

Intervención psicológica para el incremento de la tolerancia a la frustración en lanzadores, categoría 15-16

Psychological intervention for the increment of the tolerance to the frustration in throwers, category 15-16

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RESUMEN

Esta investigación tiene como objetivo palpar los niveles de conocimientos sobre este fenómeno y proponer acciones de intervención psicológica con carácter racional-emotiva-conductual para incrementar la tolerancia a la frustración en lanzadores del equipo de béisbol, categoría 15-16 de la EIDE de Guantánamo. La forma en que elabore y responda a ese estado de frustración, irá estableciendo un modo personal de solucionar esas situaciones y de ajustar su psiquismo interno con las demandas del juego.

Palabras clave: Béisbol; Lanzador; Frustración; Tolerancia; Intervención psicológica

ABSTRACT

This research aims to palpate the levels of knowledge about this phenomenon and propose actions of psychological intervention with a rational-emotional-behavioral character to increase tolerance to frustration in pitchers of the baseball team, category 15-16 of the Guantánamo EIDE. The way he elaborates and responds to that state of frustration, will establish a personal way to solve these situations and

to adjust his internal psyche with the demands of the game.

Keywords: Baseball; Pitchers; Frustration; Tolerance; Psychological intervention

INTRODUCCTION

In baseball all plays start from the pitcher's work, it follows that the role to play is of extraordinary importance and directly influences in the competitive results, the game turns around the offensive and defensive actions of this. The responsibility of withdrawing or not the batsman falls on him and depend, in big way, on the rest of the situations that take place in the game.

It is necessary to take into account that baseball games are developed under a high psychic load, due to unexpected situations, emotional reactions of both teams, public behavior and referees' decisions. As the pitcher has the greatest responsibility for wins or losses, which can undoubtedly create stress, anxiety, depression, frustrations, inadequate self-assessment; situations of a psychological nature that must be handled properly so as not to affect their performance and mental health.

Committing a mistake, being hit, or losing a game for the team in front of a big number of people attending the stadiums imposes great intensity, physical and psychological effort on the baseball pitcher's work, which can also have a direct impact on the performance of the pitcher, depending on how it will be able to handle such frustrations. That is why in the investigation great attention is given to this area.

Previous studies carried out by the authors of this research, based mainly on interviews with coaches, athletes, observations made in training sessions and competitions, showed that the pitchers of Guantanamo baseball team, category 15-16 when failing in their performance, are not capable to regulate their emotions, they do not act rationally, they show lack of decision, inhibition, self-confidence, undervaluation, begin to deform the technique, lose the effectiveness of their role as a pitcher and focus on the committed mistake, that is evidence of poor management from tolerance to frustrations.

Due to the above, psychological intervention actions are proposed with a rational-emotional-behavioral character to increase the tolerance to frustration in pitchers of

the baseball team, category 15-16. The valued background shows the need for an alternative that responds immediately to the short-term solution of the shortcomings that influence sports performance.

DEVELOPMENT

Frustration in sport is a frequent state, the fact of competing supposes in the athlete implicitly the possibility of winning and losing. For many athletes, losing is similar to failure, when failing to achieve the goal and goals for which they work so much during training. Frustration is an emotional answer that can negatively influence in the athlete, especially since it can also cause a great state of stress. It develops when they cannot achieve desires or objectives that were had and the athlete is not clear if it is an obstacle in his path or an irreparable loss.

The need for a better understanding of the potential abilities of athletes to face negative experiences, making them more resistant to the effects of stressful events, has led different specialists to the in-depth analysis of moderating variables that facilitate the development of positive answers to situations of stress and adversity, reinforcing their coping capabilities.

The problem with frustration is not so much to feel it but to manage it properly, as emotion, it gives information about the result of the experience (sports in this case). The sign of the experience of it will depend on the treatment make of it. Frustration can lead to failure, discouragement, bitterness. But it is also often a source of energy for the better knowledge of oneself that allows to reach success.

It is appropriate to highlight that most of studies in pitchers are related to emotional answers and emotional control, they have also been developed with high performance teams and according to the literature consulted there are less investigations on the phenomenon that precedes these negative answers, from tolerance to frustration. An important element to highlight about why working from this category is that, in the adolescence stage it is essential to address the particularities of the conditions of the development situation, the formation of the personality given the need to prepare the pitcher not only for current demands, but also for future ones.

