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Impact of Frustration Tolerance on the Method of Balancing Conflicting needs in Athletes and Non-Athletes School going student

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Abstract

The current study considered method of balancing conflicting needs i.e. modification in adolescent athletes and non-athlete's student studying in secondary school in the light of their aptitude to tolerate frustration. To perform the study, 30 student athletes and 30 student non-athletes were selected as sample. The age ranged between 13 – 17 years. The sample was purposively collected from higher secondary schools effective in the district Rohtak, Haryana. Frustration tolerance of the selected subjects was measured by Frustration Tolerance (FRTO) test constructed and standardized by S.N. Rai (1984) while five dimensional adjustment inventory organized by Singh and Sen Gupta (2007) was used to assess adjustment of selected subjects. 2x2 factorial design was used to analyse the data. Result indicates that students with high frustration tolerance were established to be better adjusted as compared to students with low frustration tolerance. The adjustment of student athletes was found to be significantly superior as compared to student non-athletes.

Keywords: Athletes, Non-Athletes, Frustration Tolerance, Adjustment

Introduction

We don't have to like everything that happens to us, but we can accept it. Looking at the big picture helps us to accept a lot of things that are difficult to swallow or hard to digest. We don't achieve big successes unless we fail a few times, muscles can't be strengthened if we do not exercise them against resistance, and we don't heal without experiencing the pain. "To heal it, you have to feel it."

Quick and frequent anger often results from LFT. A person with LFT doesn't tolerate anything blocking the path of his or her desire; thus the thought, "I should (or must) get what I want." If that doesn't happen, LFT person can't stand himself or herself. Such an inflexible demand leads to another equally inflexible and irrational one, "You should (or must) give me what I want." If people don't, LFT person can't stand them. When the path of LFT person meets even a little resistance, the fuse goes off immediately and automatically. Understanding the big picture raises our frustration tolerance.

LFT people justify their angry outbursts. Their misconceptions about the function of anger are as follows:

1. "I have every right to be angry." Check your assumption very carefully. What will happen if everyone decides to exercise their "right" at the same time? Can you imagine the amount of dirt that will fly in the sky from all the erupting volcanoes all at the same time?
2. "It's good to take it off my chest. I shouldn't hold it in" Careful! If your anger gets out of control, you might end up feeling worse, upset the person who bore the brunt of your anger, and add more "knots" and "tangles" to the problem.
3. "I should let them know exactly how I feel." Okay, but how do you let them know? Without any tact or diplomacy, just plain let them have it? If others sense you are hostile to them, they try to protect themselves and tune you out. Overcoming their hurt and nursing their wounds may occupy them totally. If you express your feelings by hurling insults and profanities at other people, they don't want to know or care how you feel.

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Remember, when people know you care about them, they care about knowing how you feel. When angry, and acting as if you don't care, the only thing they learn about you is that you are destructive and don't care about the person you are hurting.

4. "If I don't scream and yell, I won't be heard. Loud doesn't get heard here, so I will speak louder" The fact is that people begin to stop listening once the other person yells, snarls, or tries to win by the lung power. Instead of listening, he or she may start overshooting and retaliating.
5. You made me angry and now you have to pay for it. I have to punish you." Punishment and revenge are parts of destructive anger. They don't have a place in constructive anger. Punishment and revenge create a negative chain effect of more pain, more anger, more punishment and revenge. Whatever goes around, comes around. If one sows belladonna (a poisonous plant), at the next harvest one reaps nothing else but belladonna.

To maintain satisfactory relationships at home and work, raise your frustration tolerance. LFT can take the joy out of any relationship, no matter how deep and forgiving that relationship is. Anger is not just about hurting and destroying, it can be about creating. Create a change in the conditions that cause anger. Change yourself. Use the energy that anger creates for a positive change rather than "attacking" the other person. Where there is "rage," let there be "annoyance." Annoyance, you can make use of. Rage, you can only regret.

Hypothesis

It was hypothesized that athletes with high frustration tolerance will show more magnitude of adjustment as compared to non-athletes school going students with low frustration tolerance.

Sample

To conduct the study, the sample comprise of subjects from both the sexes. The criterion for selection of student athletes was participation in district level tournaments in any sporting event. 30 student athletes and 30 student non-athletes were selected as sample. The age ranged between 13 – 17 years. The sample was purposively collected from higher secondary schools effective in the district Rohtak, Haryana.

Tools

To assess frustration tolerance, test prepared and standardized by Rai (1989) [2]. 7 was used. It consists of four puzzles to test subjects frustration tolerance. This test is highly valid and reliable.

To calculate adjustment of selected subjects, five dimensional High School Adjustment Inventory prepared by Singh and Sen Gupta (2007) 6 was used. It consists of 30 items and higher score indicate good adjustment.

Procedure

This sanction was attained from all the subjects prior to direction of psychological instruments. Afterwards Singh and Sen Gupta's adjustment inventory and Rai's FRTO was governed to 60 selected subjects as per their accessibility and expediency with sufficient rest in between. After scoring, the same were charted. To frame a 2x2 factorial design, frustration tolerance was varied to two levels (High-Low) using Q1 and Q3 as the criterion and participation in sports have two levels i.e. athletes and non-athletes school going student. The 2x2 ANOVA statistics were calculated and presented in table 1.

Analysis and Interpretation

Table 1: Frustration Tolerance (A) x Participation in Sports (B) on Adjustment of Selected Subjects (N=60)

		Participation in Sports (B)		Marginal Mean
		Athlete	Non-Athlete	
Frustration Tolerance (A)	High (a1)	N = 15 M =118.473 S.D = 19.852	N = 15 M =106.484 S.D = 11.567	112.47
	Low (b2)	N = 15 M = 98.771 S.D = 18.150	N = 15 M = 91.511 S.D = 9.787	95.14
Marginal Mean		108.62	98.99	

ANOVA Summary

Source of Variation	S.S	df	M.S	F
A	8720.310	1	8720.310	23.97
B	1999.873	1	1999.873	5.84
AB	129.372	1	129.372	0.38 (NS)
Within Treatment (Error)	28692.937	56	302.193	

Significant at.01 level; NS Not Significant

The impact of frustration tolerance on modification of selected subjects was initiated to be statistically significant [F=23.97]. The ANOVA table signify that subjects demonstrate high frustration tolerance were significantly better adjusted (M=112.47) as evaluated to their counterpart with low frustration tolerance (M=95.14) at.01 level.

The impact of participation in sports upon adjustment of selected secondary students was also found to be statistically significant at.01 level [F=5.84]. It thereby discloses that the adjustment of Athletes (M=108.62) was found to be significantly better as compared to Non-Athletes (M=95.14). The two factor interaction impact of frustration tolerance and

participation in sports was not initiated to be statistically significant on adjustment of secondary students [F=0.38, p>.05].

Results and Discussion

Athletes with high frustration tolerance exhibited better adjustment as compared to Non-Athletes school going students with low frustration tolerance. Athletes showed significantly superior adjustment as compared to Non-Athletes school going student. The joint action interaction impact of frustration tolerance and participation in sports was not observed upon adjustment of secondary students.

To conquer barrier and dare of changing environmental circumstances, an individual needs to handle with it with the assist of appropriate approach. Students who struggle for betterment in spite of hardship acquire superior frustration tolerance superiority which permits them to amend further effortlessly.

Conclusion

After captivating grades and connected conversation into

description, it possibly will be done that frustration tolerance and involvement in sports appears as impending sufficient variables separately manipulate.

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