



## EFFECT OF PARTICIPATION IN SPORTS ON FRUSTRATION TOLERANCE CAPACITY OF SECONDARY STUDENTS

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### ABSTRACT

The aim of the present study is to compare frustration tolerance capacity of secondary students on the basis of their participation in sports. 50 secondary student athletes (Ave. age 17.41 yrs) were selected from secondary schools of Bilaspur city. To fulfil the objectives of the present study, another set of 50 non player secondary students (Ave. age 16.92 yrs) were also selected. The criterion for selection of athletes was participation in district/state level tournaments in any sporting event. Random sampling method was used for selection of sample in the present study. To assess frustration tolerance capacity of selected secondary student athletes and non athletes, Reactions to frustration scale, prepared by Dixit and Shrivastava (2011) was the preferred choice. It consists in all 40 items which assess aggression, resignation, fixation and regression. The reliability of this test is 0.79. Lower the score superior is the frustration tolerance capacity of the subject is the direction of scoring. Results indicate that frustration tolerance capacity of secondary student athletes was far more superior as compared to secondary student non athletes. On the basis of results and associated discussion it was concluded that participation in competitive sports may be incorporated in curriculum so that secondary students frustration tolerance capacity can be enhanced

**Key words:** Kabaddi Performance, Physical Fitness, Cardiovascular Endurance, Strength, Agility, Speed.

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## **INTRODUCTION**

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 sports person 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 behaviour (Rosenweig, 1944).

Baldwin (1949) conducted a study on school children to study their home atmosphere and its effect on child behaviour and concluded that children from democratic homes were more competitive, active, outgoing, resourceful and hence less stressed and frustrated. Mohsin (1954) found the effect of frustration on problem solving behaviour, repeated experience of failure of goal directed activity produces frustration. Mithal (1975) found that the frustrated students indicated their aggression mainly towards 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, V (1989) reported that adolescent problems were positively related to anxiety, frustration insecurity and emotional immaturity and negatively to intelligence. Monaco, Linda (1999) 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, M (2003) concluded that psychosocial 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 educationists 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 behaviour [Kaur, Manpreet, 2014; Nirmal and Ahmad, 2014; Rathe, 2009] but surprisingly frustration tolerance capacity, an important marker for adjustment and development has not been explored in the light of participation in sports among secondary students, hence the present study was planned.

## **HYPOTHESIS**

Significant difference will be observed in frustration tolerance capacity of selected secondary student athletes and non-athletes.

## **METHODOLOGY**

### **Sample :-**

For present study, 50 secondary student athletes (Ave. age 17.41 yrs) were selected from secondary schools of Bilaspur city. To fulfil the objectives of the present study,

another set of 50 non player secondary students (Ave. age 16.92 yrs) were also selected. The criterion for selection of athletes was participation in 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 secondary student athletes and non athletes, Reactions to frustration scale, prepared by Dixit and Shrivastava (2011) was the preferred choice. It consist in all 40 items which assess aggression, resignation, fixation and regression. The reliability of this test is 0.79. Lower the score superior is the frustration tolerance capacity of the subject is the direction of scoring.

**Procedure:**

Reactions to frustration scale, prepared by Dixit and Shrivastava (2011) 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. secondary student athletes and non-athletes was compared with the help of 't' test. The statistical results are depicted in table no. 1.

**RESULT & DISCUSSION**

**TABLE 1**  
**COMPARISON OF FRUSTRATION TOLERANCE BETWEEN SECONDARY STUDENT**  
**ATHLETES AND NON-ATHLETES**

Groups	Frustration Tolerance		Mean Diff.	't'
	Mean	S.D.		
Secondary Student Athletes (N=50)	92.56	21.01	11.74	3.63 (p<.01)
Secondary Student Non- Athletes (N=50)	104.30	8.96		

Results presented in table 1 indicate that frustration tolerance capacity of secondary students who participate in competitive sports was found to be significantly superior (M=92.56) as compared non-athletes secondary students (M=104.30). The calculated t=3.63, is statistically significant at .01 level also gives statistical weightage to this finding.

**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 indicate that participation in sports enhances the frustration tolerance capacity of student athletes and the results are not surprising. 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 secondary students frustration tolerance capacity can be enhanced.

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