



## A Comparative Study of Frustration Level of Sports Playing and Non-Sports Playing Students

Manoranjan Tripathy

Research Scholar, Department of Psychology, Dev Sanskriti Vishwavidyalaya, Uttarakhand.

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### Abstract

*This study reveals the effect of sports playing on the frustration tolerance. Sports activities are such activities in which not only our body is trained but also our mind gets power repress many disorders. Sports are also singular sorts like athletics etc. and team sports as well. A sportsman may be of any field has the capacity to face many adverse in his life. In ground many things going on can arise frustration in the sportsman but he has to repress those feelings to continue in the game that repression in the field helps them in the real life also as the small things going on the life gives birth to the frustration but to keep life smooth we have repress that feeling of frustration that quality is known as the frustration tolerance. The aim of the present study is to compare frustration level of sports playing students and non-sports playing students on the basis of their participation in sports. For present study, 100 UG/PG sports playing students (Ave. age 18.23 yrs) were selected from Dev Sanskriti Vishwavidyalaya, Haridwar city. To fulfill the objectives of the present study, another set of 100 UG/PG sports non-playing students. Random sampling method was used for selection of sample in the present study. To assess frustration level of selected Dev Sanskriti Vishwavidyalaya students from regular sports playing and non sports playing, Frustration Test prepared by Dr. N.S. Chauhan & Dr. Govind Tiwari (1972) was the preferred choice. Results indicate that frustration tolerance capacity of sports playing students were far more superior as compared to non-playing sports students. On the basis of results and associated discussion it was concluded that participation in competitive sports may be incorporated in curriculum so that sports playing student's frustration tolerance capacity can be enhanced.*

**Keywords:** Sports playing students & Non-sports playing students.

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### Introduction

Today in the world of modernization and competition everyone has his or her desires but it is not easy to fulfill the desires of each and every one. Those desires become conflicts after a period of time and that gives birth to the frustration. Everyone in the period of life time many time suffers from the frustration sometimes it's easy to overcome the frustration but many times it takes the form of other big diseases like neurotic disorders etc.

What frustration is? This question always arises in the mind of every one frustration can be described as "A deep chronic sense or state of insecurity and dissatisfaction arising from unresolved problems or unfulfilled needs".

Frustration tolerance can be defined as "The level of persons ability to withstand without developing inadequate behavior and also without the failure of psychological adjustment". Frustration tolerance comes under normal cognitive development. It occurs when a person while pursuing his goals cannot achieve it due to some internal or external factors. In sporting sense when

injury occurs to a sportspersons he can get frustrated. In theoretical terms, frustration tolerance is an individual's capacity to withstand frustration without failure of psychological adjustment i.e. without resorting to inadequate modes of behavior (Rosenweig, 1944).

As sports is of two types singular participation sports and team participation sports. A team participation sport is very effective in frustration tolerance because in a team there are different kinds of people with different nature. To play in a team is a very difficult task as a player has to adjust according to the nature of all the players in the team. Sometimes the behavior of any player can frustrate you so that time the player has to control his behavior as inadequate behavior can bring his team into loss. Not only the behavior of our team but also the behavior and situation of other team also effects the frustration level of the player the situations in the match are not always in the favor of the player but he adjust with the situation and increases his frustration toleration capacity this increased capacity may help him in his lifetime experience. During the past decades various studies, researches works have been done on the Frustration Tolerance. Following is an epitome of these research works:

Baldwin (1949) conducted a study on school children to study their home atmosphere and it is effect

### Correspondence

Manoranjan Tripathy

E-mail: manoranjanonly@gmail.com

on child behavior and concluded that children from democratic houses were more competitive, active, outgoing, resourceful and hence less stressed and frustrated. Mohsin (1954) found the effect of frustration on problem solving behavior, repeated experience of failure of goal directed activity produces frustration. Mithal (1975) found that the frustrated students indicated their aggressive mainly towards to the external environment or towards self. Balbir. (1987) studied that over chosen children are less frustrated. They possess a power of abstract thinking and socially desirable traits. They possess a power of socially desirable traits and abstract thinking. They are emotionally stable, most zestful and like group action. They are submissive as well as adjustable. Under selected students possess socially undesirable traits. They are affected by feeling emotionally stable. In order to get attention they become aggressive, dominant and stubborn. Kashyp (1989) reported that adolescent problems were positively related to anxiety, frustration insecurity and emotional immaturity and negatively to intelligence. Monaco (2000) revealed that disruption of family, marital discord, frustration, social life and financial strain commonly result for the obsessive compulsive disorder or stress places on the family. Regression analysis revealed the depression. Disengagement coping strategies mediated the relationship between psychological adjustment variables and hope. Chadha (2003) concluded that psycho-social correlates the achievement; anxiety and adjustment of an environment of family contribute to 97% of the frustration in students of professional schools.

