



ISSN: 2456-0057

IJPNPE 2022; 7(2): 18-20

© 2022 IJPNPE

www.journalofsports.com

Received: 02-05-2022

Accepted: 07-06-2022

Rakesh Kumar

Research Scholar, Department of
Physical Education, Himachal
Pradesh University, Himachal
Pradesh, India

Hari Singh

Professor, Department of
Physical Education, Himachal
Pradesh University, Himachal
Pradesh, India

Comparative analysis of reaction to frustration between college sportsperson and non sportsperson of Himachal Pradesh

Rakesh Kumar and Hari Singh

Abstract

The purpose of the study was to find out reaction to frustration of college sportsperson and non sportsperson of Himachal Pradesh. Study focuses on how the college sportsperson and non sportsperson react to any frustrating situations in their daily life. The sample for the study consist of 240 students (n=120 sportsperson and n=120 non sportsperson). To study the Reaction to frustration of sample subjects the investigator used Reaction to frustration scale developed by Dr. B.M dixit, Late D.N Srivastava .The data were collected randomly from the four district of eight college of Himachal Pradesh. To analyze the data various statistical treatments like mean, S.D. and t-test were used. After interpretation of data it has been found that in resignation and fixation component there exist significant difference in sportsperson and non sportsperson of Himachal Pradesh.

Keywords: Frustration, sportsperson, non sportsperson

Introduction

Frustration is one of the most demining factors influencing the individual behavior. The sources of frustration are many and diversified. The specific situations that bring about frustration are endless but they can generally be put into three categories-Physical environment. The word frustration has been derived from a Latin word 'Frusta' means 'obstruct'. The term frustration refers to the blocking of behavior directed towards the goal. Frustration can results in various types of reactions according to intensity and nature of the individual experiencing frustration. Some have frustration tolerance to the intent that they bear the consequences with a little injury to the self or society; while other (or the former in the special situations) become too violent and aggressive. In this way the reactions to frustration may be classified into simple reactions and violent reactions categories. Frustration has its own system. It has four modes of reactions to a situation-aggression, resignation, fixation and regression. Aggression indicates frustration dynamics in hostile situation, resignation is the extreme escapism from reality, regression is the condition to go back and fixation is the compulsive type of behavior. Mode of frustration has a different set of behavior mechanism. It is expressed in various modes-aggression, resignation, fixation and regression. Reactions to frustrations are defined by many psychologists in terms of 'defence- mechanism, the mechanisms or the means used by the individuals to 'defend the integrity of the ego' as defined in psychological literature. In sports there exists strict rules and regulations, and same time the students are supposed to be work hard. However they need to face aggressive behavior from supervisors and this can lead to aggressive behaviors as well as frustrated behaviors. In addition, they may experience several kinds of mental health problems such as anxiety, irritation, tensions etc. Hence, frustration is called as a 'negative feeling'. Frustration is a barrier of obstacle to men and its goal. Balbir, K. (1987) ^[4] studied that over chosen children are less frustrated. They possess a power of abstracts thinking and socially desirable traits. They possess a power of abstract thinking and socially desirable traits. They are emotionally stable, most zestful and like group action. They are adjustable and submissive. Under chosen students possess socially undesirable traits. They are affected by feeling emotionally stable. In order to get attention they become aggressive, stubborn and dominant.

Corresponding Author:**Rakesh Kumar**

Research Scholar, Department of
Physical Education, Himachal
Pradesh University, Himachal
Pradesh, India

Biswas (1989)^[2] in his study Reaction to Frustration in school children it has been found that sex had little differential effect, and age had significant differential effect and the family structure and tension had significant effects whereas rural/urban, SES and school climate had little differential effect on frustration reaction patterns. Raychaudhuri (1989)^[3] conducted a study on Frustration Reactions of school variables and it was found that the development change in aggression were discernable; sex had little impact on frustration reactions; social economic status, achievement, neuroticism and various reactions were correlated significantly with various reaction patterns. However, the nature of the correlations differed. The frustration variables could be predicted from the Psycho-social variables, except extraversion could be predicated from the frustration Reaction. Bajwa, Kang *et al.* (2012)^[11] they conducted a study on frustration tolerance among adolescents and results revealed that most of the respondents possessed low frustration tolerance and a very few adolescent respondents, showed high frustration tolerance. Bhutia Yodida, Bhalang Sungoh, (2014)^[5] Frustration is the state of some desire or tendency being unfulfilled. Evidently, frustration is the outcome of obstacle in the part of an individual's goal or objective. Some individuals who have phenomenal will power overcome all such obstacles but sometimes the obstacles that hinder an individual's objective are so caused as to be insurmountable. In such a situation, it is only natural for one's to be frustrated. Frustrations are felt more by adolescents. Adolescence is the period of psychological and social transition between childhood and adulthood. Adolescents struggle with their anxieties, conflicts and confusion. In today world most of adolescent face a problem in making adjustment with others which leads to frustration especially in Co-education school. Family problems, economic and financial problems, bullying, backwardness in a particular subject may also frustrate an individual who is motivated to learn a particular course or choose a particular vocation, conflicting desires or aims, individual's moral standards, code of ethics and high ideas which also lead to frustration. Adolescents of Shillong also face numerous problems leading to Frustration. The major purpose of the study is to examine and explore the mental health between college sportsperson and non-sportsperson of Himachal Pradesh.

