

Current Situation and Countermeasures on Frustration Education of Secondary School

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Abstract: Frustration is a negative emotion generated by people's inability to accept the challenges in life. Whether frustration education can be successful depends on whether parents and teachers adopt appropriate educational methods. Although some parents realize the importance of frustration education, they use the wrong way of frustration education for their children.

Keywords: Mental health; Frustration; Frustration education; Countermeasures

1. The problem and its background

1.1 Background of the Study

According to statistics, in 2018, there were 4.47–4.91 suicides in China among people aged 25–39 in rural areas and 2.35–2.87 in urban areas per 100,000 people (Cheng, Y. et al. 2020). According to the Economist, China has the highest rate of teenage suicide in the world.

1.2 Statement of the Problem

- (1) What is the demographic profile of the respondents ?
- (2) What are the primary sources of frustration of sophomore students?
- (3) What are sophomore students' coping measures for frustration?

1.3 Hypothesis

There is no significant difference between the frustration tolerance level of respondents when grouped based on their profile.

1.4 Significance of the Study

Students. Students are the primary beneficiary of the study as they are the research respondents. They will benefit from this study because they will know their tolerance level and how the school can address those with low frustration tolerance. The school's program will eventually help students improve their frustration tolerance level.

School Administration. By giving the school the research's data and conclusions, this study can aid in improving its curriculum. This could provide a scientific foundation for creating a better mental health program for students and teachers. This will also assist the school administration in accomplishing Healthy China 2030, a national initiative to make China healthier over the next seven years.

2. Related literature and research review

Yang, X. (2018) conducted a study entitled Developing a Scale to Measure Undergraduates' Anti-frustration Ability. It revealed that an individual's capacity to overcome setbacks is called their anti-frustration ability. For use as a measurement instrument in related research, we created a 15-item anti-frustration ability scale for undergraduates as part of this study.

Zhang, X. (2022) concluded that college students have a variety of psychological issues due to their unique social group. They will result in psychological problems and interfere with their ability to develop normally if they are not directed and resolved in a timely manner. This is similar to the current study as it involved the causes of frustration among students.

This study is unique because it concentrated on secondary schools, particularly sophomore students. This study also aimed to identify the underlying reasons for students' frustrations and their coping mechanisms. This study differs from others in that it looked

at how frustrated students were about their gender, country of origin, parenting style, and parental participation. This was conducted to gather all the information needed to enhance the frustration education program at Secondary School.

3. Methodology

This chapter lists the research methods and steps. In conducting this study, the researchers followed study design and population sampling techniques, survey tools, data collection procedures, and statistical processing of the gathered data.

3.1 Respondents of the Study

Based on the total population of sophomore students. The final number of respondents surveyed in the study was 250 sophomore students. They are 16-17 years old during the conduct of the study.

3.2 Research Instruments

This study made use of questionnaires developed by the researcher. The surveys were divided into four sections: a demographic profile, a survey of the sources of frustration, coping measures, and the students' tolerance level to frustration.

3.3 Validation of Research Instruments

Five experts validated the research instruments for face and content validation.

3.4 Statistical Treatment of Data

The descriptive-comparative research design was utilized in the research. Several statistical techniques and procedures were applied to evaluate and interpret the data gathered.

Weighted Mean. This descriptive statistical method was used to estimate the respondents' tolerance for frustration. The weighted mean is determined by multiplying the weight (or probability) associated with a particular event or outcome by the quantitative outcome and then summing the results (CFI, 2022).

T-Test and ANOVA. The results of the level of tolerance to frustration according to the respondents' profile were measured using the T-Test and Analysis of Variance. They are statistical tests used to compare the means of two groups and two or more groups, respectively.

4. Presentation, interpretation and analysis of data

(1) What is the demographic profile of the respondents in terms of (a) gender, (b) place of residence, (c) parenting style; and (d) parental relationship?

There are 130, or 52.00%, male respondents and 120 or 48.00%, female respondents. This means that there are more male respondents in the study. The school's population comprises more male students than female students.

There are 149, or 59.60%, respondents whose origin is urban, while 101 or 40.40%, respondents from rural. This means that the majority of the respondents live in urban areas.

88 or 35.20% of the respondents, believed that their parents are doting, 87 or 34.80%, think that their parents are democratic, while 75 or 30.00% consider that their parents are autocratic.

110 or 44.00% of the respondents believed that they have a harmonious relationship with their parents, 104 or 41.60% think that there is tension in their relationship with their parents, 35 or 14% of the respondents have divorced parents, and 1 or 0.40% of the respondent have deceased parents. The results show that most respondents have a harmonious parental relationship.

(2) What are the primary sources of frustration of sophomore students?

67 or 26.80% of the student respondents claimed that interpersonal is the main source of their frustration, 54 or 21.60% believe that learning is the main source of their frustration, 48 or 19.20% thought that family is the main source of their frustration, 46 or 18.40% agreed that economic is the main source of their frustration, 24 or 9.60% believed that love is the source of their frustration. In comparison, 11 4.40% thought of other sources of frustration. Many factors can indeed be the source of frustration among students and teenagers.

(3) What are sophomore students' coping measures for frustration?

The distribution of the coping mechanism of the secondary school student respondents when it comes to frustration. It can be seen in the table that 73, or 29.20% of the student respondents cope with frustration by silent avoidance; 64, or 25.60%, cope with frustration using passive avoidance; 60 or 24.00% ask for others' help to overcome frustration, and 53 or 21.20% cope with frustration using positive face.

5. Conclusions and recommendations

5.1 Conclusions

There are more male respondents than females in the study. This is because, in China, there is more male than females. According to data from China's National Bureau of Statistics, the country has a significant gender gap, with more than 30 million more men than women.

The study's results revealed students' frustration levels in Secondary School is high. This could result from positive results of parenting style and parental involvement. The current mental health support of their parents, teachers, school, and the community contribute to this milestone that they experience.

5.2 Recommendations

(1) Since students could cite their sources of frustration, it is recommended that school administration craft a comprehensive frustration education program that caters to the mental health needs of the students. Implementation, monitoring and evaluation, and continuous program improvement must be religiously made.

(2) The study's findings show that most students only cope using silent prayer. The current frustration education program should be strengthened to reach every student, guarantee that no one is left behind, and help them express their thoughts and feelings.

(3) It is also revealed that students ask for help as their coping measure. It is advised that parents and teachers keep a close eye on their children's mental health requirements and refer them to the mental health department if necessary.

(4) For the students to maintain their high level of frustration tolerance, it is recommended that they continue and religiously participate in the school's mental health programs, individually or in groups, depending on their comfort level.

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