

Frustration among Adolescents in relation to Parental Encouragement

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ABSTRACT

Man has many needs, drives, aims and ambitions in life and he continuously makes efforts to fulfill them. But in certain situations he faces a state of confusion and predicament especially when there are some blocks in the way. This condition is termed as frustration. There are many factors which help a person in coming out from frustration. One among these factors is the parental encouragement. The main objective of this study was to know the level of frustration among and also to study the relationship between frustration and parental encouragement of adolescents. The sample of the study consisted of 250 students of 10th class taken from 6 schools. Parental Encouragement Scale by Sharma and Frustration Test by Chauhan and Tiwari were used to collect the data. The study found that more than half of the adolescents have low level of frustration and nearly one-third have average level of frustration. Frustration level of boys is significantly higher than the girls. 40.4% of the adolescents are getting average level of parental encouragement. More of the adolescents are getting low level of encouragement from parents in comparison to those who are getting high level of encouragement. The study found that there is not a significant difference in the level of parental encouragement of the boys and girls. Frustration among boys is significantly related to their parental encouragement but it is not significantly related in case of girls.

Keywords: frustration, parental encouragement, adolescents

Frustration is a common phenomenon of everyday life and thus, is the universal human experience. Man has many needs, drives, aims and ambitions in life and he plans and makes efforts to fulfill them. At times he succeeds, but in certain situations when he faces blocks in the way, he finds himself in the state of confusion and predicament. This is the condition that is termed as frustration. Frustration is the feeling of being upset

or annoyed as a result of being unable to change or achieve something (Oxford Dictionary).

The emotional reaction to the prevention or hindering of a potentially satisfying activity is called frustration (Collins English Dictionary). Frustration is the feeling of dissatisfaction often accompanied by anxiety or depression, resulting from unfulfilled needs or unresolved problems (Webster's College Dictionary). Frustration is the state of an organism resulting when the satisfaction of a motivated behaviour is made difficult or impossible, when the way to goal is blocked (Gilmier, 1970). Thus, the term frustration is the feeling of being dissatisfied and refers to the blocking of behaviour directed towards the goal by some internal or external obstacles.

Frustration could be triggered by some internal as well as

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external sources. Frustration caused by internal factors may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as lack of confidence or fear of social situations. Conflict can also be an internal source for frustration as it creates cognitive dissonance when one has competing goals that interfere with one another. External causes of frustration involve environmental conditions outside an individual, such as a blocked road or difficult task. Frustration is usually attributed to external factors that are beyond one's control.

Frustration can be considered a problem- response behaviour, and can have a number of effects depending on the mental health of the individual. In positive cases the frustration builds a level that is too great for the individual to contend with and thus, produces action and direction to solve the internal problem. In negative cases, however, the individual may perceive the source of frustration to be out of his control and thus, the frustration may continue and may build further behavioural problems.

Parents play an important role and place a great influence on children's personality. Children are more likely to reach their full potential when their parents actively encourage and support their direction and goals. Parental encouragement promotes emotional and social growth of their children and so, is of great significance in developing psychological behavior of a child. Sharma (1988) says, "Parental encouragement is the treatment orientating from parents towards the child with a view to enhance the possibilities of future occurrences of good behaviour by care, concern, approval and guidance."

Frustration is harmful to the individual. It is one of the most dominant emotional factors affecting the physical and mental abilities of an individual. Though a number of psychological correlates effect the growth and development of the adolescents but the significance of parental encouragement cannot be denied. Parental encouragement through confronting, setting limits and putting things into words can help the child in learning to regulate feelings and desires which causes frustrations. When parents encourage their children they tend to become more emotionally mature and hence, develop the ability to remove blocks from their ways and resolve or minimise their conflicts. The main focus of the present investigation was to study frustration among adolescents in relation to parental encouragement.

Objectives of the study

1. To study the level of frustration among boys, girls and among all the students.
2. To know the level of parental encouragement among boys, girls and all the students.
3. To study the difference in frustration and parental encouragement of boys and girls.
4. To know the degree of relationship between frustration and parental encouragement.

Sample of the study

To conduct the present study, descriptive survey method was employed. The sample of the study consisted of 250 students of 10th class taken from 6 schools of Ferozepur city. Among the 250 students, 130 were boys and 120 were girls. Selection of the schools was made on random basis but convenient-sampling technique was adopted to collect data from students.

Tools used for data collection

1. Parental Encouragement Scale by Sharma (1988) was used to collect data relating to parental encouragement.
2. Frustration Test by Chauhan and Tiwari (1972) was used to collect data relating to frustration.

Both the tools are standardized tools, having good reliability and validity.

Statistical techniques used

To analyse the data, percentages were computed and means were calculated to know the differences. S.D., S.E_d and t-values were computed to know the significance of difference between means. To find out the co-efficient of correlation, Karl Pearson's product-moment method was used and the significance level was known. Where ever required tables were prepared to make the findings and and conclusions more clear.

Findings of the study

Keeping in view the objectives of the study, the findings are presented below:

Objective-I

To know the percentage of adolescents under different levels of frustration the norms, given in the manual of the frustration

scale, were used and the findings are shown in the following table.

Table-1. Percentage of boys, girls and all students under different levels of frustration

Frustration Level	Norms (scores)	% of Girls N:120	% of Boys N:130	% of Students N: 250
Saturated	120-200	0.83	0.78	0.80
High	100-119	4.17	13.07	8.62
Average	80-99	34.17	44.62	39.40
Low	60-79	43.33	30.00	36.66
Clear	59 and below	17.50	11.54	14.52

Table-1 shows that 39.40% of the total students have average level of frustration. 34.17% of the girls and 44.62% of the boys have average level of frustration. 51.18% of the students have below- average i.e. low level of frustration. 60.83% of girls and 41.54% of boys have below- average level of frustration. On the other side, 9.42% of students have a high/very high level of frustration. 5% of girls and 13.85% of boys have a high/very high level of frustration.