Objective

To study and compare the aggression, resignation, fixation, regression and total Reaction to frustration of college sportsperson and non sportsperson of Himachal Pradesh.

Hypotheses

There would be no significant difference in aggression, resignation, fixation, regression and total Reaction to frustration of college sportsperson and non-sportsperson of Himachal Pradesh.

Methods and Procedure

In the present study investigator had selected the 'Survey method'. In this method data collection is systematic, intensive, scientific and objective analysis of controlled observations towards the solution of the problem based on empirical evidences. The sample for the present study consisted of 240 students (120 sportsperson and 120 non sportsperson) from eight college of four District of Himachal Pradesh. To collect the requisite data for the present study, the investigator had used reaction to frustration scale Developed

by Dr. B.M. Dixit, Late D.N. Srivastava (1987), the Reaction to frustration scale (RFS) covers four kinds of reactions namely Aggression, Resignation, Fixation and Regression as scientifically described by Maier (1949). It consisted of 40 items out of which each reaction to frustration had 10 items equally divided into Positive and negative item. Scoring was done as per the manual and entered into a spread sheet for further statistical analysis.

Analysis and interpretation of the results

Table 1: The Number, Mean, Mean Difference, Standard Deviation, Standard Error difference and t-value for two groups of college students on the 'Aggression' component of Reaction to frustration.

Group	N	M	M.D	S.E.M	S.D	t
Sportsperson	120	22.79	.633	.295	3.233	1.631
Non-Sportsperson	120	23.43		.252	2.764	

Not significant at 0.05 level of significance

Table values of 't' at 0.05 level for df 238=1.97.

Table values of 't' at 0.01 level for df 238=2.60.

The mean score for sportsperson is 22.79 and non sportsperson is 23.43. Its mean difference is .633, and S.D is 3.233 and 2.764 respectively. It is obvious from table 1 that t-value came out to be 1.631 which is not significant at 0.05 level of significance. This indicates that sportsperson and non sportsperson do not differ significantly with respect to their mean score on 'Aggression' component of Reaction to frustration. It may be interpreted that sportsperson and non sportsperson are more or less the same with respect to 'Aggression' component of Reaction to frustration.

Table 2: The Number, Mean, Mean Difference, Standard Deviation, Standard Error difference and t-value for two groups of college students on the 'Resignation' component of Reaction to frustration.

Group	N	M	M.D	S.E.M	S.D	T
Sportsperson	120	21.83	1.300	.202	2.214	**4.169
Non-Sportsperson	120	23.13		.237	2.601	

**significant at 0.01 level of significance

The mean score for sportsperson is 9.77 and non sportsperson is 9.60. Its mean difference is .167, and S.D is 1.965 and 2.284 respectively. It is obvious from table 2 that t-value came out to be .606 which is not significant at 0.05 level of significance. This indicates that sportsperson and non sportsperson differ significantly with respect to their mean score on 'Resignation component to Reaction to frustration. It may be interpreted that sportsperson is Resignation as to compare non sportsperson.

Table 3: The Number, Mean, Mean Difference, Standard Deviation, Standard Error difference and t-value for two groups of college students on the 'Fixation' component of Reaction to frustration.

Group	N	M	M.D	S.E.M	S.D	T
Sportsperson	120	21.50	1.233	.213	2.330	**3.923
Non-Sportsperson	120	22.73		.232	2.536	

**significant at 0.01 level of significance

The mean score for sportsperson is 9.77 and non sportsperson is 9.60. Its mean difference is .167, and S.D is 1.965 and 2.284 respectively. It is obvious from table 3 that t-value came out to be .606 which is not significant at 0.05 level of significance. This indicates that sportsperson and non sportsperson differ significantly with respect to their mean

score on 'Fixation component to Reaction to frustration. It may be interpreted that sportsperson is less fixated as compare to non sportsperson.

Table 4: The Number, Mean, Mean Difference, Standard Deviation, Standard Error difference and t-value for two groups of college students on the 'Regression' component of Reaction to frustration.

Group	N	M	M.D	S.E.M	S.D	T
Sportsperson	120	23.53	.075	.220	2.411	.249
Non-Sportsperson	120	23.60		.206	2.262	

Not significant at 0.05 level of significance.

