

Relation between Mental Health and Reactions to Frustration among Sports Students.

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Abstract

Sports students are often subjected to a substantial amount of pressure in order to balance successfully their academic studies with their sporting commitments. The greater level of stress may be due to the decreased amount of time that they are warranted to complete the increased responsibilities placed upon them. They are at greater risk to experience mental health problems and as a result more frustrated and their reactions to frustrations may be according to that. The present study focuses on the relationship between mental health and reactions to frustration among students engaged in sports activities. The subjects were 100 sports students taken from Ernakulam district and Trichur district of Kerala state. The tool used in the present study are Mental Health Profile developed by Vanajakumari and H. Sam Sananda Raj (1995) and Reactions to Frustration Scale developed by Dr. B.M. Dixit and Dr. D.N. Srivastava (2005). The analysis was done in SPSS and correlational analysis was the main statistical analysis employed. The results showed that there is no any significant correlation between the total score of mental health and reactions to frustration except the in case of sub variables.

Keywords: Mental Health, Frustration, Sports.

Introduction

For a long time, sports have been viewed as a way to stay healthy and in shape, but their importance goes much further. As a matter of fact, playing sports teaches life lessons like discipline, responsibility, self-confidence, accountability, and teamwork. Doing exercises can increase blood flow to the brain and helps the body build more connections between nerves, leading to increased concentration, enhanced memory, stimulated creativity, and better-developed problem solving skills. This can motivates our brain to grow and makes it work better. From a social standpoint, sports are a powerful tool that brings people together and creates a sense of community. They develop connections that bond together people from all walks of life.

Sport is appearing to be universal features 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". Sport (UK) or sports (US) are all usually forms of competitive physical activity or games which, through causal or organized participation, aim to use maintain or improve physical

ability and skills while providing enjoyment to participants and in some cases entertainment for spectator, sports play a great role in everyone's busy life especially for students. Everyone should involve themselves in the sports activity even for a small time all throughout the day. Sports are necessary because it brings physical and mental fitness to the person involved in this on regular basis. Being involved in sports activities benefits a person in many ways. It does not provide only physical strength however it increases mental power too (Saxena, 2001). The state of Kerala by all means, particularly in term of achievements in sports, towers itself at the highest among all other states in India. The performance of the Kerala athlete in both national and international events hopefully heralds the upcoming of a promising future.

Sports students put a great deal of time into their sport. Students 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. The sports activity increases in children through physical education courses. It provides students with many opportunities to improve their overall lifestyle. First and foremost, it provides students the 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. The physical activities also provide students the opportunity to enhance their social and cognitive development. Their training teachers are responsible for promoting a healthy and positive environment for learning. A healthy positive environment can be created and maintained especially if their training teacher provides constructive and positive feedback. In addition they can also provide well-organized activities, and establishes clear expectations, students will usually respond to the environment in a positive manner. Doing physical activity provides students the opportunity to enhance their physical, social, emotional, and cognitive development. This usually occurs during team sports, project adventure activities, problem-solving and physical fitness activities (McCaughtry, Kulinna & Cothran, 2009).

Kothiwale (1959) suggests that, all the universities should introduce physical education as a compulsory subject for their various degree examinations. He also believes that, the perfect integration of body and mind will take place only when every individual will receive physical education with academic or professional education.

The World Health Organization defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (Stephen et al, 2005). Neither mental nor physical health can exist alone. Mental, physical, and social functioning is interdependent. Research suggests two ways in which physical activities can contribute to mental health in adolescents. Firstly, there is fairly consistent evidence that regular activity can have a positive effect upon boys and girls psychological well-being. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression.

Evidence is beginning to be gathered for exercise as a treatment for clinical depression, with studies finding that physical activity is as effective a treatment as antidepressants (Dimeo et al., 2001), and psychotherapy (Martinsen, 1994). Similarly, a variety of nonclinical studies have found that higher levels of activity were related to lower rates of depression (Hassmen et al., 2000). The strength of any nation depends upon the health of the people who lives in the particular country. In the words of dictionary one of the important

meanings of health is “freedom from disease, sound body and mind etc. or the condition in which the body and mind functions properly”.

Mental health is important in all fields of life. Mental health problems are more common in adolescents. Throughout regular exercises, and practices mental health problems can be decreased.