Objective-2

To know the percentage of students under different levels of parental encouragement the norms, given in the manual of Parental Encouragement Scale, were used and the findings are shown in the following table.

Table 2. Percentage of boys, girls and total students under different levels of parental encouragement

P.E. Level	% of Girls N: 120	% of Boys N: 130	% of Students N:250
Very High	5.83	1.54	3.7
High	20.83	17.69	19.2
Average	40.83	40.00	40.4
Low	25.00	33.07	29.1
Very Low	7.50	7.69	7.6

P.E.: parental encouragement

Table-2 reveals that 40.83% of the girls, 40% of the boys and 40.4% of the total students get average level of parental encouragement. 32.50% of the girls, 40.76% of the boys and 36.7% of total students get below- average/ low parental encouragement. Whereas 26.66% of girls, 19.23% of boys and 22.9% of the total students get high/ above average parental encouragement.

Objective -3

t- values for the difference in frustration of boys and girls were calculated and the level of significance was found. The calculated t-values are shown in the following table.

Table 3. t- values for the difference in Frustration and Parental Encouragement of boys, girls and all students

Variable	Sex	N	Mean	S.D.	S.E.D.	t-value
Frustration	Boys	130	79.73	23.03	2.93	2.72xx
	Girls	120	71.7	23.03		
Parental Encouragement	Boys	130	63.30	11.08	1.44	0.28ns
	Girls	120	63.71	11.69		

xx: Significant at 0.01 level of significance, ns: not significant

Table-3 reveals that the t- value 2.72 for the difference in frustration of boys and girls is significant at 0.01 level of significance. It means there is a significant difference in the frustration level of boys and girls.

Table-3 also reveals that the t-value for the difference in parental encouragement of boys and girls is 0.28 which is not significant. It conveys that there is not a significant difference in the parental encouragement that the boys and girls.

Objective -4

To know the relationship between frustration and parental encouragement, Karl Pearson's product- moment method was applied and the level of significance was found. The calculated r-values are shown in the Table 4.

Table 4. r-values for the relationship between Frustration and Parental encouragement

Subjects	Variables	N	r-value
Boys	Frustration	120	0.51 ^{xx}
	Parental Encouragement	120	
Girls	Frustration	130	0.09 ^{ns}
	Parental Encouragement	130	
Students	Frustration	250	0.07 ^{ns}
	Parental Encouragement	250	

xx: Significant at 0.01 level of significance, ns: not significant

Table -4 shows that the r- value for the relationship between frustration and parental encouragement of boys is 0.51 and is significant at 0.01 level of significance. It conveys that there is a significant relationship between the frustration and parental encouragement of boys.

Table -4 also indicates that the co-efficient of correlation between frustration and parental encouragement of girls is 0.09 which is not significant. It conveys that there is not a significant thus, a negligible relationship between frustration and parental encouragement of girls.

Table-4 further reveals that co-efficient of correlation between the frustration and parental encouragement of the total students is 0.07 which is not significant. This conveys that the relationship between the two variables is not significant but is negligible.

Conclusions of the Study

1. More than half of the adolescents have low level of frustration, nearly 40% have average level of frustration but 10% of the adolescents are highly frustrated. More of the girls in comparison to boys have low level of frustration but on the other side, more of the boys in comparison to girls have high level of frustration.
2. Almost equal percentage (40%) of girls, boys and total adolescents are getting average parental encouragement. Nearly one-fourth of the adolescents are getting a high level of encouragement from their parents. More of the boys are getting low level of encouragement from parents as compared to girls. On the other side, more of the girls in comparison to boys are getting high level of encouragement from parents .

3. Frustration level of boys is significantly higher than the girls. It means boys are more frustrated as compared to girls. It conveys that the boys are more rigid than the girls in making adjustments in the frustrating situations.
4. There is not a significant difference in the level of parental encouragement of the boys and girls. It means both the boys and girls are receiving the same amount of encouragement from their parents.
5. There is found a significant relationship between frustration and parental encouragement of boys. It means the frustration of the boys increases with the increase in their parental encouragement and vice versa. It conveys that boys are less comfortable with high level of encouragement from their parents. There could be mainly two reasons behind it. One could be that at this stage of adolescence, the boys generally do not like over involvement, support, help, guidance, etc. of their parents and the other reason could be inadequate and improper parental encouragement.
6. There is not a significant, rather is a negligible, relationship between frustration and parental encouragement of girls. It conveys that the frustration among girls is not related to their parental encouragement.

Educational implications

A mild frustration is often a positive force as it inspires and motivates an individual to achieve. But a higher degree of frustration eventually causes further problems for the individual. The study found that 10% among the adolescents are highly frustrated. We do not afford to ignore this precious asset of our society. So, it becomes the responsibility of school authorities, counsellors and teachers to support them.

Parental encouragement definitely is a strong source to counter frustration, but the higher degree of encouragement by the parents will help their children positively, is not always certain. This study also concludes the same in case of boys and girls. In fact, it is the quality and not the quantity of encouragement which matters. So, it again becomes the responsibility of the institutes to organise such activities and programs that could help parents to understand their children, become aware of the importance of their concern, encouragement and support

and make their children emotionally mature persons who could handle smartly the psychological threats leading to frustration in life.

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