

RELATIONSHIP OF IMPULSIVENESS WITH
FRUSTRATION, AGGRESSION AND ACADEMIC ACHIEVEMENT OF
YOUNG ATHLETE

A

Dissertation

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In partial Fulfillment of the Requirement

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(2015-16)

DECLARATION

I hereby declare that the dissertation entitled “*Relationship of impulsiveness with frustration, aggression and academic achievement of young athlete*” submitted in partial fulfillment of the requirement for the award of M.Phil in physical education is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work for the award of any other degree or diploma.

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Certificate

This is to certify that Royan Lama has completed his/her dissertation entitled as *“Relationship of impulsiveness with frustration, aggression and academic achievement of a young athlete”* under my supervision. To the best of my knowledge, the present work is the result of his/her original investigation and study. No part of the dissertation has ever been submitted for any other degree or diploma to any other university. The dissertation is fit for the submission for the partial fulfillment of the requirements for the award of M.Phil.

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Acknowledgement:-

It is true one cannot express his/her feeling fully by just writing a few words on a piece of paper, but something a little word also makes a difference. To be human in real sense is to be regarded and recognizes others to whom one is heartily indebted. It becomes my moral duty to acknowledge the contribution of those who directly or indirectly helped me in finalizing the research work. My sincere thanks to the almighty God who had propped me and supported me with more confidence and without which the completion of this dissertation would have remained a distant dream. My heart bows in courtesy to almighty God who showered on me with physical strength inner power to accomplish the task.

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I would also express my word of thanks to the library staff, research lab staff of the department for their co-operation and the library authorities for permitting me to consult the library during the research work. I am thankful to the student of the department of physical education for their precious time to fill the questionnaire for the collection of my data.

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Investigator
Royan Lama

Abstract

The main aim of this study was to examine the relationship of impulsiveness with frustration, aggression and academic achievement of young athlete. In order to carry out this study 100 sample of male student of physical education from Lovely Professional Universality were selected by using random sampling and are asked to fill the impulsiveness scale(IS) constructed by Dr.S.N.Rai and Dr.Alka Sharma, Reactions to frustration scale (RFS) constructed by Dr.B.M.Dixit and D.N.Srivastava, Aggression scale (AS) constructed by Dr.R.L.Bharadwaj and collected the last academic achievement of each individual. Correlations were used for the analyzing of data. The conclusions of this study are that there is a significant relationship between impulsiveness and frustration of a young athlete. As well as there is a significant relationship between impulsiveness and aggression of a young athlete and there is a significant relationship between impulsiveness and academic achievement of a young athlete. Further the cost and benefits of the daily process methodology for addressing the question, gleaned with the use of approach and the highlighting the clinical utility of its findings. Further directions and applications can be discussed with methods to study the impulsiveness, frustration, aggression and academic achievement of the young athlete. It is , therefore, recommended that the young athlete should consider it as they can in order to increase the confidence in academic.

Key words: Impulsiveness, frustration, aggression and academic achievement.

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CHAPTER-I
INTRODUCTION

CHAPTER I

INTRODUCTION

Today, we are living in an era of science and technology, in which lot of significance is laid on achievement of the human being in every playing field and phase of life where people phase much psychology aspect particularly in the young. By nature individual is aggressive and ambitious for the excellence in all athletic performance and in academic. It is the time of cut throat struggle. One has to beat this competition to succeed and gain recognition in life. This is also very much true even in the field in order to be in the lead of others in the race for success. It is one's academic achievement that decides one's career graph and fate to a great amount and it is the need of time, to have a bright record of academic achievement. The academic achievement is one of the important goals of education, but ones can't achieve it without psychological prepared. The period of the young is a period of rapid growth and development. Young is life between early days and adulthood. It starts with the physical foundation of sexual maturity and end with the social achievement of independent adult status, a time period that in the western world almost corresponds to the teen years. Young is an interesting stage of development filled with many physical, cognitive, social and emotional changes. Academic achievement is a portrait of an individual which frames out its personality. In other words, academic achievement may be defined as an amount of knowledge gained by the student in different subject of study. It plays a very important role in the attainment of the harmonious development of the child. In this rapidly changing world and the growing advancement in science and technology, the place of the education has become so vital that every parent today sets high goals for the young athlete. Today at the time of admission, for entrance into the job, for scholarship, for further studies, good academic record is the only measure.

Impulsiveness comes in all, unlike shapes and sizes, and left abandoned, it can really cause a lot of problems with something; to destroy or harm something. In case, not only does it pull off course and keep from doing what is supposed to be doing, but it also gets in the way of getting back on track when there is no longer impulsively distracted. The trait of acting suddenly on impulse without reflection is known as impulsiveness. If an important person is impulsive, it means that act on instinct, without thinking decision through. Impulsivity (or impulsiveness) is a multifactorial construct that involves a trend to act on a whim, displaying behavior considered by little or no consideration, reflection, or

consideration of the consequences. Impulsive actions are naturally weakly conceived, prematurely expressed, excessively risky, or inappropriate to the situation that often result in uninvited consequences, which jeopardize long-term goals and strategies for success. A functional variant of impulsivity has also been suggested, which involves action without much thought in appropriate situations that can and does result in desirable consequences. When such actions have positive outcomes, they tend not to be seen as symbols of impulsivity, but as an indicator of boldness, quickness, spontaneity, courageousness, or unconventionality. Thus, the construct of impulsivity includes at least two self-determining components: first, acting without an appropriate amount of reflection, which can be functional or which can't be functional; and second, choosing short-term gains over long-term ones. "Impulsivity is the key concept of psychological and psychiatric study. Since the beginning of cognitive neuroscience know more and more about the neural anatomical character of impulsivity which helps us better understand its role in behavior" (Chamberlain & Sahakian, 2007). "Impulsivity has a deep impact on our every life, personality, quality of life, decision-making processes, and contributes to psychopathological symptoms and psychiatric illness" (Whiteside & Lynam, 2001). "Impulsivity is also related to adolescents' greater engagement in risk-taking/venturesomeness and sensation/novelty seeking that may contribute to the development of the problem behaviors" (Kelly, Schochet & Landry, 2004; Zuckerman, 1979). "However, it is wrong to focus only on negative consequences and harmful reactions of impulsive behavior. As part of the ongoing developmental process during adolescence, it has the evolutionary advantage for adaptation to new situations, increased possibilities, independence and autonomy, new types of social relationships, changes in the self and the development of a new identity in this life period" (Greene, Krmar, Walters, Rubin & Hale, 2000). "In addition, studies also found strong interrelationship among impulsivity, spontaneity and creativity" (Kipper, Green & Prorak, 2010; Westby & Dawson, 1995). "Thus a certain degree of impulsivity may contribute to healthy adaptation to developmental processes; whereas it contribute to problem behaviours when it exceeds the normal level since it lead to perceived invulnerability" (Arnett, 1992; Quadrel, Fischhoff & Davis, 1993).

In psychology, frustration is a common emotional response to opposition, related to anger and disappointment, it arises from the perceived resistance to the fulfilment 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 also is 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. To the individual experiencing anger, the emotion is usually attributed to external factors that are beyond one's control. Although mild frustration due to internal factors is often a positive force (inspiring motivation), it is more often than not a perceived uncontrolled problem that instigates more severe, and perhaps pathological anger. An individual suffering from pathological anger will often feel powerless to change the situation are in, leading to and, if left uncontrolled, further anger.

