

## **Frustration Tolerance among Senior Secondary School Students in relation to their Family Environment**

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### ***Abstract***

The study examined the relationship of frustration tolerance among adolescents with their family environment. The data was mainly collected from 300 senior secondary school students of Kapurthala and Jalandhar district only with the objectives to find out difference in frustration tolerance and family environment on gender basis. In addition to this relationship between frustration and family environment of adolescents was also analysed. Keeping in view null hypothesis, no significant differences were found between male and female students with respect to their frustration tolerance and family environment. Similarly, frustration tolerance was also not found as significantly correlated with family environment.

***Key Words: Frustration Tolerance, Family Environment***

### **INTRODUCTION**

Frustration is normal passionate feeling or reaction of restriction disappointment and emerges when something is not occurred as per our desires or wishes. Frustration is a sentiment of disturbance that happens when something doesn't go as one anticipates. Frustration has various inner and outside causes. It emerges from outrage, disappointments, individual will, individual objective, wishes, strife, lacks, intellectual discord, forceful inactive conduct and so forth. It is the slant disturbed or upset, disillusionment is fundamental energetic feeling or response of limitation frustration, and develops when something not happened by our yearnings, needs. It is an opinion disillusionment that results when our yearnings are not comprehended or fulfilled. Frustration has different internal and outside causes. In the present day time the necessities wishes and longings have duplicated, and there is rivalry in each field. Everyone is attempting to supersede and outperform the other in training, position, esteem,

cash, status etc. Present day age has reshuffled our social life quickly, which needs new alterations while confronting a contention or conflict with the old and changing condition and consequently it should be all the more disappointing.

The frustration may stick a person to more prominent and all the more efficient endeavours, resolved to make extreme progress and fulfilment. As Wright (1937) likewise communicates that it might expand the quality of the thought process and try harder to proceed with the blocked line of movement. According to the perspective of Dollard (1939) that frustration is an obstruction with the event of an actuated objective reaction at its legitimate time in the conduct grouping. Along these lines, frustration is the obstruction of conduct before it can come full circle in the accomplishment of the objective. The inclination or feeling goes with a blocking (brief or changeless) of a continuous persuaded movement. Desiderato (1976) infers that obstructing of objective coordinated conduct initiates frustration. Disappointed conduct needs objective introduction, sentiment extraordinary need hardship and has an alternate arrangement of conduct instrument, which seems pretty much silly because of impulsive nature according to perspective of Chouhan and Tiwari, (1973).

Gulzar Shazia et al (2012) investigated on frustration among university students in Pakistan. The specimen of the study comprised of 120 people, men 78 and ladies 42 from various colleges of Lahore city. The outcomes about length of frustration among college students have identified that the majority of the students confront frustration only for one month or for short time. The thought "Frustration tolerance" was proposed at first by USA clinician Rosen Zweig in 1941. Frustration tolerance generally infers dealing with frustration, shock and frustration unequivocally, the word frustration, implies the state of some person who denies himself, or who is denied, drive satisfaction.

Low frustration tolerance identifies with distant and other versatile practices moreover. It is likewise called attention to that most depressed people and psychotics demonstrate lacks in their ability to endure frustration. Guys are found to endure frustration more than females (Rai, 1997). Capacity to endure frustration is influenced by the nature of the stressor and its power, span, consistency and control as per (Glass and Singer, 1974; Cohen and Weinstein, 1981). Harrington (2006) researched the connection between a multidimensional Frustration Discomfort Scale (FDS) and measures of discouraged state of mind, uneasiness and outrage in

a clinical populace. Comes about demonstrate that FDS sub-scales are diversely identified with particular feelings, free of confidence and negative impact. The privilege subscale is extraordinarily connected with outrage, uneasiness, bigotry with discouraged mind-set, and enthusiastic narrow mindedness with tension and gloom.

Frustration tolerance is affected by a no. of elements and different factors like culture, family environment; peers amass condition and so on. Family environment particularly assumes a vital part in building and advancing the frustration tolerance level and power in children's or youngsters' life. Since children is begins to learning things, exercises from the family and conduct more often than not learn by children in the family. Their identity's most variables created or impacted by the family. Children's are spending or remaining the greater part of their time in the family that is the reason family's every last movement impact children's advancement from the majority of the aspect's.

### **Family Environment**

Family environment surrounding means the atmospheric condition and around the home where one lives. It refers to various aspects of people's domestic lives that contribute to their living condition and their behaviour. It includes social, physical and emotional environment. It means the surrounding and everything which influences an individual at home. Since family atmosphere and parent inclusion is a vital positive drive in a kid's life, one would expect that among Adolescence which is a basic and requesting stage the two most essential situations in child or adolescent improvement, home and school, would build their joint effort. The inverse however is valid: As kids advance through school, parent inclusion decays drastically (Zill and Nord, 1994). To be effective in school and in life, young people require trusting and minding connections. They likewise require chances to shape their own particular characters, connect with Parenting in self-sufficient self-expression, and participate in testing encounters that will build up their skill and confidence (Roeser, Eccles, and Sameroff, 2000). Young people crave self-governance, freedom, and time with companions, however in the meantime, they keep on relying on direction from guardians and other relatives (Eccles, 1999). Family contribution in scholastics and learning stays critical in the immature years. Family Environment is assuming an exceptionally tremendous part in an individual's life. It influences

every single part/corner in human's life. In this way, it's vital to have harmonious condition for each youngster.

