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A Study of Frustration Reaction among Adolescents in Relation to Their Home Environment of Male and Female Students

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ABSTRACT: 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.

KEYWORDS-frustration, students, home, male, female, adolescents, behavior, encouragement

I. INTRODUCTION

Frustration is a deep chronic sense or state of insecurity and dissatisfaction arising from unresolved problems or unfulfilled needs (Brown and Farber, 1951). Frustration behaviour lacks goalorientation, feeling of intensive need deprivation and have a different set of behaviour mechanism, which appears to more or less senseless due to compulsive nature (Chauhan and Tiwari, 1973). It is also a psychological state of mind which results from the blocking of a goal-directed activity, a common emotional response to opposition, related to anger, annoyance and disappointment. It arises from the perceived resistance to the fulfilment of an individual's will or goal and is likely to increase when a will or goal is denied or blocked Kisker (1964). There are two types of frustration; internal and external. Internal frustration may arise from challenges in fulfilling personal goals, desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. [1,2,3] External causes of frustration involve conditions outside an individual's control, such as a physical roadblock, a difficult task, or the perception of wasting time (Boyd, 1982). There are multiple ways individuals cope with frustration such as passive-aggressive behaviour, anger, or violence, although frustration may also propel positive processes via enhanced effort and strive. This broad range of potential outcomes makes it difficult to identify the original cause(s) of frustration, as the responses may be indirect. However, a more direct and common response is a propensity towards aggression (Leonard, 1989).

On the basis of results obtained during the course of the present investigation the following findings have been drawn: 1. There exists significant difference in the frustration of boys and girls adolescents ($t=3.55$). The frustration among boys adolescents ($M=124.65$) is higher than the frustration among girls adolescents ($M=115.96$). 2. There exists significant difference in the frustration of rural and urban areas adolescents ($t=4.21$). The frustration among rural area adolescents ($M=133.85$) is higher than the frustration among urban area adolescents ($M=118.96$). 3. There exists

significant difference in the locus of control of boys and girls adolescents ($t=6.61$). The locus of control of girls adolescents ($M=77.09$) is higher than the locus of control of boys adolescents ($M=61.35$). 4. There exists significant difference in the locus of control of rural and urban areas adolescents ($t=7.47$). The locus of control of urban area adolescents ($M=80.49$) is higher than the locus of control of rural area adolescents ($M=67.19$). 5. There exists significant negative relationship between frustration and locus of control of adolescents ($r=-0.935$). 6. There exists significant prediction of frustration of the adolescents by locus of control.

On the basis of analysis and interpretation of the data, it is concluded that there exists significant negative relationship between frustration and locus of control of adolescents. Both the variables are inversely proportional to each other. If the adolescents have good locus of control, their frustration will be less and vice-versa.

In the present study there exists significant difference in the frustration of adolescents with respect to gender and locale. Boys depicted more frustration as compared to girls and rural area adolescents also depicted more frustration than the urban area adolescents. These results are supported by the studies Kumari (2014), Kaur (2015), Patil (2016) Pancholi (2018), Kaur (2018), Khare (2018) and Tripathy (2019). Further the results indicated that there exists significant difference in the locus of control of the adolescents with respect to gender and locale. The girls showed more locus of control than boys and urban area adolescents also depicted more control as compared to rural area adolescents. Further the results revealed that there exists significant negative relationship between frustration and locus of control of the adolescents. These results are supported by the studies by Manger and Eikeland (2001), Sabry (2017), Vanaja (2017) and Halloran (2018). Educational Implications On the bases of findings of the present study, following educational implications are should be keeping in consideration: 1. These results will give immense help to the Principals, Teachers, Parents, Curriculum Planners, Guidance Workers and Counselors to know and solve the problems of adolescents. Also these results will give immense help to know the importance of locus of control in the life of adolescents and to make their better adjustment in the school, home and society. 2. More efforts could be done to improve the locus of control of the boys and the adolescents of rural area adolescents. 3. These results will help the teachers to find out the reasons of more frustration among boys adolescents. 4. These results also help the Principals and teachers to find out the reasons of frustration among rural area adolescents. 5. These results will give immense help to the Principals and teachers to improve the school environment, so that the adolescents become less frustrated. 6. The results will also give immense help to Principals, teachers and parents to channelize the energy of the adolescents in the positive direction. 7. These results will give immense help in curriculum construction. 8. These results will help the parents to improve parent-child relationship. 9. These results have practical utility in the field of education. 10. The results will give immense help to the teachers in the development of suitable methods of teaching. 11. These results will be very beneficial in the harmonious development of the adolescents.