Frustration begins with your athletes' expectations. Demand perfection of them or expect to win all the time. This rigid thinking sets them up for failure in their eyes—and disappointment—especially when these athletes think is failing to perform up to your expectations. However, unrealistic expectations are only half the story. After committing a mistake athletes are probably hardest on themselves. They'll scold themselves after mistakes: That was stupid. Athlete can't stand missing a shot on goal. Then the athlete will lose composure, get angry and often lose confidence and athlete can't perform well and even coach can pull the athlete from the game. And not only in game athlete can't show it performance in other field. Athlete will also lack in academic performance also.

In sports competition without Aggression is body without soul. Competition and aggression are twins. There is clear evidence that, in general aggression is more boisterous games, help performance because it arouses players overly to put in harder effort, and do everything for the success of the team. Aggression comes from the Latin work aggress, (to or toward) and greater (walk). Literally then the word means to work towards or approach. Many professional psychologists have studied the effects of frustration upon the elicitation of anger and the amount of anger required to lead to various forms of aggression; direct or verbal aggression. Direct aggression might entail shocking a person in a psychology lab with a buss aggression machine. Indirect (or verbal) aggression might entail making some insulting

comments to someone, or even yelling at them self. Any goal blockage, to use miller's terminology, which does not include cases of attack, such as shocks, exposed weapons, aggressive films or insults by a superior held in high esteem who is visible to the subject, frustrating. This sort of frustration produces an angry subject, but not a direct, aggressive one, according to Buss. Direct aggression, however, is the function of cues of attack if those cues are paired with some form of painful stimulation, as well. In this regard shocks serve to heighten pain awareness in the subject, who is to retaliate aggressively by delivering shocks himself to the instigator, experimenter, or another subject as confederate. Sometimes aggression is necessary in sport but not all the sports needed aggression to achieve the success. However, in academic performance the aggression is not necessary for the better achievement in academic. With aggression the athlete can't concentrate or be confident in study. But less aggression is needed to achieve the goal in performing well in academic.

The modern aim of society is whole some, balanced or harmonious development of an individual. It means social, spiritual and physical development. The modern age is the age of competition where a lot of emphasis is laid on achievement of the individual in every field; in every phase of life. Today is the age of cut throat competition. Take any field; you will find sharp competition as the order of the day. One has to beat his competition to succeed and gain recognition in the field. This is true in case of today's individual.

Academic achievement is a complex phenomenon which is influenced by set of variables such as Intelligence (I.Q.) extent of knowledge, memory power, span of attention concentration, structural and functional variables, in the college and home environment, art of learning, examination, mental stability, anxiety level etc. Academic achievement is sum total of information gained after completing a course interaction (partially or fully) in a particular grade that he has obtained on an achievement test.

Academic achievement plays an important role on working and development of mankind with growing knowledge and scientific study. A good academic record opens favoring doors on the part of students in future prospects. At every step in life academic records speak for an individual Academic achievement may be defined as competence of students shown in school subjects for whom they have taken instructions. The test scores or grades assigned to the students on the basis of their performance in achievement test determine the status of pupil in the classroom. Academic achievement is the unique responsibility of the educational institute established by the society to permute wholesome scholastic development of the child. Today

at the time of admission, for entrance in job, for scholarship, for future studies, good academic record is only yardstick Personality or individual factors, Environmental and School factor in which the Academic Achievement depended.

There are innumerable factors, which effect academic achievement via Intelligence, Personality, Motivation, School, Environment, Heredity, Home environment, learning experience of the school and class in particular. The factors like interest aptitudes, family background and socioeconomic status of the students also influence the academic achievement. For assessing the academic it is necessary to specifying and verifying the problems, making decision about the student. Academic achievement can be measured by norm-referenced. Criterion- referenced, Curriculum based assessment and Performance based assessment. Norm- referenced test are designed to determine the students standing relative to peers. The results of the measures are usually reported in some form of slandered scores and can be helpful in establishing a student's achievement against a sample drawn from a target population. Criterion- referenced test are designed to determine the acquisition of specific skill against a pre- established slandered. Curriculum based assessment attempts to assess a student's performance using expected curriculum objects as the data for evaluation. Performance based assessment measure are designed to provide indications of a student's learned skills and demonstrated through material that proceed under conditions that simulate events occurring in environment where the skill need to be produced. Included among these measures would be laboratory demonstration, artistic performance, writing samples, job evaluation system and others type of skills.

The background of the study, statement of the problem, purpose of the study, research question, hypotheses, and a brief review of the methodology to be undertaken for this study are presented in this chapter. Chapter two will consist of a complete review of current research concerning student athletes and academics, the positive impact of psychological impact in studies and positive impact of sports participation on non-cognitive aspects of achievement in a young athlete, and studies of athlete and academics in educational throughout life. The methodology designed and utilized for the research study will be expounded upon in chapter three with findings reported in chapter four. Finally, a discussion of the results will conclude the study.

This section of the study will include a brief review of the literature in order to frame the background of the study. Studies of both university level and in high school level athletic

participation was considered in order to give a broad review of relevant literature in terms of the impact of psychological behavior has been found to have on academic achievement and other positive, as well as negative, indicators.

Significance of the problem

Review of related literature shows the relationship of impulsiveness with frustration, aggression and academic achievement of young athlete. It is considered that psychological behaviour relates to the specific trait a person shows different behavior further the individual's influence by psychological aspect which is out of the cognitive control of the person. The present study will help in understanding the relation between the impulsiveness with frustration, aggression and academic achievement of young athlete, which make athlete's ability more effective and can improve their performance in sport and as well as in academic performance. However, understanding the relationship, it promote the all round development of young athletes.

Statement of the problem

The main objective behind the selection of this problem is to study the relationship of impulsiveness with frustration, aggression and academic achievement of young athlete.

Objectives of the study

- To analyze the relationship of impulsiveness with frustration of young athlete.
- To analyze the relationship of impulsiveness with aggression of young athlete.
- To analyze the relationship of impulsiveness with academic achievement of young athlete.

Operational definition of the terms

- ✓ **Impulsiveness:** Impulsiveness (or lack of caution) is a multifactorial develops that includes a preference to follow up spontaneously, displaying behavior characterized

by almost no thinking ahead, reflection, or thought of the results. Sometimes responding without knowing or a reflection to do anything to get the results.

- ✓ **Frustration:** Frustration is a characteristic emotional response to opposition. Related to anger and disappointment, it arises from the perceived struggle to the fulfilment of individual will. The more important the difficulty, and the more important the will, the more the dissatisfaction is liable to be.
- ✓ **Aggression:** Aggression refers to a range of behaviours that can result in both physical and psychological harm to oneself, others or objects in the environment. This kind of social communication focuses on hurting someone else, either physically or rationally. The expression of aggression can happen in a number of ways, including verbally, mentally and physically.
- ✓ **Academic Achievement:** Academic achievement as the sum total of information gained after completing a course of education (partially or fully) in a particular grade that he has obtained on an achievement test.
- ✓ **Young athlete:** Young athlete is a participant in any sports event where competitors are younger than adult age. The term youth is associated with young men from 15 to 30 years of age.

Hypotheses of the study

- There exists a positive relationship of impulsiveness with frustration of young athlete.
- There exists a positive relationship of impulsiveness with aggression of young athlete.
- There exists a positive relationship of impulsiveness with academic achievement of young athlete.