For being one of the most uncomfortable and common subjective states in human beings, frustration has been studied extensively and deeply for a long time. For Vinacke (1972) frustration "means blocking of a person on his way to the goal." This author lists it as an emotion of nuisance, helplessness, annoyance and anger due to the inability of the subject to achieve a goal. It frames only in the unfavorable consequences that these product states bring to the blockade.

In every through the pitcher does not make it and is not effective, sometimes he will experience his frustration. The way in which he develops this state of frustration and the way he answers to it will establish a particular way of solving those situations and of adjusting his internal psyche with external demands.

In Cuba it has been investigated by González (2001) and Riera (2002). González states that "frustration is a state that occurs in the athlete when the results of the execution are below expectations. That is, when the proposed sports objectives are not achieved" (González, 2004 p.127). At the same time, Consuegra defines it as "a state of emptiness or insatiable yearning that arises when the person is faced with an impulse, desire or objective that he cannot satisfy" (Consuegra, 2010 p.27). In pitchers the frustration is related to the general self-esteem of the athlete's personality associated with the way in which this is perceived and confident in their possibilities and with the breach of the specific purposes, so that the athlete associates the failure to poorly accomplished actions that can compromise success.

Levitov (1967), cited by Pérez (2007), raises about the frustration that is a psychic state of man that manifests itself in traits of character, emotions and behavior and that is caused by objectively insurmountable or subjectively understood difficulties, which arise on the way towards the achievement of the objectives, the solution of problems and tasks.

The authors assume the concept formulated by Levitov (1967), since it involves in a more integrative way the key elements for the study such as the perception (ideas, beliefs) of the individual about the phenomenon, the needs and regulatory reasons of his behavior to understand the frustration, the behavioral manifestations that derive from it and, therefore, will be the definition that will serve as a reference.

The way to respond to frustration is directly related to beliefs and thoughts. Beliefs have great potential to determine and condition the individual's answers and have their origin in non-empirical and unreal statements based on the trigger or failure situation.

It is important to reduce the feeling of frustration not only to know the frustrating agent and the personal sense that it has for the athlete, but it is also necessary to know its self-assessment and aspirations level through psychological help to establish a correlation that allows an adequate tolerance.

Each person has a frustration tolerance threshold. After that limit, their behavior can be disorganized, and instead of continuing to search for new actions that allow them to meet the need in question, or at least dedicate their activity to the satisfaction of other important needs; he can abandon himself to his suffering and feel defeated.

For Shaffer (2002) tolerance to frustration is indispensable for the human being because it diverts the tension that frustration produces towards other modes of resolution and allows the person the ability to delay the satisfaction of their needs or desires as well as the possibility of reworking them. The authors assume this definition as successful for research since from this perspective the indispensable process is seen so that the person can endure, sustain their discomfort at a certain moment and also can work with frustration.

The confrontation with frustration would imply developing in the person his resources to cushion or confront each time it appears. Along these lines, Puig and Rubio (2011) ratify the importance of promoting resilience to strengthen the individual and thus be able to reduce the impact of adversity at the time of its appearance. Currently, tolerance to frustration focuses on the person supporting their discomfort while being able to implement personal resources to get out of that state, so frustration could be related as adversity and extrapolate the contributions from resilience to its understanding and intervention

Posada (2015) proposes four capacities: self-regulation, taking responsibility, structuring relationships and to set up the future. These capacities in the light of the tolerance to frustration, place the subject in an active position with respect to

himself since, he is responsible for the development of his own tolerance to frustration.

The result of not knowing how to adjust frustration is to stop trying, they quit that sport because they only receive disgust, stop trying and throw in the towel. In baseball, as the pitcher faces the work in the box, he realizes that one cannot always have what is desired immediately (effective pitches) and learns to tolerate, to wait, to accept certain inconveniences (external and internal) or delay in obtaining what is wanted. That is to say, he learns to tolerate frustration, delayed as desired, know how to wait, endure the vicissitudes of the environment, and learn to satisfy his desires and needs for himself instead of passively waiting for others to do it for him.

For the proposal of intervention actions to increase tolerance to frustration in pitchers, is assume the ABC model of the theory of Rational Behavioral Therapy formulated by Albert Ellis in 1956. The author states that what causes the alteration or emotional difficulty is not what happens at point A, but people create a belief structure at point B and reinforce these beliefs in a negative and often in a harmful way, which manifests itself in behavioral or emotional reactions: point C. (Ellis, 1999)

It is very helpful for the athlete to have certain knowledge of rational behavioral emotional therapy, especially in relation to the identification of irrational thoughts in such a way that he becomes aware of them and also has certain resources for its elimination or replacement by other more rational and appropriate according to the situation that presents in each case.

