



FRUSTRATIONS AND PSYCHOLOGICAL WELL-BEING OF SPORTSMEN

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Abstract:

The present study deals with and effort to reveal the strata-wise differences of frustration and psychological well-being sportsmen of the sportsmen of class 12 above. One adapted and standardized questionnaires were administered on a sample of 100 no of sportsmen selected by cluster sampling technique to collect the required data. Normality of ratio of the variables is tested. Most of the variables show normality in the data. To investigate the significant difference if any, between tribal and urban students level in terms of frustration and psychological well-being 'correlation' method/test was used. The descriptive statistics such as Mean and SD were computed for three dependent variables and their levels as per different age groups. These values are used for interpreting.

Keywords: *Frustration, Psychological well-being & Sportsmen*

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Introduction:

Anything that poses a challenge or a threat to our well-being is a stress. Some stresses get you going and they are good for you - without any stress at all many say our lives would be boring and would probably feel pointless. However, when the stresses undermine both our mental and physical status, to cope the situation our body's sympathetic nervous system reacting to a stressful event. Our body produces larger quantities of the chemicals cortisol, adrenaline and noradrenaline, which trigger a higher heart rate, heightened muscle preparedness, sweating, and alertness all these factors help us to protect ourselves in a dangerous situation.

Effect of stress on our body:

Blood pressure rises, Breathing becomes more rapid, Digestive system slows down, Heart rate (pulse) rises, Immune system goes down, Muscles become tense, We do not sleep (heightened state of alertness). Some situations which are not negative ones may still be perceived as stressful. This is because we think we are not completely prepared to cope with them effectively. How you see that stressful event will be the largest single factor that impacts on your physical and mental health Your interpretation of events and challenges in life may decide whether they are invigorating or harmful for you. A persistently negative response to challenges will eventually have a negative effect on your health and happiness.

The most common causes of stress are: Bereavement, Family problem, Financial matters, Illness, Job issues, Lack of time, Moving home, Relationships (including divorce)etc. ***The allowing are also causes of stress:***



Abortion, Becoming a mother or a father, Conflicts in the workplace, Driving in bad traffic, Fear of crime, Losing your job, Miscarriage, Noisy neighbors, Overcrowding, Pollution, Pregnancy etc.

Stress is our response to daily life. It affects us emotionally, physically, and behaviorally. The right amount of stress can be a positive force that helps us to do our best and to keep alert and energetic. Too much stress, however can make us tense, anxious, and can cause sleep problems.

Dollard, Doob, Miller, Mowrer, and Sears(1939) found that a monograph on aggression in which they presented what has come to be known as the frustration-aggression hypothesis. This hypothesis proved to have an immense impact. It appears to have influenced current Western thinking on aggression more profoundly than any other single publication. Geen,(1972); Zillmann, (1979) found that hypothesis has guided, in one way or another, the better part of the Experimental research on human aggression. Perhaps more importantly, however, the views of aggression that it involves seem to have become widely adopted and accepted; they have become commonplaces. This popular success may have various sources. First the principal hypothesis is uncomplicated and easy to grasp. The theory is generally well structured and clearly articulated, a fact that again facilitates comprehension. Second, the theory does not involve overly abstract concepts or elaborate procedures. It is very close to common sense - seeming to be built on it. Finally, as Selg (1971) found that the theory tends to provide a justification for behaving aggressively: 'Being frustrated made me do it! Zillmann, (1979) found that like the aggression amnesty provided by instinct notions ('It can't be helped because we're built that way'), although not as strong, this kind of justification can be drawn upon as a ready-made excuse for uncontrolled (or premeditated) hostile or aggressive actions. As to the principal hypothesis,

Dollard et al. (1939) found that the occurrence of aggressive behavior always presupposes the existence of frustration and, contrariwise, that the existence of frustration always leads to some form of aggression". Frustration, in this context, was specified as the wanting of a goal response, and a goal response, in turn, was taken to mean the reinforcing final operation in an ongoing behavior sequence. At times, however, the term 'frustration' is used to refer not only to the process of blocking a person's attainment of a reinforce but also to the reaction to such blocking. Consequently, 'being frustrated' means both that one's access to reinforce is being thwarted by another party (or possibly by particular circumstances) and that one's reaction to this thwarting is one of annoyance. It was soon recognized that the initial claims

- (a) That aggression is always based on frustration.
- (b) That frustration always leads to aggression - were far too general. These blames made frustration both a necessary and sufficient condition for aggression.