Delimitation of the study

- The study was delimited to the young athlete of physical education.
- The study was delimited to male subjects between the age group of 15 to 30.
- The study was delimited to academic achievement.
- The study was delimited to impulsiveness, frustration and aggression.

- The study was delimited to 100 samples and taken from lovely professional university.

Limitation of the study

- Certain factors like rest, sleeps etc. are beyond the control of the investigator and are considered as limitations of the study.
- As the subject comes from different sports groups their habits, lifestyle, routine was different which will be considered as limitations of the study.
- Socioeconomic background was not given into consideration.
- Society, heredity and the environmental factor that might have had an impact on the result of the study which could not be controlled.



CHAPTER II

REVIEW OF RELATED

LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of related literature is an important pre-requisite to actually planning and the execution of any research work. A familiarity with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what to be solved. To make out research effective, familiarity with the work done up to the time in that field is very essential with all work done up to the time in that field is very essentials sincere effort have been made by the research scholars to locate to tend and practices in perspective to find the relation between them.

Review related to impulsiveness:

Joshua Hatfield, et al, (2014). the studied of impulsivity and physical aggression, examining the moderating role of anxiety. Individuals vary in their propensity to engage in aggressive behaviours, and recent research has sought to identify individual's differences that contribute to a perso's propensity for physical aggression. Participants included 689 college students who completed self-report questionnaires assessing impulsivity, physical aggression, and anxiety. The interaction was not statistically significant, suggesting that impulsivity has the same effect on physical aggression regardless of level of anxiety. There was amsin effect for anxiety, which was associated with higher levels of reported physical aggression.

Bettina F. Piko, Pinczes.T: (2014). The studied of impulsivity, depression and aggression among adolescents. The main goal of the present study was to examine the interrelationships among adolescent depressive symtomatology, types of aggressive behaviours, impulsivity and other aspects of one's personality. Data collection occurred in Debrecen, Hungary during the first semester of the year 2012, using classes from three high schools $N = 413$, 237, 57.4% boys and 176, 42.6% girls. The self-administered questionnaire contained variables of mental health beyond socio demographics. Girls reported more depressive symptoms and a higher level of empathy. In terms of aggression, a significant gender difference was detected only in the case of physical aggression for boys. We may conclude that there are strong interrelationships among depressive symtomatology, aggressive behaviours and impulsivity,

and this association may be colour by risk-taking/venturesomeness, empathy, and self-efficacy.

Mihai Anitei, et al, (2013). the studied of the influence of fatigue on impulsiveness, aspiration level, performance Motivation and frustration tolerance among young Romanian psychology Students. The objective of this research is focused on how fatigue influences impulsiveness, aspiration level, and performance motivation and frustration tolerance among young Romanian psychology students. Method: Participants were 60 undergraduate students at the Faculty of Psychology and Educational Sciences, University of Bucharest, aged between 19 and 23 years old; Instruments: Attitudes to Work test. Findings show that fatigue influences statistically significant the performance level $t=3.99$ and also tolerance to frustration $t=-2.78$ among young Romanian psychology students. These effects can be observed either on a long-term or on short-term sleep deprivation.

Anna Zajenkowska, et al, (2014). the studied of the relationship between moods experienced during an exam, proneness to frustration and neuroticism. We examined how proneness to experience feelings of aggression in frustrating situations and neuroticism are related to three mood dimensions – tense arousal, energetic arousal and hedonic tone – measured before and after an exam. Individual's high insensitivity to frustration had low hedonic tone and energetic arousal, and high tense arousal after completing the exam. The analysis revealed that frustration was significantly associated with tense arousal, even after controlling for neuroticism and tense arousal before exam. Neuroticism was significantly correlated with mood in both measurements. The results suggest that the relationship between individual differences in response to frustration and mood is sensitive to situational factors, while neuroticism is rather chronically associated with negative emotionality.

J.H.Lozano, F.Gordillo et al, (2013).the studied of impulsivity, intelligence and academic performance: Testing the interaction hypothesis. In previous research suggests a moderating effect of intelligence on the relationship between impulsivity and academic achievement. The present study was aimed to analyze the interrelations between impulsivity, intelligence and academic performance, with special interest in testing the interaction effect between impulsivity and intelligence in the prediction of the performance. The sample of 174 university students, aged from 18 to 37 years, was tested. The main findings of the study show that: (a) impulsivity was negatively related to both academic performance and intelligence; (b) intelligence was positively related to academic performance; (c) impulsivity

and intelligence contributed significantly and independently to predict and explain academic performance; and (d) there was a significant interaction effect between impulsivity and intelligence in predicting academic performance, such that impulsivity was stronger associated with performance among the more intelligent students than among the less intelligent ones.

Betty Pfefferbaum, Peter B. Wood. (1994). The studied of this self report study of impulsive and delinquent behavior in college students thought to examine the relationship between risk-taking and delinquent behavior, to develop reliable measures of impulsiveness and attraction to thrill-seeking and risk-taking, and to measure the relationships among conventional correlates of delinquent behavior, personality factors, and delinquent behavior itself. A sample of 296 undergraduate college students completed questionnaires pertaining to delinquent behavior and other activities, identification with educational goals and behavior, and attract to thrill-seeking and risk-taking behavior, as well as items from the Self-Control and Socialization scales of the California Personality Inventory. Males who measured high in thrill-seeking behavior and low in self-control reported significantly more property delinquency. Interpersonal delinquency was most influenced by a lack of self-control. There was a negative correlation between substance abuse and socialization. The reasons most often given for the property and substance delinquency were “fun/thrills” while those most often given for interpersonal delinquency involved.

Robert Eisenberger, et al (1981).the studied of the effect of previous delay of reward, generalized effort and deprivation on impulsiveness. Two experiments investigated the effects of learning and motivational variables upon rats' degree of impulsiveness (choice of a small, immediate reward versus a large, delayed reward). In Experiment 1, food was presented in one of four ways for 24 sessions: fixed-ratio lever pressing requirement, continuous-reinforcement lever-pressing requirement, long intervals between free food presentations, or shorter intervals between free food presentations. Exposure longer intervals produced less subsequent impulsiveness in 48 choice trials than did the short intervals there being no effect of the instrumental requirement. In Experiment 2, there were 48 choice trials in which two hunger levels were combined factorials with two delays of reward for the self-control alternative. Hunger level did not affect impulsiveness when there was a short delay, but high hunger increased the impulsiveness when there was a long delay. These results indicate that impulsiveness is affected by prior learning and current motivation.

Sybil.BG.Eysenck, et al, (1978).the studied of impulsiveness and venturesomeness: their position in a dimensional system of personality description. A 63 item questionnaire was constructed for the measurement of three primary personality traits; impulsiveness, venturesomeness, and empathy. This questionnaire, together with the Eysenck Personality Questionnaire which was administered to 402 male and 787 female adult subjects. It was found that Venturesomeness and impulsiveness correlated positively with Psychoticism, and extraversion, but while Venturesomeness correlated negatively with neuroticism, Impulsiveness correlated positively with neuroticism (positively). The three primaries were largely independent of each other. Men were higher on venturesomeness and lower on empathy; there were no sex differences on impulsiveness. A discussion is given of the psychological meaning of such factors as those here reported.

