

REACTIONS TO FRUSTRATION AMONG PHYSICAL EDUCATION AND ARTS STUDENTS

Sruthi P*

Dr. Sandhya Aravind C.A**

Abstract

Frustration arises when one's motivation to achieve a desired goal is blocked. The reactions to frustrations also known as defence mechanisms in which they try to defend individuals from the psychological effect of a blocked goal. It has a direct influence on the children at adolescent period especially for those studying for physical training and arts. The present study focuses on how the physical education students and arts students react to any frustrating situations in their daily life. The subjects were 100 physical education students and 100 arts students taken from Ernakulam district and Trichur district of Kerala state. The tool used in the present study was Reactions to Frustration Scale developed by Dr. B.M. Dixit and Dr. D.N. Srivastava (2005). The analysis was done in SPSS and t-test was the main statistical analysis employed. The results showed that reactions to frustration were higher for physical education students than the arts students.

Keywords: Frustration, Physical education, Arts.

* **Consultant Psychologist, Hear Plus Audiology Clinic and Hearing Aid Centre, Sukapuram, Malappuram, Kerala.**

** **Guest Faculty, Department of Psychology, Sree Sankaracharya University of Sanskrit, Kalady, Ernakulam District, Kerala.**

Introduction

Adolescence is a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles. It is a period of multiple transitions involving education, training, employment and unemployment, as well as transitions from one living circumstance to another. Late adolescence/young adulthood (ages 18 – 24 years) is a period of frequent change and exploration that covers many aspects of their life including home, family, work, school, resources, and role. It is in the adolescent period, students are opting different courses for their higher studies and most of the students in Kerala are selecting courses such as arts and sciences. But now a days there are lots of new courses. One among them is physical education. Arts and physical education are making different kind of effects in students.

Physical education field comes from sports to enhance student's health through sports activities. Sport seems to be a universal feature of human culture, both past and present. The existences of human being are maintenance of body. According to Snyder and Spreitzer (1983) "the term sport, derives from the Middle English verb sporten, sport is historically associated with a sense of "turning aside", "distraction", - amusement and giving pleasure". Sports students put a great deal of time into their sport. They face high level of stress related to their performance both in their sport and in the classroom. Sports activities enhance student's motivation mental health and physical and psychological functioning.

Physical education provides many opportunities for the students to improve their overall lifestyle. It can provide opportunity to improve their physical fitness, development, and health. According to Bailey (2006), consistent participation in physical activity is associated with a longer and better quality of life, reduced risk of disease, and several psychological and emotional benefits. Also, Bailey stated that basic movement skills are taught in physical education classes which provide students the opportunity to apply those skills into a sports or recreational setting. Physical education also provides students the opportunity to enhance their social and cognitive development. Physical education teachers are responsible for promoting a healthy and positive environment for learning. A healthy positive environment can be created and maintained especially if a physical education teacher provides constructive and positive feedback. In addition, if a physical education teacher is prepared, provides well-organized activities, and establishes clear expectations, students will usually respond to the environment in a positive

manner. This usually occurs during team sports, project adventure activities, problem-solving and physical fitness activities (McCaughtry, Kulinna & Cothran, 2009).

Merriam Webster (2016) defines "the arts" as "painting, sculpture, music, theater, literature, etc., considered as a group of activities done by people with skill and imagination." The United State Congress, in the National Foundation on the Arts and Humanities Act, defined "the arts" as follows: The term 'the arts' includes, but is not limited to, music (instrumental and vocal), dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, film, video, tape and sound recording, the arts related to the presentation, performance, execution, and exhibition of such major art forms, all those traditional arts practiced by the diverse peoples of this country (Camp, 2006).

Historically, the five main arts were painting, sculpture, architecture, music and poetry, with performing arts including theatre and dance. Today the fine arts commonly include additional forms, such as film, photography, video production/ editing, design, sequential art, conceptual art, and printmaking. However, in some institutes of learning or in museums, fine art and frequently the term fine arts as well as are associated exclusively with visual art forms.

Harriman (1946) defines frustration as, the condition of being thwarted in the satisfaction of motive. Frustration plays an important role in sports person's performance. It totally depends on the person that how they are reacting against frustration. The word frustration has been derived from a Latin word 'Frusta' means 'obstruct'. The term frustration refers to the blocking of behaviour directed towards the goal. Organisms are motivated to solve a problem or to reach an incentive or goal object. If the problem situation is an uncomplicated one, the organism when aroused, unfolds a behaviour sequence previously acquired and attains the goal object. If the organism is in a relatively new situation for which it has no appropriate, response immediately available, trial behaviour occurs and the organism usually changes upon the adequate response. If in either of these situations, blocking or interference with goal diverted behaviour occurs, these are conditions which may produce frustration.