II. DISCUSSION

Relationship of emotional intelligence and frustration tolerance : The first objective of the present investigation was “to study the relationship of emotional intelligence and frustration tolerance of adolescent.” The obtained data were analyzed with the help of correlation. The significant difference in emotional intelligence of boys and girls ($t=2.26^*$). The mean value of emotional intelligence of boys and girls shows that girls have high emotional intelligence (136.21) as compared to boys (133.71). That means the null hypothesis which states that ‘There is no significant difference in emotional intelligence of boys and girls’ is rejected. Girls are more likely to have emotional intelligence in areas of “empathy, awareness of the feelings of others, and coping with stress through ‘tending and befriending’, all components central to emotional intelligence” (Zeidner et al., 2009). However there is no significant difference was found in frustration tolerance of boys and girls ($t=1.43$). But the mean value shows that girls have more frustration tolerance ability (mean=17.31) as compared to boys (mean=15.88). Dave (2013) also found no gender difference in frustration of students of Secondary schools in his investigation on Construction and tryouts of Frustration Inventory. However, Bhutia and Sungah (2014) conducted a study on adolescent of shillong their reaction to frustration with the objective to find out the reactions to frustration of adolescent. The study shows that student has very low frustration tolerance. It was also found that males and females are significantly.[4,5,6]

The findings suggest that emotional intelligence is a developing ability; it is likely that accumulated with exposure to experiences. As people grow they have more opportunity of learn about emotion, the gradations of emotion, increase emotional vocabulary, an experience more and more varied life situation. Perhaps they accumulate more feedback and integration leads to greater self-awareness. There is a link between age and empathy as with age an adolescent get more opportunity to connect with others and develop clearly defined set of values.

It can be interpreted that the emotional intelligence and frustration tolerance are significantly correlated. Thus the null hypothesis which states that there will be no significant relationship between emotional intelligence and frustration tolerance of adolescents is rejected. It can be said on the basis of the above result that a person with high emotional intelligence has high tolerance of frustration and vice-versa. The above finding can be supported with the results of Sobha (2006) that the emotional intelligence of adolescents is positively and significantly related to frustration tolerance. People with a high emotional intelligence can tolerate setbacks to a greater extent. Farooq (2003) suggested that “to cope with academic pressure, students not only need to be emotionally stable but also emotionally intelligent to meet the demands of everyday school life”. An emotionally intelligent student is better able to manage stressful situation with the effective ability to meet challenges at school. Students who are emotionally intelligent are more resilient to stress and tend to develop positive attitude within themselves. Their interpretive styles of perceiving stress empower or disempower them psychologically and make them resilient to stress. Students with high emotional intelligence have greater frustration tolerance and impulse control which enable them to accept stressful situation as a challenge and, recognize and manage their stressors.

Emotional intelligence includes confidence, persistence, organization, getting along (tolerance) and resilience. These are the attributes correlated with emotional intelligence, thus, it can be said that to combine these attributes with education one can attain a greater level of achievement at work and in our family and social communities with having better frustration tolerance” (Bernard, 1987). The aim of the present study is to examine the relationship between emotional intelligence and frustration tolerance of adolescents. The result reveals that frustration tolerance is significantly correlated with emotional intelligence. Thus emotionally intelligent adolescents are more tolerant to frustration. When relationship of frustration tolerance with every dimension of emotional intelligence was analysed, it was found that, self-awareness, self-motivation, self-development, integrity and commitment is strongly correlated with frustration tolerance whereas other dimensions of emotional intelligence such as empathy, emotional stability, value orientation and altruistic behaviour. In other words it can be said that if an adolescent is committed towards his/her work and he is self-motivated, his/her frustration level will be low. Girls were found to have high emotional intelligence as well as frustration tolerance as compared to boys. A significant difference was found in emotional intelligence and frustration tolerance of adolescents at different age. Adolescents of 12 to 15 years have high emotional intelligence and frustration tolerance than adolescents of 16 to 19 years.

III. RESULTS

India is home to 253 million adolescents, according to the 2011 Census, and 47% of them are girls. Adolescent girls suffer from a high prevalence of anaemia, low awareness of sexual health, undernutrition and mental health issues, as we explain below. They are also more likely to drop out of school, and take on a higher share of unpaid domestic and care-giving activities, leaving little time for themselves.

Ahead of the interim budget to be presented by the Union government on February 1, we explain why it is important to invest in the health and education of India's adolescent girls. By addressing the gaps in financing, focusing on foundational skills and digital literacy, and considering state-specific needs, the budget can lay a strong foundation for the holistic development of India's adolescents, preparing them for a productive and digitally competent future.

Adolescence, defined by the World Health Organization as the age range of 10 to 19 years, is a transformative period marked by significant mental, emotional, and psychological development.

In India, policies regarding adolescent development encompass a broad spectrum of values, principles, and objectives aimed at enhancing the socio-economic well-being of this demographic. These policies are developed by various ministries, such as the Ministry of Education, Women and Child Development, Youth and Sports Affairs, and Health and Family Welfare.