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. The course of motivation does not always run smoothly. Things that happen prevent us from reaching the goals toward which we are driven or pulled. If motives are frustrated or blocked, emotional feelings and behaviour often result. People who cannot achieve their important goals feel depressed, fearful, anxious, guilty or angry. Hence, frustration is called as a 'negative feeling' (Kumar, 2016).

A frustration is the condition of being thwarted in the satisfaction of a motive. The thwarting may be largely the result of external (environmental) conditions or it may be internal arising primarily out of the mental and emotional state of the individual. External frustrations are inevitable, for there are always certain factors in a person's situation which keep him away from achieving fully the desires which he has. Frustration is concerned with the behaviour resulting from failure to satisfy a motive. 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. It is observed that 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. To define, frustration in terms of the operations by which it is measured one has to correlate both, the stimulus manipulation and the response measurements. Consequently, one must define frustration as that which leads to the deviant behaviour which is observed as a result of the blocking of or interference with a goal directed behaviour sequence. Thus, frustration is another logical construct when goal-directed behaviour is blocked and when such blocking results in deviant response, one infers a state which is called frustration (Underwood, 1949).

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. Frustrating situations are threatening to the individual. Defense mechanisms are the methods used by the subjects to protect himself against threat. Kretch and Crutchfield (1962) have suggested two types of reactions to frustration (a) adaptive and (b) maladaptive. Related, to this is the experimental evidence of Wright (1937) and child. They found that under some conditions the presence of a barrier to a goal enhances the attractiveness of the goal and hence intensifies the individual's efforts. Adaptive reactions to frustration also lead to the re-organization of perception of problem. Such reactions to frustration lead to insight and are of great significance for the understanding of social behaviour. Another adaptive reaction to frustration is the 'discovery and acceptance of alternative goals which serve as satisfactory substitute for the original goal." Since frustration always constitutes an interruption in a person's ongoing motivated behaviour it

follows that frustration leaves one in a state of unreduced tension. Indeed the strength of the original tension is often increased. Therefore the universal reaction to frustration is to look around immediately for some way to ease this tension (Rogers, 1957).

Objective

1. To find out the correlation between mental health and reactions to frustration among sports students.

Hypothesis

1. There will be significant correlation between mental health and reactions to frustration among sports students.

Method

Participants

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

Instruments

1. Mental Health Profile- The Mental Health Profile was developed by Vanajakumari and H. Sam Sananda Raj (1995). This was used to measure the variable of mental health. The test contains 40 items and it is divided into four subsets, each having 10 items. The first subsets measure self esteem, second subset measures autonomy, third measures emotional stability, and the forth subset measures social competence. The reliability was estimated separately for each of the four sub-scales. The mental health was scored and subjected to split- half reliability. Odd and even items were scored separately and the reliability coefficients were calculated using Spearman- Brown formula. The reliability coefficient obtained for self- esteem was 0.91, autonomy was 0.77, emotional stability was 0.76 and social competence was 0.81. All are significant at 0.01 levels. This indicates that the test is reliable one. Most of the items were adapted from existing scales or selected after consulting a number of experts. So the scale may be said to have content validity.
2. 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.
3. 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 spreadsheet for further statistical analysis.

Results and Discussion

The objective of the study was to find out the correlation between mental health and reactions to frustration among sports students. To find out the significant correlations, correlational analysis was done and the results are presented in the following table.

Table 1

The coefficients of correlation obtained between mental health and reactions to frustration among sports students.

Variable	Self-Esteem	Autonomy	Emotional Stability	Social Competence	Total	Aggression	Resignation	Fixation	Regression	Total
Self-Esteem	( )	. .	. .	. .	. .	. .	. .	. .	. .	. .
Autonomy	.213	( )	. .	. .	. .	. .	. .	. .	. .	. .
Emotional Stability	.602**	.126	( )	. .	. .	. .	. .	. .	. .	. .
Social Competence	.421**	.126	.540**	( )	. .	. .	. .	. .	. .	. .
Total	.798**	.428**	.849**	.747**	( )	. .	. .	. .	. .	. .
Aggression	-.020	-.072	-.087	-.063	-.084	( )	. .	. .	. .	. .
Resignation	-.144	-.010	-.184	-.196	-.197*	.411**	( )	. .	. .	. .
Fixation	.160	-.011	.061	.106	.114	-.032	.075	( )	. .	. .
Regression	.255*	.086	.123	.127	.205*	-.242*	-.314**	.151	()	. .
Total	.120	.004	-.058	-.012	.014	.497**	.523**	.533**	.428**	()

