



## Psychological Actions to Increase Tolerance to Frustration in Pitchers: Category 15-16 Years



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### Abstract

The research aimed at the design of psychological intervention actions with a rational emotional behavioral character to increase the tolerance to frustration in pitchers of the baseball team, category 15-16 of the Guantanamo EIDE. The diagnosis made it possible to verify insufficiencies in the management of tolerance to frustration, negative behavioral and emotional manifestations and deformation of the technique and loss of effectiveness as a pitcher. The way in which it develops and responds to that state of frustration will establish a way to solve these situations and adjust their internal psyche with the demands of the game.

### Keywords

baseball;  
frustration;  
pitcher;  
rational behavioral;  
tolerance;

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## 1 Introduction

Barrios *et al.* (2015), in baseball the game revolves around the action of the pitcher, it depends largely on the offensive and defensive actions of the game, that is why the most complex position among all of the game. It also imposes a great mental activity on physical exertion, which generates different emotions that can affect performance depending on how these psychic states are managed.

Ealo (1984) and Reynaldo (2006) consider that as indispensable psychological qualities the pitcher must be intelligent, rational instead of emotional, positive, aggressive and analytical and have confidence. At each launch the pitcher is immersed in dissimilar situations, which he must face and does not always manage to respond effectively, having to frequently experience frustration (Iriani *et al.*, 2018; Henderson *et al.*, 2012; Cardinal & Everitt, 2004).

Galindo (2013) refers that one of the psychological characteristics that the baseball pitcher must possess is the appropriate mechanisms of self-regulation in relation to emotional self-control, regulation of action and recovery from frustrations.

Implementing mechanisms to cope with the failure of pitchers, consisting of different cognitive, emotional and behavioral strategies is very helpful, especially with regard to the identification of irrational thoughts in such a way (Paramita *et al.*, 2018; Schult & Wellman, 1997; Beck & Ajzen, 1991). that it becomes aware of them and also has certain resources to its elimination or replacement by more rational and adequate ones according to the situation that it presents in each case.

The manifestations of media abuse, verbal and gestural expressions of dislike, protests against the public, arbitration or the technical collective are undeniable in the face of failure. They also show physical ailments and abandonment of the activity (Knoblich *et al.*, 2011; Decety & Chaminade, 2003). Prevalence of anger, anxiety, fear, insecurity, and apathy. Which affects the deformation of the technique and the loss of effectiveness as a pitcher. This is presented as inadequacies in the mishandling of frustration tolerance in the pitchers of the Guantanamo baseball team, category 15-16 years. Therefore, the scientific problem is formulated as follows: How to increase the tolerance to frustration in the pitchers of the Guantanamo baseball team, category 15-16 years?

The objective of the research is to develop psychological intervention actions with a rational emotional behavioral character to increase the tolerance to frustration in the pitchers of the Guantanamo baseball team, category 15-16 years.

## 2 Materials and Methods

The selected sample consists of five pitchers belonging to the Guantanamo baseball team, category 15-16 years. It has been selected through a non-probabilistic sampling, the choice depended on the characteristics of the research, in correspondence with the tasks proposed to respond to the main objective and solve the scientific problems.

*From the theoretical level were used:*

*Analytical-synthetic:* allows through the implementation of cognitive processes the detailed analysis of information related to tolerance to frustration. It is of vital utility, both in the realization of the theoretical framework of reference and in the analysis of data products of the research itself, in order to refer to the most significant elements both in the period of diagnosis, development, and application of the actions, as in the verification of their effectiveness (Cuenya, Fosachecha & Mustaca, 2013; Bisquerra, 2011).

*Inductive-deductive*: it is part of the study of frustration as a general process to emphasize some of its parts, in this case, tolerance to frustration, and at the same time ensure that the conclusions that are reached enrich the elements Theorists who know about this psychological state.

*Structural-functional systemic*: for the elaboration of the intervention plan, by determining its structure and foundations, with the design of actions that respond to the attention of this population group. Necessary for the interrelated organization of the objectives, types of actions, intervention tasks, forms of application and frequency of the proposed suggestions (Roche *et al.*, 2018; Follingstad, 2007).

In the present investigation the observation was used as empirical methods (which took into account the following indicators: behavioral manifestations in the face of failures, the predominant negative emotional states and the impact on effectiveness), the experiment (pre-experiment variant with pre-test and post-test in a single group), Hernández (2003), the interview technique, (semi-structured interview), the Psychic Load Symptom Test (Frester, 1976) and the Psychological Performance Test of (Loehr, 1982; Abreu Quiñones & Martínez Puig, 2014; Battigalli & Dufwenberg, 2009).

The semi-structured interview aimed to establish the empathic link with the subjects of the sample and collect reliable and reliable criteria and information directly, for this study and thus corroborate the data obtained through observation. For its application, an interview guide was prepared for the coach and the athlete, which was composed of the collection of general data and information about their knowledge about frustration, behavior in the face of failure, negative emotional responses.