Key policies concerning the adolescent group include the National Adolescent Health strategy (Rashtriya Kishor Swasthya Karyakram or RKSK), the National Health Policy of 2017, the National Youth Policy of 2003 and 2014, and the National Mental Health Policy of 2014. Each of these has specific and interconnected goals. Additionally, policies such as the National Population Policy of 2000 and the more recent National Education Policy of 2020, though not exclusively focused on adolescents, include aspects relevant to this age group.[7,8,9]

Health and adolescent girls

Nearly three in every five adolescent Indian girls in the age-group of 10-19 have anaemia, compared to 28% boys, according to the fifth National Family Health Survey (NFHS-5), conducted during 2019-2021. This underscores the

unique health challenges faced by girls, which can lead to severe long-term health complications and impede cognitive and physical development.

Iron-deficiency anaemia “reduces the work capacity of individuals and entire populations, bringing serious economic consequences and obstacles to national development”, according to the WHO, as IndiaSpend reported in October 2016. Anaemia has led to 17% loss in productivity among workers engaged in heavy physical labour and a 5% dip in the output of moderately active workers, according to this 2002 study published in the Journal of Nutrition.

Issues related to sexual and reproductive health also remain significant points of discussion, with early pregnancies and lack of awareness about reproductive health being major concerns. While the age-specific fertility rate per 1,000 women aged 15-19 has declined from 51 during NFHS-4 (2015-16) to 43 in NFHS-5, India still accounts for one in every seven unintended pregnancies globally, as reported by UNFPA in 2022. Further, 6.8% of adolescent girls aged 15-19 years have begun childbearing, NFHS-5 shows.

Nutritional deficiencies are prevalent, with the persistence of stunting and underweight problems among this age group. Over 41.9% of school-going girls are reported as underweight as per NFHS-4. These issues are more pronounced in certain states such as Bihar, Jharkhand and Gujarat indicating regional disparities in nutritional health.

Nutritional support to adolescent girls through supplementary nutrition has been revamped under the new Mission POSHAN 2.0. The earlier Scheme for Adolescent Girls was covering out-of-school adolescent girls aged 11-14 years. Under the POSHAN 2.0, the targeted beneficiaries include all 14-18 year old girls from the aspirational districts.

The NFHS survey also sheds light on menstrual health, noting a positive increase in the use of menstrual hygiene products, with 78% of girls aged 15-19 years now using them, up from 58% in 2015-16. However, this underscores the need for continued efforts to ensure universal access to menstrual health products and education.

A growing concern in adolescent health is the rise in mental health issues. Half of all mental health conditions begin by the age of 14, with self-harm being a leading cause of death among 15- to 19-year-olds. The National Mental Health Survey of India 2015-16 found that the prevalence of mental disorders in adolescents aged 13-17 years was about 7.3%, with a higher incidence of stress-related disorders reported among girls compared to boys. UNICEF's 2019 report on adolescent well-being in India highlights the increasing burden of mental health issues (cases of depression and anxiety among teenagers), emphasising the need for targeted interventions.

The effectiveness and reach of the programmes such as RKSK and POSHAN 2.0 are fundamentally linked to their financial resources, as funding greatly affects their coverage and overall impact. RKSK, implemented by the Ministry of Health & Family Welfare, is crucial for adolescent health but confronts implementation hurdles due to the underutilisation of funds.

Education and adolescent girls

Adolescence is a time of transition from elementary to secondary education and from education to work. Limited educational opportunities impact girls' future potential. According to an October 2020 research study across eight countries including India, an investment of \$1.53 per day per girl to achieve universal secondary school completion can help developing economies expand their gross domestic product (GDP) by an average of 10% by the year 2030.

At present, the female labour force participation rate (FLPR) in India is 37%, one of the lowest among G20 countries. While more girls pursuing higher education is one of the reasons for low FLPR, lack of adequate knowledge, skills and education on the other hand, is also deterring women to be part of the skilled workforce.

Secondary education catering to girls in the 14-18 years age group plays a critical role in transitioning from education to work. While there is substantial improvement in girls' net enrolment rate at secondary level, rising from 43.9 in 2012-13 to 48 in 2021-22, a large number of adolescent girls are still out of school. As per the Unified District Information System for Education, in 2021-22, while the drop-out rate for girls in the country is 1.35% at the primary level of education, it increases to 12.25% at the secondary level, compared to 12.96% for adolescent boys. The Covid-19 pandemic has had a profound effect on the learning outcomes of India's adolescent girls. ASER 2023 'Beyond Basics' survey shows that 24% female students of age 14-18 years could not read a grade II level text during the survey.