After blocking, the behaviour of the organism deviates from or is not the same as the behaviour which occurred when no blocking took place. This deviant behaviour, deviant compared with that in a non-blocking, situation, is what is called frustrated behaviour.

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 physical education 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. The field arts are expression of emotions. Commonly arts students reveal their emotions through their ongoing works. Kumar and Islary (2016) conducted a study to aims to investigate the reaction of frustration among tennis players. The result shows that university students are more mature in comparison to adolescence, and they have control on their reaction against frustration and if they are frustrated they escape from the frustration in regressive way and after that they try to fix it. Very few tennis players react against frustration in aggressive and resignation way.

Objective

1. To find out whether there is any difference in reactions to frustration among physical education and arts students.

Hypothesis

1. There will be significant difference in reactions to frustration among physical education and arts students.

Method

Participants

The participants of this study consist of 100 physical education students and 100 arts students taken from Ernakulam district and Trichur district of Kerala state. Purposive random sampling method was used for data collection.

Instruments

1. Reactions to Frustration Scale: This scale (RFS) was developed by Dr. B.M. Dixit and Dr. D.N. Srivastava (2005). The scale consists 40 items and it has four components, each having 10 items which are equal number of positive and negative items. The components are aggression, resignation, fixation and regression. The reliability of R. F. S. is determined by the coefficient of stability of the RFS has been computed by employing test-retest method over one month on a sample of 200 college going students (sex- wise) and it is found significant in all the cases and ensure high reliability. The validity of the scale is also ascertained by correlating the score of this present scale of frustration with other allied concepts like maladjustment, anxiety and level of aspiration.

2. Personal Data Sheet- Personal information like age, sex, religion, marital status, type of family, birth order of the participants were collected using personal data sheet.

Procedure

The investigator collected the data from various institutions in Ernakulam and Trichur districts. The prior permission was taken from the corresponding authorities and the participants were explained about the aim of the study and the procedure before collecting the data. After completion the research instruments were collected back and checked for incompleteness. Scoring was done as per the manual and entered into a spread sheet for further statistical analysis.

Results and Discussion

The objective of the study was to find out whether there is any difference in reactions to frustration among physical education and arts students. To find out the significant difference, descriptive statistics was calculated and the results are presented in the following table.

Table 1

Mean and Standard deviation of the scores in reactions to frustration among physical education and arts students.

Variable	Physical Education(N=100)		Arts (N=100)		t
	M	SD	M	SD	
Aggression	23.42	5.629	22.50	5.334	1.18

Resignation	22.14	5.970	20.00	6.128	2.5**
Fixation	26.38	4.660	24.12	5.968	2.9**
Regression	30.07	7.938	29.59	9.029	0.39
Total	102.06	12.341	96.07	14.812	3.1**

** Significant at 1% level

*Significant at 5% level

Table 3 represents mean and standard deviation of the scores in reactions to frustration among physical education and arts students. The result shows that there exists significant difference between physical education and arts students in reactions to frustration at 1% level. From the results it can be seen that reactions to frustration was found to be higher on physical education students (M=102.06) than that of arts students (M=96.07). Reactions to frustration involve four factors such as aggression, resignation, fixation and regression. Among these, resignation and fixation was also found to be significant at 1% level. All these may be because physical education students have more competitive experiences so they may be able to handle several difficult situations with patience and commonly try to avoid the situation. They might be very future oriented. But the same time they are fixating their frustrations. Arts students may not be facing more experiences so they are reacting to the situations very suddenly. This might be the reason for not fixating the stressful situations. In the case of aggression and regression there is no any significant difference between physical education and arts students. But by taking the mean value it can be seen that, the mean value of both the variables are higher in physical education students when compared to that of the arts students. This may be because physical education students express the stressful things through aggressive nature because they may suppress more things in daily experience so the suppressed things are coming out through aggressive nature. Arts students are expressing their frustration not in the way of aggression. In the case of regression physical education students are going to childhood state this may be because of they need some calm state from the stressful events.

Conclusion

Adolescents are facing more difficulties in their life so they need a more better mental and hence physical health and they need to understand how to react to the frustrations and cope with

frustration. The present study conducted on physical education and arts students attempts to measure their reactions to frustration. The study revealed that reactions to frustration have an influence on both groups. Reactions to frustration are high in physical education students. The study has more benefits to adolescents because they can understand and measure the level of reactions to frustration. Now a day, the degree of frustration is also high so the study findings can reveal which groups are facing more problems.

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