This technique was composed of nine questions for coaches (for you what is tolerance to failure, most common manifestations in your athletes when they fail, negative emotions most identified by you during training and competition experienced by your pitchers, moment and situations in which players lose control of negative emotions more easily in training or in competition, players who lose emotional control easily when they fail, method used to mitigate them, psychological aspects most affected after loss of control emotional and consequences have you noticed that it has brought with it the mishandling of failure) and 8 for athletes (awareness of the phenomenon, most common manifestations in their athletes when they fail, negative emotions and types of thoughts that most predominate in the face of failure, moment and situations in which they lose control of emotions, method or used to mitigate them, causes of loss of emotional control and consequences of mishandling of failure) in order to corroborate with other techniques the factors that affect the low tolerance to failure (Soenens *et al.*, 2005; Díaz & Torres, 2019).

Symptom test of psychic load (Frester, 1976) with the objective of knowing the factors that influence the presence of negative emotions experienced by the athletes of this study and their sports performance. The technique is composed of 21 items that are grouped into 3 fundamental factors: Psychic stability of athletes against objective situation conditions. Personal social stability of athletes, vegetative stability and success-defeat.

Psychological performance test (Loehr, 1982) with the objective of assessing mental abilities. It is a Likert type scale of forty-two (42) items (of five points) belonging to seven scales that are self-confidence (confidence in achieving performance objectives), motivational level (motivational factor in sport), attitude control (the ability to deploy strategies for achievement), negative energy and positive energy, as well as; attention control and visual control of images.

The score is divided into three categories that respond to the score obtained. The first category special attention (6 to 19 points), the second category time to improve (21 to 25 points) and finally the third category excellent skills (26 to 30 points). Statistical methods: Statistical methods allowed to assess the results in each phase of the investigation. For the analysis of the results, descriptive statistics were applied, using median and mode as central tendency measures. Additionally, empirical distributions of absolute and relative frequencies were used for the qualitative analysis of the variables. Statistical processing was performed using the statistical package SPSS 22.0 for Windows.

In order to carry out this research, the following variables were taken into consideration as relevant variables: The dependent variable tolerance to frustration in the pitchers of the Guantanamo baseball team, category 15-16 years, is operationalized establishing the negative emotional response dimension, which has as indicators the unpleasant emotional experiences that inhibit behavior, ideas, and thoughts (irrational), verbal expressions that encourage the abandonment of the activity in the face of failure or spoiled actions and tolerance of failure.

The independent variable of psychological intervention actions is defined as the planning and execution, in a pre-established period, of a set of strategies aimed at developing and adjusting psychological skills to increase tolerance to frustration in pitchers.

### 3 Results and Discussions

In the observation, it was noted that the presence of behavioral manifestations and negative emotional states negatively influence the sports performance of the pitchers, since 80% is ineffective and deformed the throwing technique, only 20% It was effective.

The semi-structured interview with the coach of the category allowed to know that there is poor knowledge about frustration and tolerance to frustration, within the most common manifestations in their athletes when physical violence against their media and teammates fail, they irritate, shout offensive words. They make gestures of distaste when they fail and negative verbal expressions in which they are undervalued, blame the arbitration, the players of their team, the decisions of the technical group or refer to physical discomforts when they fail.

They say that the emotions most experienced by pitchers are anxiety, anger, fear, and insecurity. What happens most frequently in complex situations of the game, where they lose their emotional and behavioral control more quickly? As triggers that affect the tolerance to frustration are the physical, technical and tactical preparation, the negative attitude of the pitcher himself, the mistakes of the players, mainly on the defensive side and the arbitration decisions. To correct this situation they give talks related fundamentally with the courage and the correction of the technical elements.

The semi-structured interview with the pitcher shows that 80% report not knowing that it is tolerance to failure and they express aggressiveness against the glove, speak, alone, walk on the mound, get angry at teammates, offensive words. 100% of the sample proposed performing negative verbal expressions and gestures in the face of the failure of their sets. 60% of the sample protest against arbitration, technical groups, and only 40% showed physical discomfort when they failed. The intensity of the perceived negative emotional states varied by each pitcher according to the significance of the mistakes made in each set made in training.

The anger is experienced by 100% of the pitchers, they cannot avoid feeling this way or getting angry during the mistakes made in training, and that in the competition has more intensity given the significance of the competitive event. But only 60% of the sample was frustrated at not being able to fulfill their role and assume an unfavorable attitude on the mound. Anxiety and insecurity are identified by 60% of the sample. They refer to doubt their control and effectiveness when they do not give strikes or the batter connects him easily and this generates anxiety. This affects the fluid or relaxed movement of the mechanics of throwing, promotes nervousness, distrust and the appearance of negative thoughts. 60% adjudicates the causes of failure to external conditions such as bad arbitration, errors mainly in the defensive. The other 40% is attributed to internal causes such as discomfort, ailment in the arm, not having carried a good pitching command or a bad throwing mechanism. Irrational thoughts were manifested by 80% of the sample and only 20% properly managed the ideas and thoughts that arise in the face of poorly achieved situations.