During the pandemic, the transition of schools to virtual mode impacted the learning of those students most who had no or limited access to digital devices. The ASER survey also revealed a clear gender disparity among adolescent youth.

Of those who can use smartphones, among them, 43% male students had their own devices, while only 19% female students possessed the same.

One of the critical factors determining quality education is the presence of teachers in government schools. According to the Parliamentary Standing Committee report of the Department of School Education and Literacy, in 2022-23, of the total sanctioned posts of teachers, 15% vacancy is at secondary level and 19% at higher secondary level.

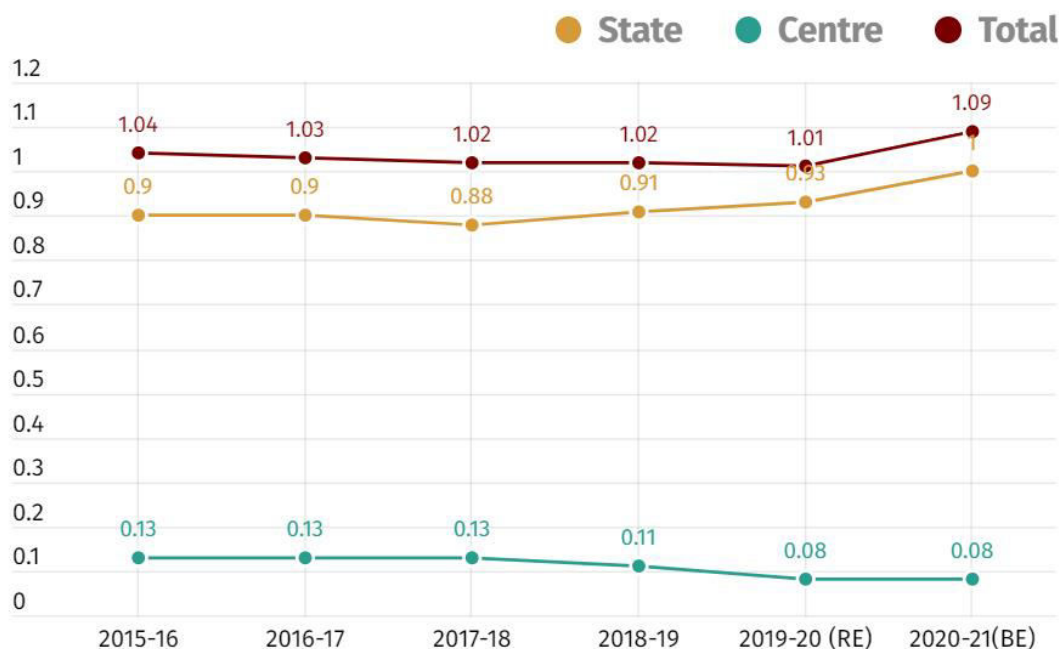
As education at secondary level is not free, parents are more willing to pay for their sons' education than their daughters. Therefore, it is the low fee charging government schools that indirectly cater more to girl children at the secondary level. Hence, government financing for secondary education is even more crucial for adolescent girls.

“Every extra year spent in school increases the income earned by a girl by no less than 10%-20%,” IndiaSpend reported in October 2018, based on the Teen Age Girls report released by Nanhi Kali, a project by the Naandi Foundation, which works with adolescent girls. “The returns are higher, up to 15%-25%, on secondary education.”

Only 18.6% girls surveyed in rural areas said boys in their community can do as much household work as they did, while 23.8% girls in urban areas said so. A higher burden of unpaid domestic and care-giving work mean these girls have little time for themselves.

However, total public expenditure--by the Union and state governments together--on secondary education is stagnant at around 1% of GDP for the last five years and the Union government share is declining over time. A CBGA-CRY study estimates an additional 0.2%- 0.3% of GDP is required to ensure universal quality secondary education for all eligible girls of age 15-19 years.[10,11,12]

Public Expenditure On Secondary Education As % Of GDP



In 2022, a special campaign under Beti Bachao Beti Padhao, named Kanya Shiksha Pravesh Utsav, was launched by Ministry of Women and Child Development in convergence with Department of School Education and Literacy to re-enroll out of school adolescent girls in the age group of 11-14 years

IV. CONCLUSION

. In 2022-23, Rs 90 crore was released by the Union Government under BBBP while the figures were Rs 53 crore and Rs 57 crore in 2020-21 and 2021-22 respectively, the government told Lok Sabha in July 2023. According to the PRABANDH portal, as of 2022, 144,000 adolescent girls were identified across 22 states and of them, 100,000 have been re-enrolled. However, the number of out-of-school girls would be higher than the reported number as the meeting minutes of the Project Approval Board for Samagra Shiksha Abhiyan shows that many states have not yet started uploading the data on the PRABANDH portal.[13]

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