Adolescence is a crucial stage of life in terms of future development. In adolescence secondary students have to cope with many adversities ranging from physical changes to academics. To address this issue, participation in sports has been advocated by many educationists, physical educationist for overall development of students during adolescence. It has also been noticed in the past that athletes are somewhat different from non-athletes in terms of psychological and social behavior (Kaur, 2014; Rathee, 2009).

This study is going to be performed on the sports playing and non-sports playing students. Who are living in a same condition and also the life style of the students are the same but what they differ is in the playing of sports. This study helps us to understand the psychology of the students playing sports and that sport helps them in their whole life. This may give a new perspective of thinking about the development of sports as sports can be the precaution or the medium to get save from many neurotic disorders. It is proven in many studies that the adjustment quality of a sportsman is

better than a common person and the adjustment quality and frustration tolerance are directly proportional. So this study could be important in giving the new way to think sports as a medium of solution of many other disorders also.

### Objective

- To know the significant difference in frustration level of sports playing students and non- sports playing students.

### Hypotheses

**H<sub>01</sub>** - There is no significant difference in level of frustration between sports playing and non sports playing students.

### Methodology

#### Sample & Sampling

For present study, 100 UG/PG sports playing students (Ave. age 18.23 yrs) were selected from Dev Sanskriti Vishwavidyalaya, Haridwar city. To fulfill the objectives of the present study, another set of 100 UG/PG sports non-playing students (Ave. age 18.93 yrs) were also selected. The criterion for selection of sports playing students was participation in school/college/district/state level tournaments in any sporting event. Random sampling method was used for selection of sample in the present study.

### Tools

To assess frustration tolerance capacity of selected Dev Sanskriti Vishwavidyalaya students from regular sports playing and non sports playing, Frustration Tolerant scale, prepared by Dr. N.S. Chauhan & Dr. Govind Tiwari (1972) was the preferred choice. It consists in all 40 items which assess regression, fixation, resignation and aggression. By the test-retest reliability of this test is validated. Obtained lower the score superior is the level of frustration of the subject is the direction of scoring.

### Procedure

Reactions to frustration scale, prepared by Dr. N.S. Chauhan & Dr. Govind Tiwari (1972) was administered to each subject. After this, the scoring was completed according to the scoring system prescribed by the authors of the scale. After scoring, the data was tabulated according to their groups. The data so obtained for two groups i.e. regular sports playing and non-playing. The statistical results are depicted in table no. 1.

## Results

Table 1

Showing the comparison between sports playing and non sports playing students on level of frustration tolerance.

Groups	N	Frustration & Tolerance Scores		SE <sub>D</sub>	t-value	Significance Level
		Mean	SD			
Sports Playing Students	100	46.29	12.37	2.20	3.33	Significant at 0.1 level
Non Sports Playing Students	100	53.62	18.14			

df = 198

From Table 1 it is evident that significant difference exists among sports playing and non sports playing students in respect to their frustration tolerance levels; means being 46.29 and 53.62 respectively. The SD's of both groups are 12.37 and 18.14 respectively and t-value being 3.49, significant at 0.01 level of confidence. Hence, hypothesis H<sub>01</sub> is rejected.

## Conclusion

The result of the present study once again highlights the importance of participation in sports on psychological well-being. The findings of the present study indicated that sports playing students enhances the frustration tolerance capacity as comparison to non-sports playing students. The results are consistent with the previous findings which suggest that participation in sport is a good tool to enhance the psychological qualities such as frustration tolerance. On the basis of results and associated discussion it was concluded that participation in competitive sports may be incorporated in curriculum so that sports playing student's frustration tolerance capacity can be enhanced.

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