

Study of Frustration Tolerance among Senior Secondary School Students

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Abstract: The purpose of the study is to study the relationship between Frustration Tolerance and Family Environment and to compare the level of Senior Secondary School Students on both the variables. After this study, it can early measure the psycho-social climate of family as perceived by children.

Key words: Frustration, Tolerance, Senior Secondary students, Behaviour, Expression, Abnormal.

1. INTRODUCTION

Frustration:-

Frustration is an important fact because of its close relation for the understanding of normal and abnormal behavior, its confidence in human life, its role in human adjustment and its growing importance in the modern times.

“**Frustration** Occurs whenever the organism meets a more or less insurmountable Obstacle in its route to the satisfaction of any vital need.” **Rosenzweig (1944)** these definitions cover the frustration when the path to the goal of the active need is blocked. The primary frustration involves the pure existence of an active need and the secondary frustration consists of the obstructions in the path to the goal of active need. Frustration is one’s condition expressed in specific feelings and behaviors, it is caused by invincible objective goals occurring while achieving a goal or solving a problem. Frustration is in fact the affective experience of failure, perceived in a more dramatic and intense way.

2. SOURCES OF FRUSTRATION:

The specific situations that bring about frustrations are of course, endless but they can generally be put in to four main categories of sources: (a) Man’s Physical environment. (b) Man’s Biological limitations, (c) The complexity of man’s psychological Makeup. (d) The nature of man’s social environment.

2.1 The Physical Environment:

The block lies in restrictions imposed by external Environment. Physical Environment may frustrate us drastically, through rainfall, earthquakes, famines, floods and others.

2.2 The Biological Limitations:

These obstructions lie in the Biological Limitations of The individual himself in his motor and mental incapacities. The blocking agent lies within the individual and his own Deficiencies prove barrier.

2.3 The Social Environment:

The Social Environment is probably the most important source of deep and persistent frustration and the most significant for social behaviour. Such frustrations are also the most challenging to preparation.

2.4 Psychological Complexity:

Man is not subject to one stimulus at a time or required to make only one response at a time. He is remarkably complex, existing at every moment in a number of simultaneous over lapping Psychological situations.

3. REACTIONS TO FRUSTRATION:

Kresh and Crutchfield (1962) classified these reactions to Frustration in two categories one is **Adaptive** and the other one is **Maladaptive**.

The person adopts the **adaptive** reactions, when the Achievement of a goal is blocked, so tries to overcome the barriers. It creates an insight in the individual and found significant in understanding of social behavior. The frustration and aggression are in the category of **maladaptive** reactions.

4. REVIEW OF LITERATURE

The term's **frustration tolerance** refers to the amount of stress one can tolerate, before his integrated functioning is seriously impaired. Thus, frustration tolerance refers to the capacity of the individual to show persistence in efforts despite repeated failures and antagonistic environment (**Rai, & Gupta, 1988**).

Rosenzweig (1944) introduced this concept first. This term is used to refer to the limit or tension and stress because there is no individual, Who has never tolerated the Frustration in his life, the degree of Frustration may be less or great. It results in life due to failure in Examination, affairs and mainly due to loss of status so Frustration Tolerance becomes essential to maintain the normality in life. Frustration Tolerance has cognitive, emotional and co-native aspects. On the cognitive or intellectual plane it denotes some form of delayed reaction (**Hunter, 1913**). There are

individual differences, in Frustration Tolerance depending upon the individuals, training, socialization and general Personality make-up and the nature of the stress situation.

The terms Frustration Tolerance Refers to the amount of stress one can tolerate before the integrated functioning is seriously impaired. According to **Resenwing (1944)**, 'Frustration Tolerance is an individual's capacity to withstand Frustration without failure of psychological adjustment i.e., without resorting to inadequate modes of behaviour'.

5. TYPES OF FRUSTRATION TOLERANCE:

5.1. Low Frustration Tolerance

Low Frustration-Tolerance (LFT) is caused by catastrophising about being frustrated and demanding that it not happen. It is based on beliefs like:

- 'The world owes me contentment and happiness.'
- 'Things should be as I want them to be, and I can't stand it when they are not.'
- 'It is intolerable to be frustrated, so I must avoid it at all costs.'
- 'Other people should not do things that frustrate me.'

LFT is closely related to low discomfort-tolerance (LDT), which arises from catastrophising about discomfort (including the discomfort of negative emotions), with an internal demand that it be avoided. The two types are similar and closely related. Frustration is uncomfortable, and discomfort is frustrating.

5.2. The Alternative: High Frustration Tolerance:-

High Frustration Tolerance means accepting the reality of frustration and keeping its badness in perspective. To accept frustration is to acknowledge that, while you may dislike it, there is no Law of the Universe says you 'should' be exempt from it (though you may prefer to be). You expect to experience appropriate negative emotions like annoyance and disappointment. But you avoid exaggerating these emotions (by telling yourself you can't stand them) into depression, argumentative anger, hurt, or self-pity.

6. THE SECOND VARIABLE OF STUDY IS FAMILY ENVIRONMENT:

6.1 Family Environment:-

The **family** is the oldest and the most important of all the institution sat man has devised to regulate and Integrate his behaviour as he strives to satisfy his basic needs. The family is basically a unit in which parents and children live together. Its key position rest on its multiple functions in relation to overall development of its members, their protection, and overall well-being. Therefore, it would emerge that not only the social and physical well-being of the individual is taken care of by the family, but the psychological well-being as well.

