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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)

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Abstract

Problem statement, the Physical Education lesson imprints, along 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. A consequent participation of individuals at Physical Education lessons may bring them benefits such as: self-control, the desire of overcoming difficulties, of self-improving, and, nonetheless, of not reacting with exaggeration in front of daily frustrations. 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 enquiry method, questionnaire; The pedagogical experiment method; The statistical-mathematical method; The graphic method. Findings, physical Education lessons in the university curriculum has a decisive role in helping the individuals to control their manner of reacting in various frustrating situations, its absence leading to deep insecurity and often aggressive reactions. This study has been undertaken on a group of 64 students enrolled in the Petroleum-Gas University from 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.

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1. Introduction

“One of the major causes of stress, cause that works with great intensity among individuals whose control over how they react to them, is the degree to which these individuals let themselves influenced in their lives, both on the personal and the social or professional plan, through the adoption of privation, renunciation, deprivation, and difficulties - in a word due to frustration factors.” (Horst, 2000, p. 184) Physical Education lessons imprint, throughout the time, a life discipline for students, and a manner of discharge from everyday life, that will have positive repercussions for individuals actively involved in the didactic process, represented by Physical Education lessons, starting with school education and ending with higher education. The participative longevity of individuals in Physical Education lessons could determine emotional benefits such as: self-restraint, a willingness to overcome difficulties, to surpass themselves, and especially of not overreacting to everyday frustrations.

2. Hypothesis

This research started from the hypothesis according to which Physical Education lessons mean a supervised methodical guidance, a manner of discharge from frustrating situations in a controlled way, through various sports activities, and the absence of Physical Education lessons, or the reduction of their number in the academic program, would determine, in the emotional state of the students, a profound sense of insecurity, intolerance to frustration and often aggressive reactions.

3. Methods

3.1. Subjects

This study has been undertaken on a group of 64 students, randomly chosen and enrolled in the Petroleum-Gas University from Ploiești, with similar motor and intellectual preoccupations.

3.2. Research methods:

The bibliographic study method; The observation method; The enquiry method (questionnaire entitled “The Rosenzweig projective test”, corresponding to 6 significant images, and with answers registered in an observation protocol); The statistical-mathematical method; The graphic method.

3.3. Research purpose

The purpose of this research was to prove that Physical Education lessons imprint, throughout the time, a life discipline for students, and a controlled manner of discharge from everyday life, through various sports activities, and that the absence of Physical Education lessons, as well as the reduction of their number in the academic program, would determine, in the emotional state of the students, a profound sense of insecurity, intolerance to frustration and often aggressive reactions.

4. Research tasks

Choosing the group of subjects, randomly; Applying, on the chosen group of subjects, the questionnaire entitled “The Rosenzweig projective test of tolerance toward frustration”; Recording indicators, after the implementation of the questionnaire; Grouping the gathered data into a table, their analysis and interpretation.

5. The content of the research

Physical Education lessons imprint, throughout the time, as mentioned above, a life discipline for students, and a controlled manner of discharge from frustrating situations in a controlled way, due to the fact that relaxation “may be induced and there are sufficient ways of relaxing which can be learned. Exercise consistently practiced under methodical instructions is one of the best and most necessary ways, as well as the autogenous training and progressive muscle relaxation.” (Horst ,2000, p. 182). Based on these aspects, we initiated the research on tolerance
toward frustration, we applied the questionnaire entitled “The Rosenzweig projective test of tolerance toward frustration” and then recorded the data in Table No. 1, regarding insecurity, manifested by intolerance to frustration and sometimes aggressive reactions.

6. Data analysis and interpretation

“The test composed by Rosenzweig** is only one of the multiple tests used by psychologists to investigate the degree of endurance towards frustration factors.” (Horst H. S., 2000, p. 184) At the application of the protocol there was no time limit, although, according to field specialists, the normal time for this test is 2 minutes. Students did not have to provide personal data, they were announced that honesty was an essential factor, thus ensuring the confidentiality of their answers, and assuring ourselves of their sincerity through the elements described above. We had a cursive work for the application of the test entitled “The Rosenzweig projective test of tolerance toward frustration”, which contained six social cases, presented under the form of an image, and each social case had a subject and a title:

- Social case number 1 was entitled “at home” — where two people of opposite gender meet at home, in the kitchen, she works, and he reproaches her that she is not capable of finishing her chores, and does not appreciate her;
- Social case number 2 was entitled “at the airport” — two friends arrive late at the airport, and miss their plane;
- Social case number 3 was entitled “on a country road” — a young lady who has no means of transportation, finding herself on the country road, is approached by a tractor driver who offers to help her;
- Social case number 4 was entitled “in the garden” — where a young man breaks a flower pot and the gardener who hired him, fires the first for negligence;
- Social case number 5 was entitled “in a store” — describes the situation where a man enters a store with his hat on and does not salute the cashier;
- Social case number 6 was entitled “among strangers” — two young people who are fond of the same girl, meet and try to solve their problem, one of them with threats and the other with balanced discussion.