Miller (1941) found that quick to retract the latter part of the proposal. Quite obviously, frustrations do not cause hostile or aggressive outbursts by necessity. Potential outbursts may be effectively inhibited or may result in alternative actions, such as the pursuit of other, more readily available reinforces. "Frustration produces instigations to a number of different types of response, one of which is instigation to some form of aggression". According to this reformulation, frustration actuates motivational forces that are diffuse rather than specific to aggression. It is assigned the properties of a general drive. Miller (1941) found that the generality of this claim



both defensible and useful. The revised F-A hypothesis thus maintains the following:

- (a) Frustration instigates behavior that may or may not be hostile or aggressive.
- (b) Any hostile or aggressive behavior that occurs is caused by frustration.

Zillmann,(1979) found that In other words, frustration is not a sufficient, but a necessary, condition for hostility and aggression. It should be noted that the revised hypothesis retains a good deal of the original, sweeping claim. Because of its sweeping nature, the hypothesis proved most controversial (cf. Bandura & Walters, 1963a,b; Buss, 1961). After considering the more specific elements of frustration aggression theory, we briefly review the main arguments in this controversy. In developing a comprehensive theory of aggression, Dollard et al. (1939) says that the motivational strength toward aggression is a function of: (a) The reinforcement value of the frustrated goal response. (b) The degree of frustration of this goal response. (c) The number of frustrated response sequences and stress.

Frustration can be considered a problem-response behavior, and can have a number of effects, depending on the mental health of the individual. In positive cases, this frustration will build until a level that is too great for the individual to contend with, and thus produce action directed at solving the inherent problem. In negative cases, however, the individual may perceive the source of frustration to be outside of their control, and thus the frustration will continue to build, leading eventually to further problematic behavior. Stubborn refusal to respond to new conditions affecting the goal, such as removal or modification of the barrier, sometimes occurs. Brown (1954) found that punishment may cause individuals to continue nonadaptive behavior blindly: "Either it may have an effect opposite to that of reward and as such, discourage the repetition of the act, or, by functioning as a frustrating agent, it may lead to fixation and the other symptoms of frustration as well. It follows that punishment is a dangerous tool, since it often has effects which are entirely the opposite of those desired".

Miller(1941) found that the aggression-potentiating annoyance is seen to increase with the incentive that could be obtained or the aversion that could be terminated by the blocked goal reaction. Furthermore, frustration can be incomplete, and thus a goal reaction can be partially completed. It is meaningful only if it is assumed that frustration-induced annoyance is cumulative. It is apparently held that '**aggressive drive**' resulting from frustrations is somehow maintained within the organism and adds up to a level at which another wise tolerable frustration evokes aggression. In psychology, frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations.

Conflict can also be an internal source of frustration; when one has competing goals that interfere with one another, it can create cognitive dissonance. External causes of frustration involve conditions outside an individual, such as a blocked road or a difficult task. While coping with frustration, some individuals may engage in passive-aggressive behavior, making it difficult to identify the original cause(s) of their frustration, as the



responses are indirect. A more direct, and common response, is a propensity towards aggression. Dollard (1954) found that he acknowledged the significance of the temporal aspect of this summation of 'aggressive drive' but quickly dismissed the issue by pointing out the lack of relevant data.

B] Psychological Well-Being:

Psychological well-being is a dimension where the positions of a person's may very between two independent dimensions - positive affect and negative affect. Preoccupation with psychological ill health seems to have given way to that about psychological well-being, towards the end of the 20th century. We can expect even greater attention in the beginning of 21st century, accepting the two factor theory of mental health viz. Absence of psychological ill-being/ill-health does not necessarily mean presence of psychological well-being. A person can have both conditions poor, both conditions good and, any one of them good, with all its accompanying results (S. K. Verma 1988). Many attempts have been made in the past to measure the positive mental health, only one of which is the measure of subjective, general sense of psychological well-being and one such tool is described here. Attempts over the years have been made to find out more of its correlates and these are summarized here, for the benefit of test users, so that the scale can be administered objectively and in a standardized way, by mental health workers, researchers and clinicians alike in their everyday practice. **General Well-being:**-It may be defined as the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry, etc. These things are difficult to evaluate objectively, hence the emphasis on the term "subjective" well-being. It may well be maintained in adverse circumstances and conversely, may be lost in favorable situation. It is related to but not dependent upon the physical/physiological conditions. Thus defined and conceptualized, the general well-being may show some degree of positive correlation with quality of life, job satisfaction/general satisfaction level, sense of achievement etc., and negatively related with neuroticism, psychotism, and other such variables. However, the degree of overlap with such variables should not be high if this concept as a separate independent entity is to be considered as a valid one. Also, it should show relative stability over time (reasonable time gap without any significant life events intervening), its utility will depend upon these relationships/a network of relationship with other variables.