Review related to frustration:

Elena Lupu, (2015). the studied of the importance of physical education lessons for the formation of self-control and the decrease of the reaction to frustration of students (the Rosenzweig projective test). The physical education lesson imprints, along the time, a life discipline that positively redounds upon individuals actively involved in the didactic process, beginning with the pre-university level and ending with the level of higher education. Purpose of study, this research started from the hypothesis according to which daily frustrations are often the cause of the apparition of discontent as a feeling negatively manifested through the abandonment of physical education, which will have an effect with negative consequences in the future for these individuals. Research methods, the bibliographic study method; the observation method; the inquiry method, questionnaire; the pedagogical experiment method; the statistical-mathematical method; the graphical method. This study has been undertaken on a group of 64 students enrolled in the Petroleum-Gas University of Ploiești. Conclusions, students who have medical exempts have a very low level of tolerance, as compared to other individuals who participate weekly at Physical Education lessons, and are balanced, flexible, self-confident, using the word as a “shield” where others see nothing except contradictory relations.

Heinerichs S, et al (2014). to studied of perceived levels of frustration during clinical situations in athletic training students. Athletic training students (ATs) are involved in various situations during the clinical experience that may cause them to express levels of frustration. Understanding levels of frustration in ATs is important because frustration can

affect student learning, and the clinical experience is critical to their development as professionals. To explore perceived levels of frustration in ATs during clinical situations and to determine if those perceptions differ based on sex. A total of 14 of 19 professional, undergraduate athletic training programs accredited by the Commission on Accreditation of Athletic Training Education in Pennsylvania. Patients or other participants of a possible 438 athletic training student, 318 completed the survey. A higher level of frustration was perceived during the following clinical situations: lack of respect by student-athletes and coaching staffs, the demands of the clinical experience, inability of ATs to perform or remember skills, and ATs not having the opportunity to apply their skills daily. Higher levels of frustration were perceived in female than male ATs in several areas. Understanding student frustration during clinical situations is appreciated important to better the clinical education experience. Low levels of this emotion are expected; however, when higher levels exist, learning can be affected. Whereas we cannot eliminate student frustrations, athletic training programs and precept need to be aware of this emotion in order to create an environment that is more conducive to learning.

Anna Zajenkowska, et al, (2014). the studied of the relationship between moods experienced during an exam, proneness to frustration and neuroticism. We examined how proneness to experience feelings of aggression in frustrating situations and neuroticism are related to three mood dimensions – tense arousal, energetic arousal and hedonic tone – measured before and after an exam. Individual's high insensitivity to frustration had low hedonic tone and energetic arousal, and high tense arousal after completing the exam. The analysis revealed that frustration was significantly associated with tense arousal, even after controlling for neuroticism and tense arousal before exam. Neuroticism was significantly correlated with mood in both measurements. The results suggest that the relationship between individual differences in response to frustration and mood is sensitive to situational factors, while neuroticism is rather chronically associated with negative emotionality.

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Review related to aggression:

Emsal Ozturk, et al, (2015).the studied examination of aggression levels of students attending to vocational school of physical education and sports. In this study, it is aimed to evaluate life quality of university students who do sport and don't do sport, considering the effects of sport on life quality and common usage of the topic. Study's working groups who used descriptive survey method is consisted of 100 Gazi University, physical education and sports higher school students and 100 Gazi University, faculty of science and literature students, total 200 students,. In this study, Personal information form and Nottingham Health Profile was used as a data collection tool. It is concluded that total life quality, energy level, ache, emotional reaction, social isolation, sleeping and physical activity level is significantly high ($p < 0.05$) for someone who do sports.

Ajay Kumar, (2015). the studied of aggressive behavior and adjustment in individuals and team women players in relation to their performance. The purpose of the study was to study the psychological parameters (Aggression and Adjustment), which influence the performance of women athlete considerable in a positive or negative way. The sample subjects had been delimited to the population confined to the All India Inter University and Zonal Inter University women participants in Individual Sports viz. Judo, Gymnastics, Athletics and Team Sports viz. Hockey, Basketball and Cricket. ($n = 140$ each game randomly selected) The Aggression Questionnaire by Dr. G.C. Patti was used for measuring aggressive behavior. The Adjustment Inventory for College Students by Dr. AKP Singh and Dr. R.P. Singh was used to measure Home, Health, Social, Emotional and Educational as well as Total Adjustment. Analysis of variance technique was used to study the effect of various independent variables on aggression and adjustment. Whenever the F-ratio was significant in ANOVA; t-test was applied after F-test. The whole statistical work deals with study of independent and interaction effects as well as mean difference in aggression and adjustment of individual game and team game women players in relation to their performance i.e. winners and defeats of said tournaments. The result revealed significant differences in

aggressive behavior and adjustment level in individual and team players as well as between winners and defeats. Whereas there was no significance found in certain adjustment variables between individual and team women players.

Filiz Fatmacolakoglu, (2014).the examination of aggression levels and empathic tendency levels of secondary school student who involve in sports and this study was conducted to examine the aggression levels and empathic tendency levels of secondary students who involve or not involve in sports. “Aggression Inventory” developed by Kiper (1984) and “Empathic Tendency Scale” developed by Dokmen (1998) were applied to a total of 514 secondary school students (consists of 266 males, 248 females) who had been studying in a secondary school in the city centre of Corium province and had been randomly selected in the academic year of 2010-2011. “Multivariate Analysis of Variance (MANOVA)” and “One-Way Analysis of Variance (ANOVA)” were used for the analysis of data and as a result of these variance analyses. According to the findings obtained, it has been observed that the students whose family members are involve in sports found to have higher destructive, assertive and overall aggression scores when compared to the students whose family members do not involve in sports. It was found that assertive aggression scores of the students who involve in sports are higher than the students who do not involve in sports. It was found that empathic tendency scores of the students who are also national athletes are higher than the scores of students who are club athletes. As a result, the empathy level of people decreases with the increasing level of aggression. It can be argued that the passive aggression decreases with the increasing empathic tendency and assertiveness increases with the increasing empathic tendency.

S.H. Alavi, et al, (2013). the studied by comparison of aggression amount among athletic Students of different sports. In this research, amount of aggression among athletic students of different sports will be surveyed and compared. Statistics society in this research consists of all of boy athletic students in wrestling, taekwondo; football and basketball of Mahmoudabad City that are 200 persons and the limitation of their ages are between 12-15 years old. Among all athletic students of each mentioned sport, 40 persons were chosen randomly for sample. The method of research is descriptive-comparative type that has been done circular shape and for measurement of the examinations aggression amount we have used Ayzank exam. Research results show that among aggression amounts of athletic students of wrestling, taekwondo, football and basketball, there is not a fundamental difference.

Lalit .M.Tiwari, et al, (2011).the studied of a comparative study of aggression between university level throwers and jumpers. The Purpose of the study was to “compare the degree of aggression between university level throwers and jumpers.” The study was conducted on 15 University Level Male Jumpers and 15 male throwers ranging from 17 to 24 years. The subjects were selected from Punjabi University Patiala and National Institute of Sports Patiala Punjab. The sports aggression inventory questionnaire of aggression by Anand Kumar/ Prem Shanker Shukla was distributed to the 30 male jumpers & throwers. The ‘t’ test was employed to compare the degree of aggression between throwers and jumpers. To analyze the score t-test was employed; the level of significance of testing the hypothesis was set at 0.05 level of confidence. The aggression level of throwers was found to be higher than the jumpers. The t-value required to be significant for 28 degree of freedom was 2.04 at 0.05 level of confidence.