The **family** is the first of affect the individual. It is the family which gives the child his first experience of living. It gets him when he is completely uninformed, unprotected, before any other agency has had a chance to affect him. The influence of the family on the child is therefore, immense. However, to understand the influence of the family on the child, it is important to understand the family and its functions. Family has been defined in the **Oxford Dictionary** as:

1. The body of persons who live in one house or under one head, including parents, children, servants, etc.
2. The ground consisting of parents and their children, whether living together or not;
3. A person's children reared collectively; and
4. Those descended, or claiming descent from a common ancestry.

6.2 Connecting Family Environment:-

The **family environment** is influenced by a number of factors like the nature of family constellation; number of children in the family; marital relationships between husband wife; maternal (paternal) employment; and socio-economic and religious background of the family. The **family environment** possesses a certain consistency so that the impact of the same basic values, individuals material objects etc., is felt over and over. Parental influence may not be felt in a specific situation, but the attitudes and ideas expressed day after day inevitably leave their mark. In certain ways the influence of the family can be negative. All too often, members of the family take out all their frustrations on each other.

7. FAMILY ENVIRONMENT SCALE BY BHATIA AND CHADHA (1993):

The **Family Environment** is used to measure the Social- Environmental characteristics of family. It was developed to measure social and environmental characteristics of all families. Because children's lives are centered initially within their families, the Family Environment becomes the primary agent of socialization. The Family Environment "involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each Family Environment is unique. In addition, **3 separate forms** of the FES are used to measure perception of the family.

1. The Real Form measures peoples attitude about their family environment.
2. The Ideal Form measures persons ideal family perception.
3. The Exceptions Form asses the family ability to withstand change.

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8. STATEMENT OF THE PROBLEM:

“Study of Frustration Tolerance in relation to Family Environment among Senior Secondary School Students.”

9. OBJECTIVE OF THE STUDY:

To Compare the Frustration Tolerance among Girls and Boys of Senior Secondary School Students

10. HYPOTHESIS OF THE STUDY:-

There will be no Significant Difference between Girls and Boys on Frustration Tolerance.

11. METHODOLOGY:

Every research activity needs a particular type of methodology because the charm of research lies more in its methods, than in its contents or subject matter. The present study is not an exception to this.

11.1 Sample:-

Sample is fundamental to the conduct of research and the interpretation of its result. For the present study 100 Senior Secondary Students (50 Girls and 50 boys) has been taken as a sample from Rewari District.

11.2 Statistical technique to use:-

1. Descriptive Statistics: - Inferential Statistics, percentage method

12. DATA ANALYSIS

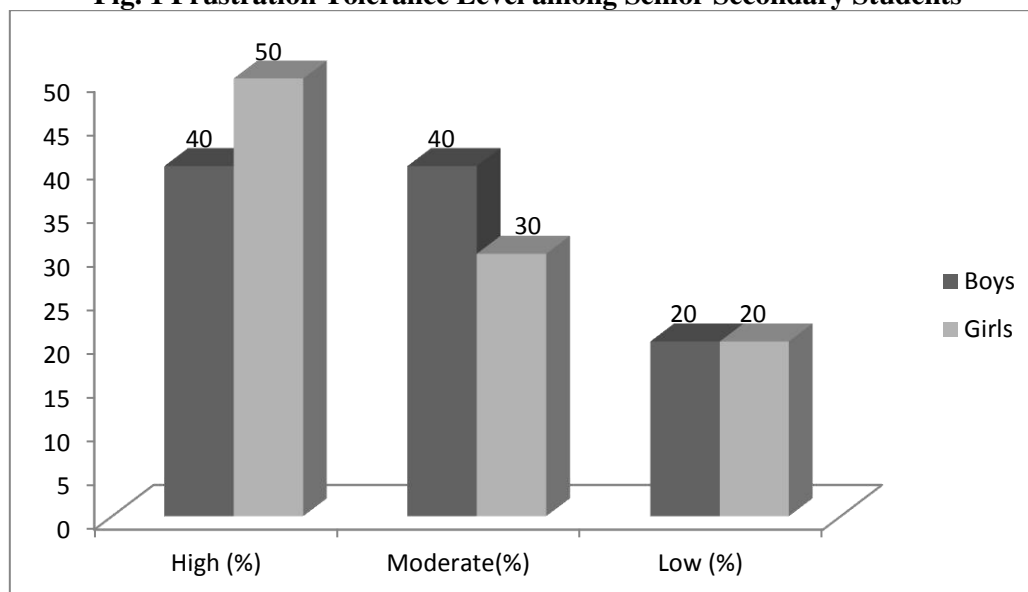
Frustration Tolerance in relation to Family Environment among Senior Secondary School Students

Table1. Frustration Tolerance Level among Senior Secondary Students

Frustration Tolerance	High	%	Moderate	%	Low	%	Total	%
Boys	20	40	20	40	10	20	50	100
Girls	25	50	15	30	10	20	50	100
Total	45		35		20		100	

Source: Primary Data

Fig. 1 Frustration Tolerance Level among Senior Secondary Students



Source: Primary Data

Inferences:

According to above table it shows that Girls having high (50%) frustration tolerance level in comparison of boys (40%). In case of moderate frustration level boys having more frustration tolerance (40%) in comparison of girls who having 30% moderate frustration tolerance. There is equal low frustration tolerance level (20%) among boys and girls of senior Secondary Schools.

13. DELIMITATION OF THE STUDY:

- The study will be delimited to the boys and girls of Senior Secondary School Students.
- The study will be 100 Senior Secondary School Students.

14. CONCLUSION:

By this study it measured the quality and quantity of the cognitive, emotional and social support that provides the environment to children with in the family which will help in developing the Frustration Tolerance and Family Environment. We can also find students are socially competent, emotional mature, self-reliant, resilient, stressless, satisfaction, optimize of the students. All too often, members of the family take out all their frustrations on each other.

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