The mean score of male national players on the variable emotional stability was found 2.51 whereas the mean score of female national players was recorded as 3.45 with mean difference 0.94. The standard deviations (SD) of male and female national players were 1.726 and 1.359 respectively. However, the standard error difference of mean was found .220. The 't' value 4.279 as shown in the table was found statistically significant ($p < 0.05$). It has been observed that male national players had demonstrated significantly better emotional stability than their counterpart female national players.

Table - 4.6

Descriptive analysis of male and female inter-school players on the variable Emotional Stability

INTER-SCHOOL PLAYERS							
Male		Female		Mean Difference	SEDM	't'	Sig.
Mean	SD	Mean	SD				
3.88	1.689	3.52	1.193	0.36	0.207	1.741	0.08

Table-4.6 describes the results of male and female inter-school players with regard to the variable emotional stability. The mean score of male inter-school players on the variable emotional stability was found 3.88 whereas the mean score of female inter-school players was recorded as 3.52 with mean difference 0.36. The standard deviations (SD) of male and female inter-school players were 1.689 and 1.193 respectively. However, the standard error difference of mean was found 0.207. The 't' value 1.741 as shown in the table was found statistically insignificant ($p > 0.05$). When compared the mean scores of both the groups, it can be seen that female inter-school players had exhibited better emotional stability than their counterpart male inter-school players.

Table - 4.7
Descriptive Analysis Of Male And Female Non-Players On The Variable Emotional Stability

NON-PLAYERS							
Male		Female		Mean Difference	SEDM	't'	Sig.
Mean	SD	Mean	SD				
4.22	2.02	5.99	1.85	1.77	0.274	6.456*	0.00

* Significant at 0.05

Table- 4.7 illustrates the results of male and female non-players with regard to the variable emotional stability. The mean score of male non-players on the variable emotional stability was found 4.22 whereas the mean score of female non-players was recorded as 5.99 with mean difference 1.77. The standard deviations (SD) of male and female non-players were 2.02 and 1.85 respectively. However, the standard error difference of mean was found 0.274. The 't' value 6.456 as shown in the table was found statistically significant ($p < 0.05$). It has been observed that male non-players had demonstrated significantly better emotional stability than their counterpart female non-players.

C. Hypothesis Testing:

- 1) It was hypothesized that "there would be no significant differences among male national players, inter-school players and non-players on the variable emotional stability". But the obtained results revealed significant differences among male national players, inter-school players and non-players on the said variable. Thus, hypothesis number-2 stands rejected.
- 2) It was hypothesized that "there would be no significant differences among female national players, inter-school players and non-players on the variable emotional stability". But the obtained results revealed significant differences among female national players, inter-school players and non-players on the variable emotional stability. Hence, hypothesis number-5 stands rejected.
- 3) It was hypothesized that "there would be no significant difference between male and female national players, inter-school players and non-players on the variable emotional stability". The results also revealed insignificant differences between male and female inter-school players on the variable emotional stability. However, significant differences were observed between male and female national players and non-players on the said variable. Therefore, hypothesis no-8 stands partially accepted in case of male and female inter-school players whereas partially rejected in case of male and female national players and non-players.

V. DISCUSSION OF RESULTS

The obtained results presented in tables (4.1-4.2) showed significant differences among male national players, inter-school players and non-players with regard to the variable emotional stability. While calculating the mean values, it has been observed that national players demonstrated significantly better emotional stability as compared to their counterpart inter-school players and non-players. It is summarized that national players get more exposure in different sports environments during higher level of competitions and are able to manage their emotions as they face different type of situations in the competitions, sometimes they lose and sometime they win which enabled them to channelize their emotions accordingly and hence found more emotionally stable than their counterparts inter-school players and non-players. It is evident from the tables (4.3-4.4) that significant differences were found on the variable emotional stability among female national players, inter-school players and non-players. While calculating the mean values, it has been observed that national players demonstrated significantly better emotional stability as compared to their counterpart inter-school players and non-players. The outcome of the result might be due to the fact that female national players were able to control their emotions as sports participation at higher level provides them base for an appropriate emotional outlet, hence they were able to express their emotions appropriately as demanded by the situation. Rathee and Singh (2011) revealed that the male International basketball and hockey players were found significantly more emotionally stable than their counterpart national players. It has been noticed from table (4.5) that significant difference has been observed between male and female national players with regard to the variable emotional stability. While calculating the mean values, it has been observed that male national players demonstrated significantly better emotional stability as compared to their counterpart female national players. The outcome of the result might be due to the fact that male national players had shown better control over their negative emotions such as anxiety, inferiority, feelings of guilt, had better self concept and self recognition resulting which they had an edge over their female counterpart. The results shown in the table (4.6) with regard to the variable emotional stability revealed insignificant differences between male and female inter-school players. When compared the mean values of both the groups, it has been noticed that female inter-school players had exhibited better emotional stability than their counterpart male inter-school players. It is clearly evident from the table (4.7) that significant difference was found on the variable emotional stability between male and female non-players. While comparing the mean values of the groups in questions, it has been found that male non-players demonstrated significantly better emotional stability than their counterpart female non-players. The outcome might be due to the fact that male non-players had shown effective channelization of their

emotions and found less sensitive to the adverse situations as compared to the female non-players. Liu and Xianlin (1997) revealed that physical education gymnastics students are more emotionally stable than normal students.

VI. FINDINGS

It has been observed from the results (tables-4.1- 4.2) that significant differences were found among male national players, inter-school players and non-players on the variable emotional stability ($p<0.05$). It has been noticed from the above results (table-4.3-4.4) that significant difference were found among female national players, inter-school players and non-players on the variable emotional stability ($p<0.05$). It has been noticed from the above results (table- 4.5) that significant difference were found between male national players and female national players on the variable emotional stability ($p<0.05$). It has been noticed from the above results (table- 4.6) that insignificant differences were found between male and female inter-school players on the variable Emotional Stability ($p>0.05$). It has been noticed from the above results (table- 4.7) that significant differences were found between male and female inter-school players on the variable Emotional Stability ($p<0.05$).

VII. CONCLUSIONS

The male National players had exhibited significantly better emotional stability than their counterparts male inter-school players and male non-players. Similarly, male inter-school players also showed significantly better emotional stability than their counterpart male non-players. The female national players had exhibited better on the variable emotional stability than their counterparts female inter-school players and female non-players. Similarly, female inter-school players also demonstrated better emotional stability than their counterpart female non-players. The male national players had demonstrated significantly better emotional stability than their counterpart female national players. The female inter-school players had demonstrated significantly better emotional stability than their counterpart male inter-school players. The male non-players had demonstrated significantly better emotional stability than their counterpart female non-players.

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