### **SIGNIFICANCE OF THE STUDY**

Adolescents in this era, potentially face negative circumstances. In such cases developing theories of youth have mentioned frustration tolerance as the main aspect of fruitful development of adolescents. Frustrations, clashing circumstances may defy the youthful persistently in his growing up process. In his endeavours to meet his own and social needs the immature makes an assortment of modifications. He may fulfil his own Need and those of society. He may encounter lacking adjustment. Those students, who are not satisfied become victim of psychological problem. It is necessary to develop positive attitude among secondary school student so that they feel comfortable in their family environment and gaining frustration tolerance level. Present study helps not only parents, teachers, society but each and every individual who face the problem of low frustration tolerance and family environment.

To the best knowledge of investigator, the frustration tolerance students remains to be explored thoroughly that too in relation to family environment. Hence due to paucity and rareness of time and greater concern for the future generation, offering them a better quality of family environment, life and like skills, and to explore which type of family environment strengthens frustration tolerance in adolescents inspired to investigator to undertake the present study. The study is extremely useful for future social scientist to investigate the frustration tolerance in students and family environment. Research is likewise exceptionally supportive to think about challenges and qualities of family environment to know how frustration tolerance is expanded and what procedures can be used to enhance family environment that advance and teach the frustration tolerance control in the students.

### **OBJECTIVES**

1. To find out the difference in the frustration tolerance among male and female of senior secondary school students.
2. To find out the difference in the family environment among male and female of senior secondary school students.

- To explore the relationship between frustration tolerance and family environment of the senior secondary school students.

**RESEARCH METHOD**

Using descriptive survey method, the study was conducted on senior secondary school students of districts Kapurthala and Jalandhar of Punjab by applying stratified random sampling technique wherein the sample of 300 senior secondary school students (150 Boys + 150 Girls) was selected for study.

**TOOLS OF DATA COLLECTION**

For the data collection purpose two tools used –

- Frustration Tolerance Test by S. N. Rai (Retd.) Professor and Head Department of Psychology C.C.S. University Meerut (U.P), (1989)
- Manual for Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N. K. Chadha Department of Psychology University of Delhi. (1998)

**Results and Interpretation**

**Hypotheses I** – Results pertaining to difference in Frustration Tolerance

**Table 1.1 Score of Mean, Standard Deviation, t-value of Frustration Tolerance among Male and Female Senior Secondary School Students.**

Sample Group	N	Mean	S.D	t-value	Remarks
Female	150	9.38	4.57	0.32	Insignificant
Male	150	9.55	4.56		

**Interpretation**

The above mentioned table shows that the mean score for the difference in frustration tolerance among male and female students came 9.38 and 9.55 respectively. The calculated t-value for the frustration tolerance among male and female students came 0.32 whereas the table value is 1.96 and 2.98 at 0.05 and 0.01 levels of significance. As the calculated value is smaller

than the table value, hence the hypotheses i.e. there exists no significant difference in frustration tolerance among male and female senior secondary school students is accepted.

The researcher is of the view that such results came out because gender play significant role in determining frustration tolerance among school students. It is anticipated that such results came out as female students spend more time in family and handle a number of tasks in the family that is why they have more frustration tolerance power whereas male students spend less time in family and are also influenced with outside environment of family.

**Hypotheses II** –Results pertaining to difference in family environment

**Table 1.2 Score of Mean, Standard Deviation, t-value of Family Environment of Male and Female Senior Secondary School Students.**

<b>Sample Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Remarks</b>
Girls	150	213.80	16.35	0.71	Insignificant
Boys	150	212.27	20.36		

**Interpretation**

The above mentioned table shows that the mean score for the difference in family environment of male and female students came 213.80 and 212.27 respectively. The calculated t- value for the family environment of male and female students came 0.71 whereas table value is 1.96 and 2.98 at 0.05 and 0.01 levels of significance. As the calculated value is smaller than the table value, hence the hypotheses i.e. there exists no significant difference in types of family environment among boys and girls of senior secondary school students is accepted. The researcher is of the view that such results came out because gender does not play any significant role in determining family environment of school students.

**Hypotheses III** - There exists no significant relationship between Frustration Tolerance and Family Environment of Senior Secondary School Students.

**Table 1.3 Correlation between Frustration Tolerance and Family Environment of Senior Secondary School Students**

<b>Variables</b>	<b>N</b>	<b>Coefficient of correlation</b>	<b>Remarks</b>
Frustration Tolerance	300	- 0.004	Insignificant (low degree of correlation )
Family Environment			

**Interpretation**

From the above mentioned table 1.3 it is clearly evident that the ‘r’ value for the frustration tolerance and family environment of senior secondary school students is found to be -0.004 which stands insignificant at 0.05 and 0.01 level of significance.

As per findings both variables are negatively correlated and although this relationship is very low. The calculated value of correlation is lower than table value of correlation. Hence the hypothesis that there exists no significant relationship between frustration tolerance and family environment of senior secondary school students is accepted which shows that there exists no significant correlation between frustration tolerance and family environment of senior secondary school students.

**Conclusions**

- Insignificant difference in frustration tolerance among male and female senior secondary school students was evident as per results. It is anticipated that such results came out because today is the era of cut-throat competition in students due to which each and every student (irrespective of gender differences) is keen on putting effort to excel.
- Students do not differ significantly regarding their family environment in terms of their gender.
- The relationship between frustration tolerance and family environment of senior secondary school students was also found as insignificant although statistics reveals that there is very low degree of negative correlation or insignificant relationship

between both variables. Family environment effects frustration tolerance but this is not only the factor that is correlated.

### 4.3 Limitations

The present study also has limitations which have been mentioned below:

1. The study was conducted on 300 students that may not be sufficient for a representative research.
2. The study was delimited to Kapurthala and Jalandhar district only.

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