Patterns of thinking in some athletes are similar regardless of the situation, while in others it changes dramatically depending on it. In either case it is necessary to identify the styles of thoughts that are typical in each particular case, in order to discriminate when what an athlete thinks fits reality, is reasonable and logical or, quite the opposite. In the athlete, thoughts of catastrophism are common, together with filtration, illusion of control, blame among others that lead him to see most situations as a threat, because he fears failure which limits his sports growth even at the expense of having a good level of physical or technical-tactical development.

Since the model of rational emotional behavioral therapy consists of various kinds of cognitive restructuring, which include the investigation of typical irrational thoughts, the debate about them, the distinction between logical and illogical thinking and the definition and semantic self-definition, which helps you To keep close to reality.

Precisely, due to these characteristics of the beliefs of the pitcher, we agree with Ellis (1999) who refers that rational behavioral emotional therapy is a psychoeducational approach, that is, part of the therapist's task in a psychotherapeutic process, is to teach the person their way of thinking and pay attention to their ideas and thoughts, so that, from that learning, change can be possible.

1. To realize that they are who create, in a big way, their own psychological disturbances, and that, although environmental conditions can contribute to their problems, they have, in general, a secondary consideration in the process of change.
2. Clearly recognize that they have the ability to significantly modify these disturbances.
3. To understand that emotional and behavioral disturbances come largely from irrational, dogmatic and absolutist beliefs.
4. To discover their irrational beliefs and discriminate between them and their rational alternatives.
5. To question these irrational beliefs using the logical - empirical methods of science.
6. To work on the attempt to internalize their new rational beliefs, using cognitive, emotional and behavioral methods of change.
7. To continue this process of refuting irrational ideas and use multimodal methods of change for the rest of their lives.

Psychological intervention actions would be aimed that the pitcher being able to control irrational beliefs through:

Identification of irrational ideas.

Objective: To detect the negative thoughts that precede the states of tension resulting from the error in pitches, in order to make their thoughts more constructive (negative thoughts to have more frequently, identify the people, places or situations of the game that, increase the pattern of negative thinking).

Restriction of negative thoughts.

Objective: Stop negative thoughts (stop negative thoughts and self-expressions when it fails through positive self-orders or some image / signal and replace destructive thinking with another constructive one).

Identification of irrational thoughts.

Objective: Characterize irrational thoughts (e.g. winning is the final goal, I am a failure, good athletes never give in to fatigue, but I give myself to it, so I am not a good pitcher, I must not commit mistakes at the time to pitch, I act badly in the rainy days, when the arbitration is bad) and to combat these ideas by refuting them and replacing them with more rational thoughts.

Discussion of irrational ideas.

Objective: Evaluate irrational thoughts through a series of questions, leading the pitcher to learn to question their own thoughts, with the idea of demonstrating that they are wrong, and providing strategies for thinking more rational.

This approach will allow the implementation of autoregulative mechanisms for the management of failure in pitchers, using for the latter a mental training that is constituted by different cognitive, emotional and behavioral strategies that constitute a psychological intervention strategy to increase tolerance to frustration in pitchers of the Guantanamo baseball team, category 15-16.

The importance of working tolerance to frustration with a rational-emotional-behavioral character in these ages and in sport, is that the theoretical conceptual thinking is to be reflective for the cognitive restructuring of the irrational ideas that arise during the performances in they fail.

As the authors have mentioned several times, there are situations in which they cannot eliminate frustration, but from the psychological preparation can be teach the athlete why he has negative reactions, identify them, anticipate them to

maintain effectiveness in the game and thus arrive to obtain adequate rationality from frustration.

CONCLUSIONS

The consultation made to the methodological-theoretical referents in correspondence with the subject of this research joined to the insufficiencies detected in the applied diagnosis, allowed the preparation of psychological intervention actions with a rational-emotional-behavioral character to increase tolerance to frustration in pitchers of the baseball team, category 15-16. Finally, the feasibility of the proposed intervention actions that become a great help instrument for the coach in the psychological preparation of the pitchers that assure a better tolerance to failure was determined.

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