Al-Ali, Majed.M, et al, (2011).the studied of social anxiety in relation to social skills, aggression, and stress among male and female commercial institute students. The present study explores gender differences in social anxiety, social skills, aggression, and stress and correlations between social anxiety and social skills, aggression, and stress. This study also attempts to determine the best predictors of social anxiety among adolescents. Results from a sample of 300 commercial institute students in the State of Kuwait showed differences between males and females for all variables except social skills. Correlation analyses revealed positive relationship between social anxiety with aggression and stress for males, and negative relationship between social anxiety and social skills for females. Stress was best predictor of social anxiety for males, and social skills the best predictor for females.

Xinyin Chen, et al, (2010). the studied of aggression, social competence and academic achievement in Chinese children: a 5- year longitudinal study. The primary purpose of this longitudinal study was to examine, in a sample of Chinese children initial M age¹/₄8 years, N- 1,140, contributions of aggression to the development of social competence and academic achievement. Five waves of panel data on aggression and social and school performance were collected from peer evaluations, teacher ratings, and school records in Grades 2 to 5. Structural equation modelling revealed that aggression had unique effects on later social competence and academic achievement after their stabilities were controlled, particularly in the junior grades. Aggression also had significant indirect effects on social and academic outcomes through multiple pathways. Social competence and academic achievement

contributed to the development of each other, but not aggression. The results indicate cascade effects of aggression in Chinese children from a developmental perspective.

Leonard Berkowitz, (2008). the studied of aggression, psychology of. Differentiating between the aggressions that is cognitively controlled results from a decision (whether conscious or unconscious) and is largely instrumental in purpose, and that which is much more of an automatic reaction to external and or internal stimuli, the article focuses primarily on the latter. As examples, research is cited showing the priming effect-produced aggression arising from exposure to weapons or violent TV programming or photos of African-Americans. Evidence is also summarized indicating that aversive conditions as well as objects associated with such conditions can also evoke automatic aggressive reactions. Aggressive personalities are also considered, and it is proposed that impulsive attacks often are due more too inadequate restraints rather than inadequate thinking and planning although both are usually involved.

Gorddon Russell, (2008). the studied of athletes as target of aggression highlights athletes, specific aspects of their role in serving as targets for the aggression of others. Targets are used in a wider-than-usual sense to describe athletes who stand to be harmed either at the hands of others or by hazards present in the sport's setting. Targets typically retaliate and themselves become aggressors, attacking the instigator either in an exchange or at some future point in the competition. The sanctions for on-site violence are codified and imposed at the discretion of the sport's governing body. Apparently, among sports the severity of sanctions for aggression is negatively related to the levels of violence displayed by athletes. The media seldom feature the topic of sport-related injuries or medical evidence of the serious long-term costs often incurred by participants in high risk sports. Two theoretical perspectives are examined that account for the motivational forces that prompt some individuals to participate in or continue playing sports that entail an elevated likelihood of pain and injury. Diverse elements within the sports world are at liberty to single out athletes as targets for physical and/or verbal aggression with virtual impunity.

Ciairano, et al, (2007).the study of sport, stress, self-efficacy and aggression towards peers: unraveling the role of the coach. This study is aimed at investigating the relationships among a) stress, self-efficacy and aggression in adolescents; b) adolescents' self-regulatory efficacy and coaches' self-efficacy. The sample of adolescents consisted of 159 players of both genders, age 11 to 18 years. For data collection the questionnaire "Me, my health and sport"

(Cairano, Molinengo, Rabaglietti, & Roggero, 2005) was used. The sample of their coaches consisted of 28 subjects, age 21 to 62 years. The higher the adolescents' self-regulatory efficacy, the lower the physical aggression towards peers. No direct relationship between sport-related stress and aggression was found. Further, the higher the coaches' self-efficacy with respect to preventing adolescent risk behaviours, having good relationships with the adolescents and involving them in sport, the higher the adolescents' self-regulatory efficacy. They also found a positive relationship between the adolescent aggression and playing soccer and a negative relationship between playing soccer and the adolescents' self-regulatory efficacy.

Martine, Lawrence A,(1975).the studied of the effects of competition upon the aggressive responses of college basketball players and wrestlers. This study was designed to investigate the effects of winning and losing competition upon the aggressive responses of intercollegiate basketball players and wrestlers. The Rosenzweig Picture-Frustration Study was administered to 32 Springfield College undergraduates (1) during a normal emotional state, (2) after winning content, and after losing a contest. Following winning the competition, the normal level of extra punitive aggression was reduced significantly for basketball players. After losing, wrestlers showed a significant increase in extra punitive aggression. In all subjects, extra punitive aggression was higher during the normal state than it was following winning competition. It was concluded that losing competition may be a more frustrating experience for individual sport athletes than for team participants. In addition, winning competition has an aggression reduction value to both types of participants.

Dollard, John Miller, (1939). the studied of frustration and aggression. In the preparation of this book two aspects of the work of the Institute of Human Relations are illustrated. The problem of aggressive behavior is here advanced one step along this road which all social inquiry that aspires to become truly scientific must eventually follow. This step consisted partly in a more systematic formulation and further elaboration of the Frustration-Aggression hypothesis which had already been stated by Freud and others, and partly in bringing together a larger body of relevant illustrative material. It is therefore in the nature of a second approximation looking toward a scientific theory of aggressive behavior. It is published in its present tentative form in the hope that it will stimulate further inquiry not only at the Institute but elsewhere.



CHAPTER III

METHOD AND PROCEDURE

CHAPTER III

METHOD AND PROCEDURE

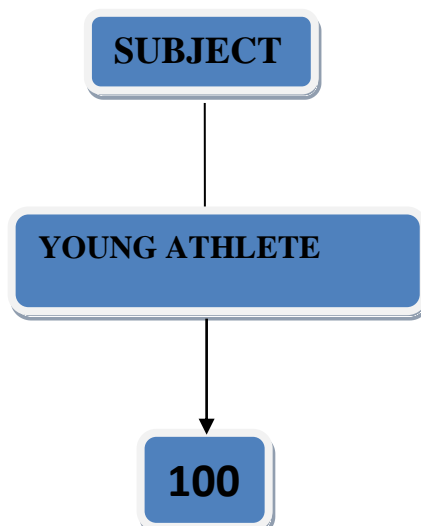
The methodology can be properly referred to the theoretical analysis of the methods appropriate to a field of the study or to the body of the methods and principles particular to a branch of knowledge. Methodology is defined as the analysis of the principle of methods, rules, and postulates employed by a discipline or the development of the methods, to be applied within a discipline or a particular procedure or set of procedures. The methodology of the study selected by the investigator includes the following concepts or ideas.

The present chapter deals with the description of the method of the data collection, types of tools used, sampling area, and sampling size, sampling design and Statistical techniques used to analyze the data. The study was mainly aimed at studying the relationship of impulsiveness with aggression, frustration and academic achievement of young athlete. In order to collect data, method of research was followed:

Sampling

The samples were taken from the department of physical education of Lovely Professional University, Punjab. To collect information about the impulsiveness, frustration, aggression and academic achievement of young athlete a group of subject is taken from the department of physical education (B.Sci, B.PEd, M.PEd and M.PES), 100 male samples is being taken under the age group of 18 to 30 years were selected for the data collection.

Sample Frame:



Selection of the tool:

In order to collect, the requisite data, following research tools:

Sl.No	Variable	Tools
1.	Impulsiveness	Impulsiveness Scale by S. N. Raiand Alka Sharma. (2013)
2.	Frustration	Reactions to Frustration Scale by B. M. Dixit and D. N. Srivastava.(2011)
3.	Aggression	Aggression Inventory by M.K. Sultania.(2005)
4.	Academic Achievement	Form of academic achievement.