Objective of the Study:

A study sportsmen relationship between frustration and psychological well-being.

Hypothesis:

1. There will be positive correlation between frustration and psychological well-being of sportsmen.
2. There will be negative correlation between frustration and psychological wellbeing of sportsmen.

Method:

Sample: Total 100 various out and indoor game players were involved in that study in Pune district. The age range of subjects where 20 to 26 years .The sample taken for the present study were included hundred sportsmen from Pune districts of Maharashtra out of which 100 sportsmen were selected with the players. Only sportsmen between the ages ranging from 20 to 26 years were selected.



Sr. No	Location Districts	Age group	Sportsmen	Total Sportsmen
1.	Pune	18-to 26 years	100	100
		Total	100	100

Tools:

1) Frustration Test: by N.S. Chauhan and Dr. Govind Tiwari Nairashya Mapatest

N.S. Chauhan and Govind Tiwari Nairashya Mapatest were used for measuring frustration. All the 40 items of the test are presented in simple and brisk style. Each of the items has five answers (multiple Choices). This test reliability is .88 and reliable validity.

2) PGI Well-being Scale – by Dr. Santosh Verma and Amita Varma, (1989).

This test consists of 20 items which measures the psychological well-being of the person. In this test the respondent has to respond to the items which are suitable to them, and the maximum score is on this test are 20. This scale scores have been found to be independent of socio-economic status (-.39) and education (.12), but it showed significant correlation with age (.52, p<.01) (Moudgil, 1986). Inter-rater and inter-scorer reliabilities of the scale showed good inter-rater (-86, p<.01) and inter-scorer (1.0, p< .01) reliabilities (Moudgil 1986).

Reliability:

Reliability as measured by K. R. 20 formula was found to be .98 (p<.01), while test-retest reliability was .91(p<.01). Variables: In the present study the independent variables and dependent variables are as follows:-

.Independent variables:-Employment status. Dependent variables:-

Criteria's for sample selection :

- Participants in this study were consists of 100 married and unmarried sportsmen.
- Sportsman received the Physical director and BP. Ed Teacher of were selected as a sample for this study.
- Sample were selected randomly from Pune districts of Maharashtra
- There was no reference to the caste and religion of the participants.

Data Collection:

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

Variables:

Independent variable- Sportsmen

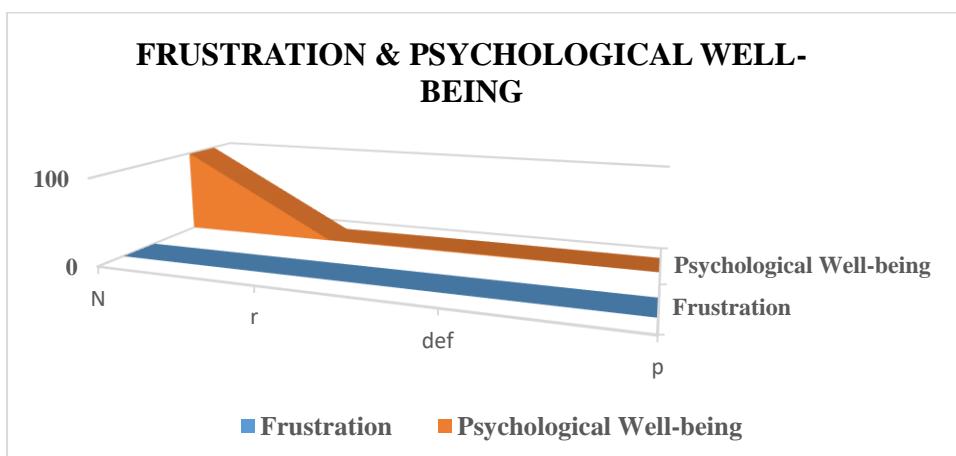
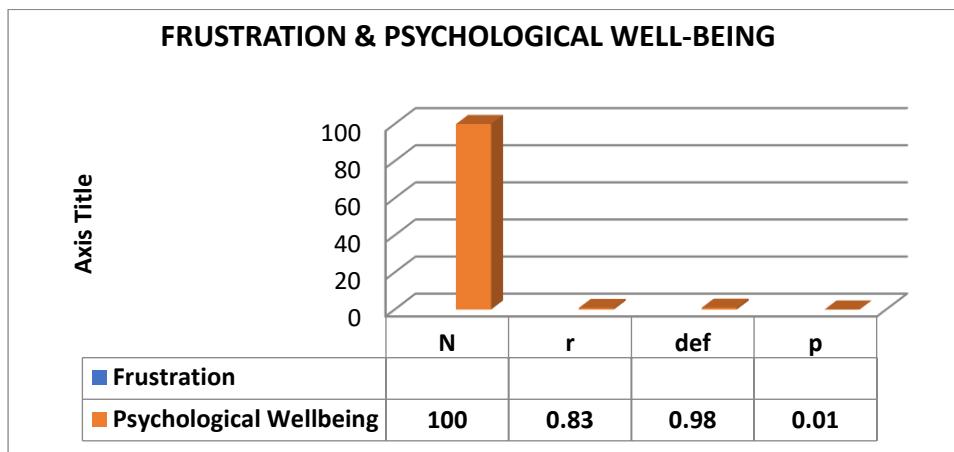
Dependent variable- 1) Frustration 2) Psychological Well-being



Data Analysis and Discussion:

Pearson 'r' showing the significance of relationship between frustration and Psychological Well-being of sportsmen.

Dimensions	N	r	def	p
Frustration				
Psychological Well-being	100	.83	.98	0.01



The results displayed in above table clearly indicated the significant relation between frustration and Psychological Well-being of sportsmen. The significant correlation ($r = 0.83$, $df = 98$, $P < .01$). Positive correlation found in between frustration and Psychological Well-being. It mean whenever increase frustration in that time aggression level is high (low performance). The frustration-aggression hypothesis has been proposed



to explain human aggressive behaviors, maintaining that aggression is caused by frustration (Bird and Cripe, 1986; Gill, 1986; Husman and Silva, 1984).

Psychologist found that people who tend to perceive things negatively need to understand themselves and their reactions to stress-provoking situations better. Then they can learn to manage stress more successfully. Martin (1976) found that the contention that competitive sport generates either catharsis or increased aggression, depending upon the outcome of the game. Martin administered the Rosenzweig Picture-Frustration Study to 32 male undergraduate students to determine the impact of winning and losing on participants' aggression: Individual sport athletes experienced more frustration than did team athletes upon losing; yet participants of both type of sport enjoyed reduction of aggression when they won (Nucci and Young-Shim, 2005). In this view, frustration occurs due to the blocking of one's efforts to achieve goals. Critics of the frustration-aggression hypothesis have questioned whether all frustration causes aggression. Although frustration sometimes leads to aggressive behavior, a direct causal relationship between frustration and aggression cannot always be claimed (Nucci and Young-Shim, 2005). In a sports context, the losing of a game can be an important factor eliciting frustration.

We should strive to improve the objectivity of the evaluation of psychological training effects. Combine psychological indicators, physiological indicators and behavioral indicators, combine laboratory observations and sports field qualitative evaluations, combine cross-sectional research and tracking research, and combine others evaluation with self-evaluation. Construct a structural model for evaluating the effects of sports psychology training. This is an important challenge for sports psychology and an important guarantee for the effectiveness of athletes psychological monitoring, psychological training and psychological counseling

Benefits of working with a Sport Psychology Coach:

1. Learn short and long term goal-setting techniques.
2. Utilize self-talk and routines to increase confidence.
3. Increase self-awareness through mindfulness techniques.
4. Handle anger and negative emotions better in competition
5. Develop leadership skills and improve group dynamics

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