Note: 1 **Indicates significance at 0.01 level

Note: 2 *Indicates significance at 0.05 level

Note: 3 Only the lower half the matrix is presented in the table, for convenience

Table 1 represents the coefficients of correlation obtained between mental health and reactions to frustration among sports students. From the table it can be seen that, there is no any significant correlation between the total score of mental health and reactions to frustration. But in the case of sub variables, it can be seen that self esteem has a significant positive correlation with emotional stability, social competence, total score of mental health at 1% level and with self esteem and regression at 5% level. This means when self esteem increases, emotional stability, social competence, total score of mental health and regression also increases and vice versa. The relationship between the variables may be because, when people reach at self esteem, their emotions will be stable and people with self esteem may have good mental health which helps them to face competitions in life. There is no any significant correlation between self esteem and autonomy, self esteem and aggression, self esteem and resignation, self esteem and fixation, self esteem and total score of reactions to frustration.

In the sub variable autonomy, it can be seen that there is a significant positive correlation with the total score of mental health at 1% level. This means when autonomy increases, mental health also increases and vice versa. The relationship between the variables may be because autonomy is the result of better mental health. When people do everything themselves without the help of others, it can improve their quality of life. There is no any significant correlation between autonomy and emotional stability, autonomy and social competence, autonomy and aggression, autonomy and resignation, autonomy and fixation, autonomy and regression, autonomy and total score of reactions to frustration.

The sub variable emotional stability has a significant positive correlation with social competence and the total score of mental health at 1% level. This means when a person's emotional stability increases, it will lead to an increase in their social competence and mental health and vice versa. The relationship between the variables may be because emotionally stabled people can deal any situations without stress and they can face challenges etc. There is no any significant correlation between emotional stability and aggression, emotional stability and resignation, emotional stability and fixation, emotional stability and regression, emotional stability and total score of reactions to frustration.

The sub variable social competence, it can be seen that it has a significant positive correlation with total score of mental health at 1% level. This means when social competence increases, total score of mental health also increase and vice versa. This may be because people with better mental health they can face any situations and easily deal with the competence. There is no any significant correlation between social competence and aggression, social competence and resignation, social competence and fixation, social competence and total score of frustration.

From the findings, it can be seen that the total score of mental health, has a significant positive correlation with regression at 5% level. At the same time, the total score of mental health is significantly negatively correlated with resignation at 5% level. This means when mental health increases, resignation decrease and vice versa. This may be because people with good mental health never shows a tendency to withdraw from social contacts, doesn't like to remain isolated and more likely to be involved with their society. The total score of mental health is not significantly correlated with aggression, fixation and the total score of reactions to frustration.

In the sub variable aggression, it can be seen that aggression has a significant positive correlation with resignation and the total score of reactions to frustration at 1% level. This means when aggression increases peoples tendency towards resignation and reactions to frustration also increases and vice versa. Because of getting easily irritated aggressive people might avoid problem situations and their reactions to frustration were also in high level. Aggression has a significant negative correlation with regression at 5% level. This means when aggression increases, regression decreases and vice versa. There is no any significant correlation between aggression and fixation.

The sub variable resignation has a significant positive correlation with the total score of reactions to frustration at 1% level. This means when resignation increases reactions to frustration also increases and vice versa. Resignation has a negative correlation with regression at 1% level. There is no any significant correlation between resignation and fixation.

The sub variable fixation has a significant positive correlation with the total score of reactions to frustration at 1% level. There is no any significant correlation with fixation and regression.

The sub variable regression also has a significant positive correlation with the total score of reactions to frustration at 1% level.

Conclusion

Adolescence is a particularly unique period in life because it is a time of intense physical, psychological and cognitive development. Mental health is fundamental to our physical health, our quality of life and our productivity. It also plays an important role in student life especially those of sports students. Better mental health can contribute to their performance too. The present study is an attempt to know the relationship between mental health and reactions to frustration among sports students. The study reveals that there is no

any significant relationship between mental health and reactions to frustration. But the sub variables reveal certain relationships. The study can provide benefits to the sports students as it can make them aware about the certain variables that can play crucial role in their health both mentally and physically.

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