Administration of the tool:

1. Impulsiveness Scale (IS) by S. N. Raiand Alka Sharma:

For the present study, the researcher has used the “Impulsiveness Scale (IS)” by S. N. Raiand Alka Sharma the is a standardized test, which was being given within a class, to an individual in group to yield a general assessment of individual impulsiveness. In order to measure impulsiveness, an impulsiveness scale constructed. This component of impulsiveness includes acting on the spur of the movement, no consecration for future consequences, quick to the voice opinion, rapid decision and action, short reaction time, lack of reflectiveness and lack of self control etc. In order to evaluate the impulsiveness scale there is 30 item of question is to be filled by the subject there is no time limit but normally 30 minutes are enough to answer the entire item. Two points scale is used to mark the answer the item.

Reliability:

Reliability of the questionnaire was found through Kuder Richardson formula and a reliability coefficient of .72 was obtained. The r0.72 is the significant at .01 level of significance and as such the scale is reliable.

Validity:

The validity may be defined as the accuracy with which it measures what it purports to measure. The validity was found to be .58 which is significant at 0.1 level of significance.

Scoring:

The responses obtained in the form of the tick marks on 30 items of impulsiveness scale are quantified. Each item of the scale has two alternative responses. The response indicating impulsiveness is scored as 1 and response indicating no impulsiveness is scored as 0. Scores obtained for each item are summoned to get a total score. The scores obtained from impulsiveness scale ranges between 0 to 30.

Norms:

For the purpose of standardization of the scale, the scale was administered on 350 boys and 350 girls, total 700 in the range of 16 to 20 years.

2. Reactions to Frustration scale (RFS):

Frustration is one of the most dominating factors inflecting the individual behaviour. The sources of frustration are many and diversified. The specific situations than bring about frustration are endless, but they can generally be put into three main categories- physical environment, man biological limitations and psychological makeup. The reaction to frustration scale (RFS) covers four reactions, namely- aggression, resignation, fixation and regression as scientifically described. It consists of 40 items out of which each reaction to frustration has 10 items equally divided into positive and negative items. These items are presented in the simplest statements and provide six alternative response options graded on a six point scale.

Reliability:

The reliability of R.F.S. is determined by the coefficient o stability of the RFS has been computed by employing test-retest method. The reliability was found to be in boys .32 and in girls.79 which is significant at 0.1 level of significance.

Validity:

In order to establish the validity of RFS, the present scale is correlated with other scales of frustration and allied concept as external validating criteria. A coefficient of correlation (r) has been obtained .61 and .72 which is significant at 0.1 level of significance.

Scoring:

It is an objective measure of reactions of frustration. It is a six point scale the scoring of which has been objectified by assigning 'Five to Zero' scores respectively for six alternatives of positive items; sequent related from 'Most Liked' to 'Least Like'. For negative items, the scores assigned to each of the alternatives have been reversed. They range from 'Zero to Five' for alternatives sequent placed from 'Least Liked to 'Most Liked'.

Items	Most Liked	Much Liked	Liked	Disliked	Much Disliked	Least Disliked
Positive	5	4	3	2	1	0
Negative	0	1	2	3	4	5

3. Aggression Inventory (AI):

Aggression Inventory by M.K. Sultania. Emotions as an impulse towards a definite form of behaviour play an important role in the behavioural manifestations among human beings and it depends on the type of information which they receive from the social world. However, at times, the individual's striving for superiority as an attempt to conceal one's basic or thwarted desire as a sense of inferiority results in a variety of unpleasant conditions that elicit aggression in terms of physical or vocal behaviour with an intention to harm other individual or groups. Display of aggression has now become a crucial concern and certainly deserves careful attention of both laymen and social scientists, as people who suffer from and are victimised may lose their right path and may detract themselves from mental and physical effectiveness. Thus, aggression as a potential outcome of psycho-socio-cultural settings appears to be a very important aspect of personality, as aggressors always remain at high risk due to their risky lifestyles that may leave to the development of behavioural problems, delinquency, substance or chemical dependence and other medical conditions such as cardiovascular problems, cancer, and brain damage. Socialization of aggressive behaviour from early childhood and during adolescence may help in the prevention of behaviour directed

outward against others or inwards to one's own self. The questionnaire of AI consists of 28 items repressing the different samples of behaviours found responsible to foster aggression more abjectly. Normally an individual takes about 10 to 15 minutes to record their responses on the scale.

Reliability:

The coefficient of reliability was determined by test =-retest method. The reliability has been found to be .79 by product moment method. In addition the reliability coefficient of the scale was also determined by split-half method and it has been found to be .86 by Gutmon Formula.

Validity:

The theoretical validity of the scale has been found to be .83.

Scoring:

The scoring of the Aggression scale is very easy and of quantitative nature. The scale can be scored easily with reference to the scores obtained for each item separately. Each item has five alternative answers and subject has only to put a right mark at any one out of five alternatives. Scoring of these Five alternatives follow a system of 5,4,3,2,and 1 from upper to lower end the addition of all the scores obtain on each item would be the total of aggression score of the subject.

Academic achievement:

Administration of academic achievement was done with the help of form which is designed for the purpose of the collection of data.

Sl.no	Name of the student	Last Academic Achievement	Phone no
1.			
2.			
3.			

Procedure:

To collect the data for the present study investigator personally visited in different class and main playing ground of Lovely Professional University. The data for the study was collected from 100 students from different class (B.Sci, B.PEd, M.PEd and MPES). First to collect the data the questionnaire is given to the subject and first the instruction were read over the subjects and explained to them. The objective of the test was made clear to them. They were assured that their scores would not be used for any other purpose except this research.

Statistical technique:

For the analysis of data with SPSS version 20 was used and level of significance was set at 0.05 levels. Pearson correlation was applied to the relationship of data.



CHAPTER IV

RESULT AND DISCUSSION

CHAPTER IV

RESULT AND DISCUSSION

Data once collected should be analyzed with the help of statistical techniques which yield certain results. This process leads researcher to draw a rational conclusion of research problem. Therefore, an attempt has been made in the present chapter to deal with the result and their corresponding interpretation in accordance to the hypothesis. Tabulated data were analyzed through statistical techniques to yield certain results. The depiction of results and their interpretations is considered to be the most important part of research work as it verifies the hypothesis and eventually leads to the final conclusion of the study. The statistical analysis and interpretation of the data has been presented in this chapter. The data conducted to various psychological variables had been analyzed by using the descriptive statistics i.e. mean, standard deviation. Further Pearson product moment correlation was used to determine the correlation of impulsiveness with frustration, aggression and academic achievement of young athlete, data were collected which were analyzed statically to interpret to draw meaningful conclusions and generalization. The present chapter highlights the results of the study and its discussion. The data were analyzed in accordance with the objectives and hypotheses of the study, which is presented as follows:

Level of Significance

The level of significance to check the relationship between the variables and the F-value was set at 0.05 levels, which was considered appropriate for the purpose of the study.

Findings of the Study

The findings pertaining to descriptive statistics, Pearson product moment correlation were used to find out the relationship of impulsiveness with frustration, aggression and academic achievement of a young athlete.