Table 1. Observation protocol regarding the score for each question with the purpose of identifying the students’ tolerance to frustration and the manner in which they answered these items

<table>
<thead>
<tr>
<th>Number of students – total 64 students</th>
<th>No. of Physical Education lessons attended 14 lessons - %</th>
<th>Typological aspects of responding students</th>
<th>Necessary time for answering the questionnaire</th>
<th>Scored points</th>
<th>Interpretation of scored points</th>
<th>Answers in % for items in the questionnaire 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 students</td>
<td>6 - lessons 42.82%</td>
<td>Medical Exempt (M.E.)</td>
<td>2.38 min. -3.33 min</td>
<td>6-12 points</td>
<td>Low degree of tolerance.</td>
<td>17.18%</td>
</tr>
<tr>
<td>24 students</td>
<td>10 lessons 71.42 %</td>
<td>Moderate</td>
<td>2.01 min. -2.33 min</td>
<td>13-18 points</td>
<td>Aggressive Cope with frustrating situations with limits</td>
<td>37.5%</td>
</tr>
<tr>
<td>29 students</td>
<td>14 lessons 100%</td>
<td>Excellent Sports Activity (E.S.A.)</td>
<td>1.45 min. -2.00 min</td>
<td>19- 24 points</td>
<td>Flexible attitude, balanced, slightly detached, far from aggressive.</td>
<td>45.32%</td>
</tr>
</tbody>
</table>

It is important to notice that each social case from the test had four choices of answer with the following value: a= 1 point; b= 2 points; c= 3 points; d= 4 points. Students were asked to identify themselves with the characters from the test image and the situation described, and to check the answer that suits them. The score recorded for this protocol was different from one situation to another. From their summation we had as a result the values and percentages entered in Table No. 1. When composing this test, Rosenweig started from the idea of identifying the subject with characters in difficulty. From the answer given, the examiner may draw important conclusions regarding the “subjects’ tendencies towards aggressiveness or regarding their tolerance towards stress, their team spirit, their commitment in practice and their spiritual stability.” (Horst, 2000, p. 186).
As a consequence of the applied test, we have discovered three types of subjects:

- **Medical exempted - (M.E.) - 11 students** – a percentage of 17.18% - who attended only six lessons of Physical Education from the total of 14 lessons per semester. These students finished their test in about 3 minutes and 33 seconds, much slower and over the level of 2 minutes, which was the admitted time, and scored between 6-12 points at the questionnaire. As a consequence of this score, they were considered as having a low degree of tolerance, aggressive, insecure, frustrated, and easily annoyed;

- **Moderate Sports Activity (M.S.A.) - 24 students** – a percentage of 37.5 % - who attended ten lessons of Physical Education from the total of 14 lessons per semester. These students finished their test in about 2 minutes and 33 seconds, closer to the level of 2 minutes, which was the admitted time, and scored between 13-18 points at the questionnaire. As a consequence of this score, they were considered as being people who are able to handle frustrating situations with certain limits, and they may adopt an aggressive behaviour only in certain cases, if they consider that they can not obtain what they desire unless they display their power;

- **Excellent Sports Activity (E.S.A.) - 29 students** – a percentage of 45.32% - who attended 14 lessons of Physical Education from the total of 14 lessons per semester. These students finished their test in less than 2 minutes, according to the time reference, and scored between 19-24 points at the questionnaire. As a consequence of this score, they were considered as being balanced people, who are able to handle frustrating situations with diplomacy, being flexible, pacifists, having the ability of using a conciliatory attitude, following their path in life which kept them away from quarrels and conflicts. Observing the data gathered from the other two groups described, we may state that the lack of preoccupation for physical activities would lead to frustration, aggressiveness, lack of control in critical situations, aspect which does not occur for the third group.

5. Conclusions

- If we analyze the data recorded in Table and Graph No. 1, we observe that the highest degree of tolerance to frustration is scored by students who participate at all Physical Education lessons, and the lowest degree is recorded by students with medical exemptions;

- Physical Education lessons mean a supervised methodical guidance, a manner of discharge from frustrating situations in a controlled way, through various sports activities, and the absence of Physical Education lessons, or the reduction of their number in the academic program, would determine, in the emotional state of the students, a profound sense of insecurity, intolerance to frustration and often aggressive reactions, according to registered indicators, thus confirming the research hypothesis;

- Through a motor education, composed of rules and game regulations, students learned how to control, we believe, their uncontrolled reactions, etc.;

- Through the recorded indicators (see Table No. 1) we may observe great differences of opinion between the three categories of students, and, as a result, the importance of the Physical Education lesson is emphasized for the formation of self-control and for the reduction of their reaction towards frustration, according to the recorded data for the Rosenzweig projective test.

References