The factors perceived as a psychic burden by athletes reflect on vegetative stability and success-defeat. 80% of pitchers in situations where they appreciate physical weakness, nervousness and 40% in situations where they appreciate low performance in training and competitions, added to previous defeats. These factors are responsible for psychologically unbalancing pitchers, stressors and negative emotional states that affect sports performance accordingly. In social and personal stability, 80% of pitchers relate it to bad referee decisions, 60% to the reproaches of the coach or teammates and 20% to excessively high aspirations. In psychic stability, 60% of pitchers are related to too long trips, criticism of the spectators, an aspect that takes 40% and 20% with the good performances of the opponent.

#### *Discussions*

The 5 proposed intervention actions consist of ten activities oriented twice a week. These activities were taken from authors such as [Bados & García \(2010\)](#); [Ellis \(2001\)](#); [Saínz \(2008\)](#); [Williams \(2001; cited in Dosil, 2006\)](#); [Mora \(2000; cited in Dosil \(2006\)](#).

*Objective:* to provide an adequate adjustment of psychological skills to increase the tolerance to frustration in the pitchers of the Guantanamo baseball team, category 15-16 years. *Organization:* The application of Psychological intervention actions are recommended four fundamental stages. *Framing stage:* the first relationship between the pitchers and coaches involved in the process is established, exposing the initial expectations. The creation of a favorable climate of trust and group acceptance is encouraged. *Techniques:* The educational talks: they are used in the teaching of theoretical and practical aspects according to the topic to be addressed, elements that are essential for the understanding, understanding, and agreements to which they arrive. The dialogue: it is used for the value of heuristic conversation to produce knowledge through conferences and talks.

*Diagnostic stage:* focused on the application of psychological techniques for the diagnosis and evaluation of the initial state of tolerance to frustration in each launcher and consequently trace the objectives that lead to the desired reality. *Techniques:* observation, semi-structured interview, psychological performance test, and load symptoms test. *Execution stage:* the exercises are executed to increase the tolerance to frustration. Through this, the assimilation of the essential requirements for the desired transformation is achieved.

*Techniques:* Socratic debate (García, 2010); The cognitive-affective-behavioral psychoeducational restructuring (Ellis, 2001). The self-registration (Ellis, 2001). The use of self mandates by (Saínz, 2008). Relaxation techniques by breathing control, Williams and Harris (as cited in Dosil, 2006) and Visualization Technique, Mora (as cited in Dosil, 2006).

*Evaluation stage:* se Values the level of learning and transformation of the pitchers. The intervention actions will be subject to a systematic evaluation by the sports psychologist with the necessary elements when taking into account the proposed objectives and the results achieved. Some questions to contribute to the feedback of the fulfillment of the objectives proposed in each session: What did you learn today?; How useful can it be for each one in particular and for his work as a pitcher what they learned in today's session? Why?; Did you like the way the session was conducted? Why? What did they expect from today's session?; How did you feel in today's session?; What was the positive, negative and interesting of today's session?; Do you think the sessions have been productive for you and for the development of your role as a launcher? Express your criticisms and suggestions.

The application of these psychological intervention actions was organized for the development of Empathy and communication during all sessions; The awareness of the situations that generated irrational ideas and the implementation of psychological resources to modify cognitive distortions; Visualize the main frustrating situations, register the manifestations, face them and achieve the changes implemented. Develop the questioning and debate of irrational ideas; The regulation of negative emotions by breathing control. The use of self mandates and instructions for changing irrational ideas and controlling unwanted emotions.

## 4 Conclusion

It can be seen that the ability to cope and tolerate frustration in the face of problems is considered one of the most important psychological tools to solve the vicissitudes and reach the highest level of performance since if not managed properly, it causes high levels of stress, bring unfavorable consequences and therefore on the expected result. Difficulties are evident in the pitchers of the baseball team, category 15-16 years, to establish resources or coping strategies in the face of failure that allows them to accept it properly. The psychological intervention actions designed to increase the tolerance to frustration in the pitchers of the Guantanamo baseball team, category 15-16 years, focused on actions with a rational emotional behavioral character, which allows the acquisition of psychological tools to Perform an optimal coping with frustration.

### *Acknowledgments*

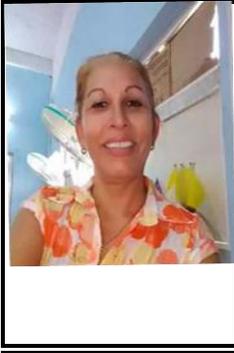
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