Table 4.1

Show the Correlation between Impulsiveness and Frustration of Young Athlete

Group	Variable	N	Mean	Std Deviation	Df	Correlation
Young athlete	Impulsiveness	100	14.15	3.14	99	.474*
	Frustration	100	98.26	9.31		

Tabulated value at df 99= 0.25

***significant at 0.05 level**

The table no. 4.1 shows the correlation of impulsiveness and frustration of a young athlete. The mean score of the impulsiveness and frustration of young athlete, which was 14.15 and 98.26 respectively, and standard deviation was 3.14 and 9.3 respectively. The value of 'r' is .474 which shows positive correlation and significant relationship between impulsiveness and frustration of a young athlete.

The table above shows that the 'r' value of impulsiveness and frustration of a young athlete .474, whereas the table value for the same for the same is found to be 0.25 at 0.05 level of significant. The calculated value of 'r' being more than the table value, which indicates that the two selected variables i.e. impulsiveness and frustration are significant relation.

Hence, the hypothesis No- 1 that, there would exist significant differences between impulsiveness and frustration of a young athlete is accepted

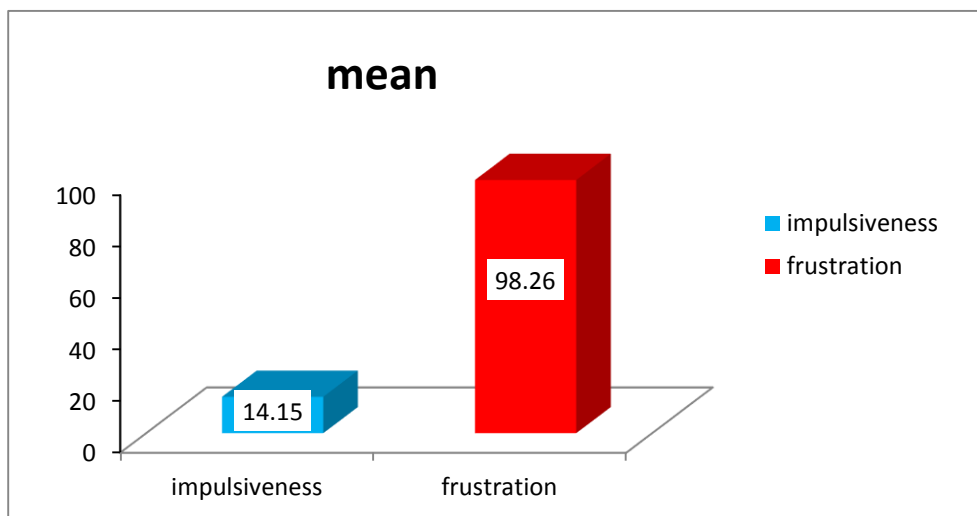


Figure 4.1: Showing the Mean Value of impulsiveness and frustration of a young athlete

Table 4.2

Show the Correlation between Impulsiveness and Aggression of Young Athlete

Group	Variable	N	Mean	Std Deviation	df	Correlation
Young athlete	Impulsiveness	100	14.15	3.14	99	.053*
	Aggression	100	84.28	11.38		

Tabulated value at df 99= 0.25

***significant at 0.05 level**

The table no. 4.2 shows the correlation of Impulsiveness and Aggression of a young athlete. The mean score of the Impulsiveness and Aggression of young athlete, which was 14.15 and 84.28 respectively, and standard deviation was 3.14 and 11.38 respectively. The value of 'r' is .053 which shows positive correlation and significant relationship between Impulsiveness and Aggression of a young athlete.

The table above shows that the 'r' value of impulsiveness and aggression of a young athlete .053, whereas the table value for the same for the same is found to be 0.25 at 0.05 level of significant. The calculated value of 'r' being more than the table value, which indicates that the two selected variables i.e. Impulsiveness and Aggression are significant relation.

Hence, the hypothesis No- 2 that, there would exist significant differences between impulsiveness and Aggression of a young athlete is accepted.

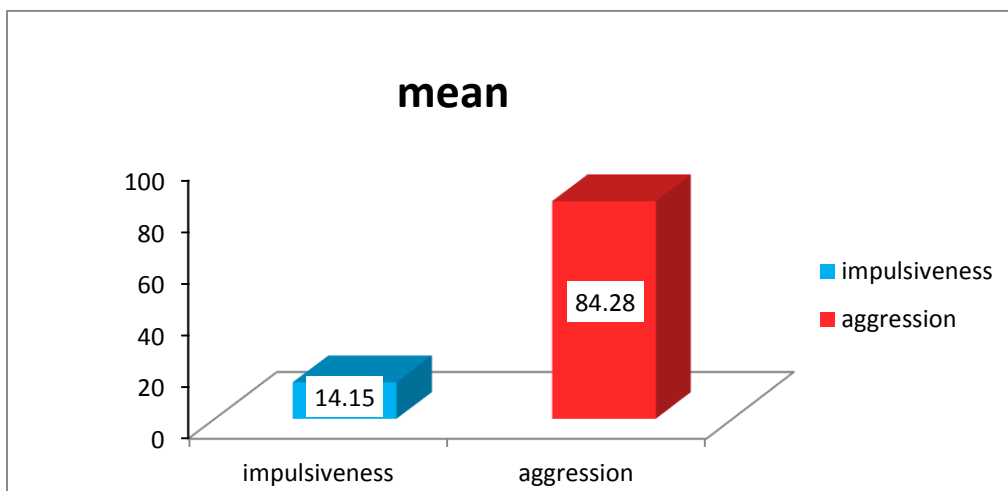


Figure 4.2: Showing the Mean Value of Impulsiveness and Aggression of a young athlete

Table 4.3

Show the Correlation between Impulsiveness and Academic Achievement of Young Athlete

Group	Variable	N	Mean	Std Deviation	Df	Correlation
Young athlete	Impulsiveness	100	14.15	3.14	99	.166*
	Academic Achievement	100	64.38	12.34		

Tabulated value at df 99= 0.25

***significant at 0.05 level**

The table no. 4.3 shows the correlation of Impulsiveness and Academic Achievement of a young athlete. The mean score of the Impulsiveness and Academic Achievement of young athlete, which was 14.15 and 64.38 respectively, and standard deviation was 3.14 and 12.34 respectively. The value of 'r' is .166 which shows positive correlation and significant relationship between Impulsiveness and Academic Achievement of a young athlete.

The table above shows that the 'r' value of Impulsiveness and Academic Achievement of a young athlete .166, whereas the table value for the same for the same is found to be 0.25 at 0.05 level of significant. The calculated value of 'r' being more than the table value, which indicates that the two selected variables i.e. Impulsiveness and Academic Achievement are significant relation.

Hence, the hypothesis No- 3 that, there would exist significant differences between Impulsiveness and Academic Achievement of a young athlete is accepted.