The mean score for sportsperson is 9.77 and non sportsperson is 9.60. Its mean difference is .167, and S.D is 1.965 and 2.284 respectively. It is obvious from table 4 that t-value came out to be .606 which is not significant at 0.05 level of significance. This indicates that sportsperson and non sportsperson do not differ significantly with respect to their mean score on 'Regression' component of Reaction to frustration. It may be interpreted that sportsperson and non sportsperson are more or less the same with respect to 'Regression' component of Reaction to frustration.

Table 5: The Number, Mean, Mean Difference, Standard Deviation, Standard Error difference and t-value for two groups of college students on the 'Total Reaction to frustration'.

Group	N	M	M.D	S.E.M	S.D	T
Sportsperson	120	89.64	3.242	.520	5.698	4.721*
Non-Sportsperson	120	92.88		.448	4.911	

Not significant at 0.05 level of significance.

The mean score for sportsperson is 9.77 and non sportsperson is 9.60. Its mean difference is .167, and S.D is 1.965 and 2.284 respectively. It is obvious from table 5 that t-value came out to be .606 which is not significant at 0.05 level of significance. This indicates that sportsperson and non sportsperson differ significantly with respect to their mean score on 'Total Reaction to frustration'. It may be interpreted that sportsperson and non sportsperson are more or less the same with respect to 'Total Reaction to frustration'.

Findings

The result shown in the table 1 indicates the Aggression component of Reaction to frustration of sportsperson and non sportsperson. As the results indicate there is no significant difference in Aggression component of Reaction to frustration of sportsperson and non sportsperson. It has been found that the Aggression of non sportsperson student is little more than sportsperson. It may be due to that sportsperson know that aggression will cause poor performance in skills and more aggression affect the performance negatively they know that the level of aggression should be moderate.

The result shown in the table 2 indicates the Resignation component of Reaction to frustration of sportsperson and non sportsperson. As the results indicate there is significant difference in Resignation component of Reaction to frustration of sportsperson and non sportsperson. It has been found that the Resignation of non sportsperson student is little more than sportsperson. It may be because there is extreme elimination of needs, lack of interest, no plans and withdrawal from social contacts of non sportsperson as compare to sportsperson.

The result shown in the table 3 indicates the Fixation component of Reaction to frustration of sportsperson and non

sportsperson. As the results indicate there is significant difference in Fixation component of Reaction to frustration sportsperson and non sportsperson. It has been found that the Fixation behavior of non sportsperson student is little more than sportsperson. It may be because of non sportsperson are compulsive behavior as compare to sportsperson.

The result shown in the table 4 indicates the Regression component of Reaction to frustration of sportsperson and non sportsperson. As the results indicate there is no significant difference in Regression component of Reaction to frustration of sportsperson and non sportsperson. It is interesting to see that these non sportsperson are trying to escape the problem by reacting in a regressive way more than sportsperson.

The result shown in the table 5 indicates the Total Reaction to frustration of sports person and non sportsperson. As the results indicate there is significant difference in Total Reaction to frustration of sportsperson and non sportsperson. It has been found that the Total Reaction of frustration of non sportsperson student is more than sportsperson. The sportsperson are less frustrated which indicate that they are realistic and adjusted may be they are more valued in their parents.

Conclusions

College sportsperson and non sportsperson of Himachal Pradesh do not differ significantly on "Aggression" component of Reaction to Frustration.

College sportsperson and non sportsperson of Himachal Pradesh differ significantly on "Resignation" component of Reaction to Frustration.

College sportsperson and non sportsperson of Himachal Pradesh differ significantly on "Fixation" component of Reaction to Frustration.

College sportsperson and non sportsperson of Himachal Pradesh do not differ significantly on "Regression" component of Reaction to Frustration.

College sportsperson and non sportsperson of Himachal Pradesh do not differ significantly on "Total Reaction to Frustration".

References

1. Bajwa A, Kang T, Garg R. Frustration Tolerance among Adolescents. *Indian Psychological Review*. 2012, 78(2).
2. Biswas PC. Reaction to frustration in school children. Fifth survey of Education Research, New Delhi, NCRT. 1988-92, 2.
3. Raychaudhuri, Jayanti. Frustration reaction of School children associated with some Psycho-Social variables, Fifth survey of Education Research. New Delhi, NCRT, 1988-92, 2.
4. Balbir K. To study frustration in relation to socio-metric status M.Ed. dissertation, 1987.
5. Bhutia Yodida, Sungoh Bhalang. "Reaction to frustrations, adolescents, anxiety Adolescents of shillong, *International Journal of Education and Psychological Research (IJEPR)*. 2014, 3(1).
6. Gelbrich K. Anger, frustration, and helplessness after service failure: coping strategies and effective informational support. *Journal of the Academy of Marketing Science*. 2010;38(5):567-585.
7. Dixit BM, Shrivastava DN. Reaction to frustration Scale, Agra: National Psychological Corporation, 1987.