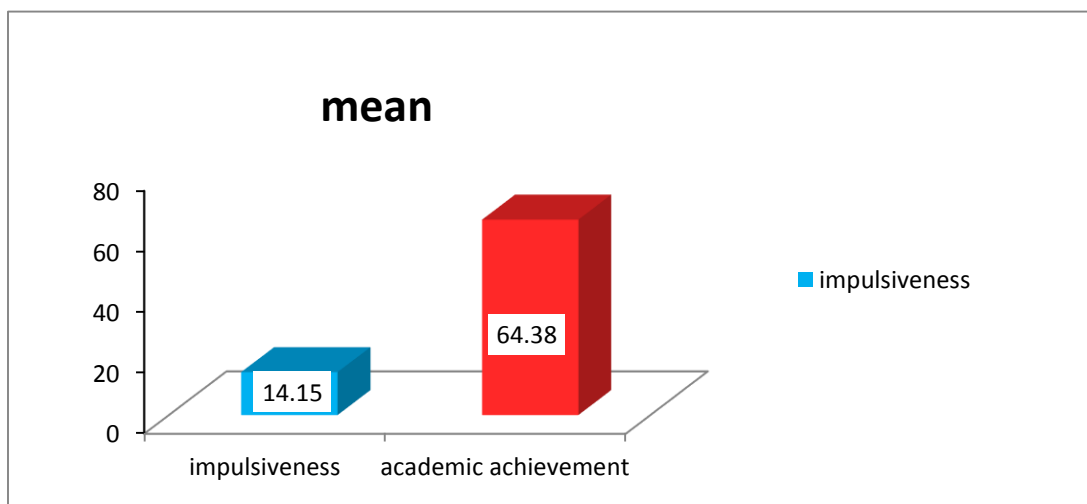
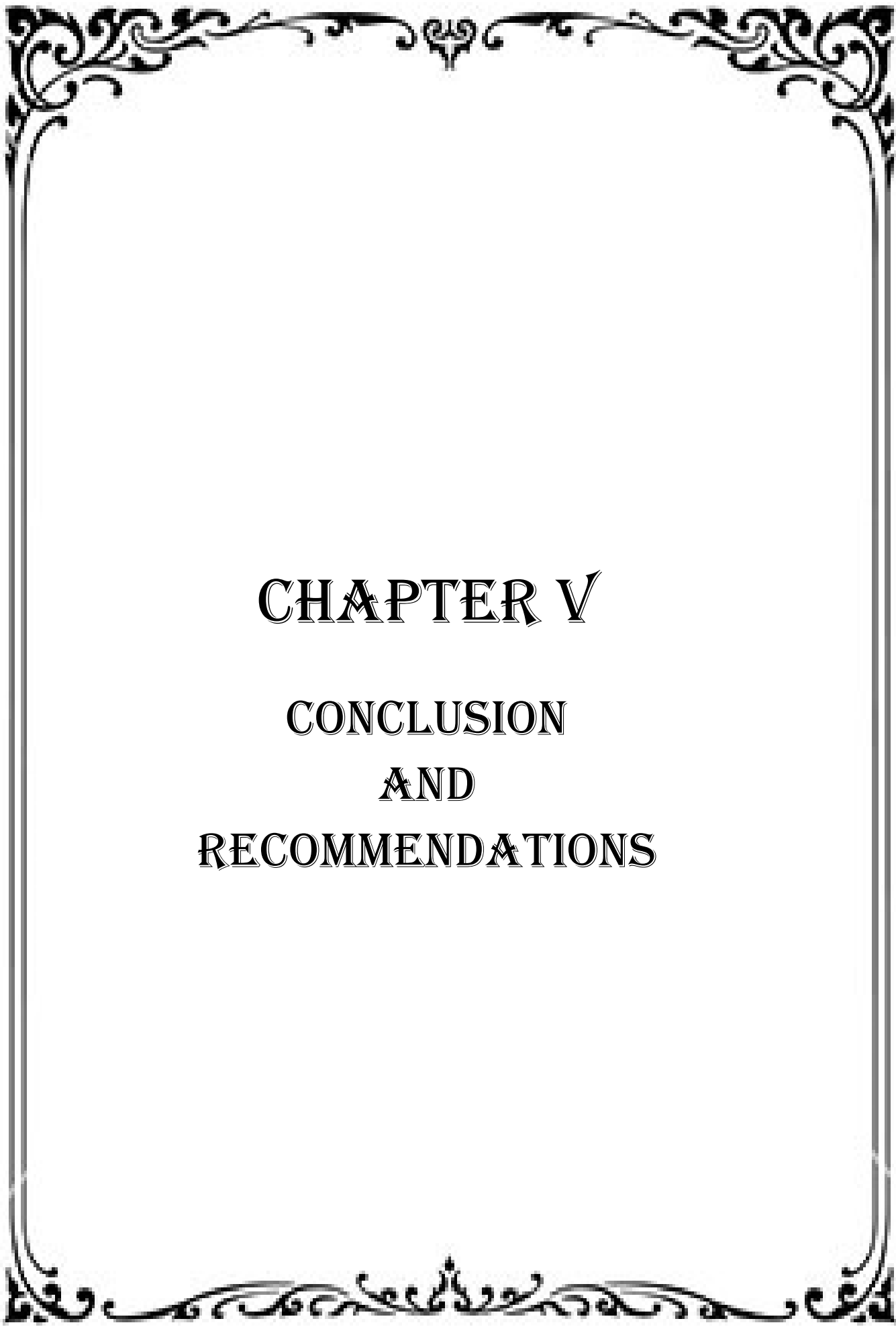


Figure 4.3: Showing the Mean Value of Impulsiveness and Academic achievement of a young athlete

DISCUSSION

The findings mean score of the Impulsiveness and frustration of young athlete, which was 14.15 and 98.26 respectively supported by Mihai Anitei & Miheacla Chraif, (2013), as well as the mean score of the Impulsiveness and aggression of young athlete, which 14.15 and 84.28 respectively, supported by Joshua Hatfield & Chris .S.Dula, (2014) and the mean score of the Impulsiveness and academic Achievement of young athlete, which was 14.15 and 64.38 respectively supported by J.H.Lozano, F.Gordillo & M.A.Perez, (2013). The value of 'r' is .474 which shows positive correlation and significant relationship between impulsiveness and frustration of young athlete, as well as the value of 'r' is .053 which shows positive correlation and significant relationship between impulsiveness and aggression and the value of 'r' is .116 which shows positive correlation and significant relationship between impulsiveness and academic achievement of a young athlete.

On the basis of the results, the hypothesis I also accepted and significant relationship between impulsiveness and frustration of a young athlete was found. Again the hypothesis II also accepted and significant relationship between impulsiveness and aggression of a young athlete was found . Again the hypothesis III also accepted and significant relationship between impulsiveness and academic achievement of a young athlete was found.. The relationship of impulsiveness with frustration, aggression and academic of a young athlete was analyzed by the Product movement correlation. The level of significance chosen to test the hypothesis was 0.05 levels.



CHAPTER V

CONCLUSION

AND

RECOMMENDATIONS

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Conclusion

On the basis of finding of the study and scholar's own understanding the following conclusion is drawn:

- Significant and positive relationship between Impulsiveness and Frustration of young athlete.
- Significant and positive relationship between Impulsiveness and Aggression of young athlete.
- Significant and positive relationship between Impulsiveness and Academic Achievement of young athlete.

Suggestions and recommendations

Research is never ending process. Every investigator after completing his research becomes aware of areas in which further research is needed and naturally and feels motivated to indicate areas which may be taken up for research by other investigators. Further, this study may encourage the procedure of creating procedures and approaches to add to those attributes which can be useful in making progress in academically and in other activity. The researcher, by the virtue of his experience in the field of the study offers the following suggestions for further research that could be undertaken by perspective researcher.

1. The similar study can be conducted on female subjects.
2. The similar study can be conducted by increasing the number of samples.
3. The similar a study can be conducted by adding some more variables to extend the scope of the study.
4. The similar study can be conducted on different age groups.
5. This study can be conducted on the student of different states or region.



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