

Frustration Education Among Middle school students in QingYuan: A Social Skills Development Program

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Abstract: The aim of this study was to evaluate the relationship between frustration education and frustration level of middle school students in a city during the 2022-2023 school year. Descriptive correlation analysis was applied to 270 students. Chi-square is a statistical tool used in the study. According to the findings, there are more women than men, and most are from rural areas. The findings suggest that understanding the significant correlation between frustration and educational assessments of social dimensions and overall frustration can provide insight into potential areas for intervention and support. While the academic and instructional dimensions may not be directly related to the level of frustration in this study, it is important to explore other factors that may be contributing to academic frustration or areas where instructional strategies could be improved. A social skills development program aims to address this problem.

Keywords: Frustration Education; Middle School Students; Social Skills Development Program

1 Introduction

Students are the future of the country, the hope of the country, is an important group of society, shoulder the important responsibility of revitalizing the country, prosperity of the country, so they need to have a good comprehensive quality. Today's middle school students are facing more and more serious life pressure and academic pressure, so it is of great significance and urgency to strengthen the research and education of middle school students' frustration psychology.

Aiming at the frustration education of middle school students, this paper selects some middle school students in a certain city in China as the research object, and makes a selective evaluation and research on frustration education in their learning process.

2 Theoretical Background

The theoretical basis on which this study relies is mainly the following two theories. Emotional ABC Theory: proposed by A. El-lis, an American clinical psychologist. He believes that human emotions are composed of three aspects: human thinking, behavior and physiological reaction. Where A represents activation events, B represents beliefs, and C represents emotional and behavioral responses.

The theory of human-oriented management was put forward by Maslow, an American psychologist, who believed that people's needs were hierarchical and people's behaviors were driven by needs. (McLeod, 2023). Humanistic Management Theory is an organizational theory system based on human-centered values. He believed that the goal of education is to cultivate a sound personality, and the cultivation of a sound personality requires educators to pay attention to the interactions between the cognition and emotion of the educated, and in the humanistic teaching ideology, the concern is not only about the cognitive development of the educated, but also about the developmental law of emotion, interest, and motivation in the teaching.

Frustration education is based on the differences among individuals, which means that its method will not be one-size-fits-all. At the same time, frustration education is a systematic project, which requires joint cooperation of schools, families and the whole society (He, & Li, 2022). Wang, S. (2019) stated that, Adler's psychology points out that in the face of frustration education, we should pay full attention to the subject status, mobilize individual initiative, motility and creativity, enable individuals to face up to all kinds of frustration in life, study and work, consciously form a correct understanding of frustration, treat frustration with a positive attitude, constantly accumulate frustration experience, correctly attribute frustration, and learn to transfer, catharsis, compensation.

Cui Huafang's(2003) frustration education - let the child grow up in adversity, people in childhood most often encounter frustration, mainly learning frustration, interaction frustration and emotional frustration .Research on frustration coping: Xiao Haiyan's (2010) investigation of the current situation of psychological endurance of junior high school students and countermeasures research, junior high school students when encountering frustration, using more ways to cope with frustration are: divert their attention, carry forward their hobbies; participate in more cultural and artistic activities, chatting and confiding in their friends, and self-regulation .

A Practical Study on Frustration Education: On Penetrating Frustration Education in Language Teaching written by Yang Jun and Peng Quechuan (2005). Chen and Zhang (2007), wrote on the ways of frustration education for adolescents, advocating that the implementation of frustration education should give full play to the role of the students.

Cheng Lina (2012) published an article in the stage of frustration education, pointing out that students' physical and mental development characteristics and cognitive development level must be taken into account when implementing frustration education. Yan Na (2019) published an analysis of youth frustration education from the perspective of self-development, analyzing youth frustration education from the perspective of self-development.

A frustration intervention program is a program that helps

people cope with frustration and stress. Here are the steps of a possible frustration intervention plan:

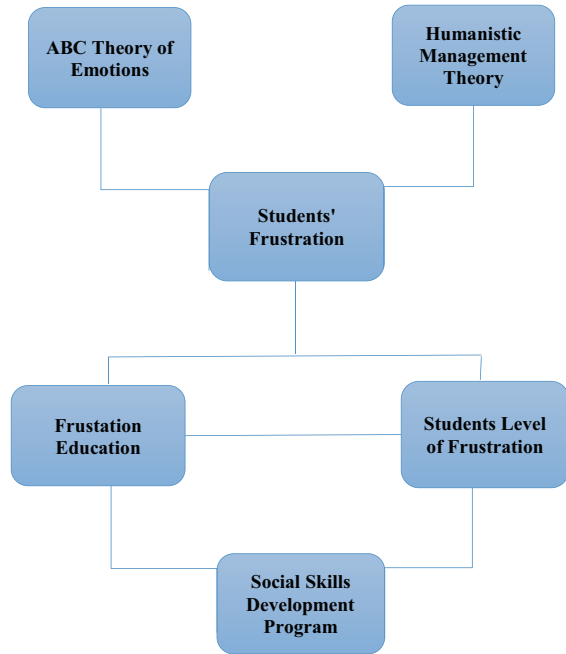


Figure 1. Schematic Diagram of the Study

3 Research Methodology

This chapter presents the design and other methodologies needed in the study. It includes the design, environment, respondents, instruments, data gathering procedures, data analysis and ethical consideration.

3.1 Respondents

To determine the sample size of the students, the G-power was used with 95 confidence level and five percent error with 0.3 effect size. The calculated sample was 262, but this was rounded off to 270 students. To distribute the students, a stratified random sampling was applied to two strata, the second- and third-year levels of the three areas of specialization. These students have already experienced school life for more than a year. Table 1 presents the research population.

The students who are enrolled in the Second Semester of School Year 2022-2023 and who are willing to participate in the study will be considered as respondents and

Table 1 The Research Population

Year Level	CHINESE	MATHEMATICS	ENGLISH	Total
Second Year	45	45	45	135
Third Year	45	45	45	135
Total	90	90	90	270

those who did not qualify will be excluded in the study. They will be selected using the following inclusion criteria. 1) they are 18 years old and above, either male or female, 2) bona fide students of the vocational school, 3) are willing to participate in the study and have signed the informed consent.

3.2 Demographic Profile of the Students

Students' demographic profile includes their age, gender residence and student officer designations. The students came from three disciplines, Chinese, Mathematics and English majors and are second year and third year middle school students. Table 2 presents the demographic profile of the students.

The students were dominantly female (74.4%) and from the rural area (88.7%).

Less than one half of them are officers in student organizations.

Table 2 Demographic Profile of the students

Variable	Category	Frequency	Percent
Gender	Male	82	25.6
	Female	238	74.4
Residence	Rural	284	88.7
	Urban	36	11.3
Student Officer Designation	Yes	140	43.7
	No	180	56.3

Many researchers have pointed out that females in rural areas in China are receiving fewer educational opportunities while they are also facing huge education inequalities. Although some have argued that there have been improvements made, there are still severe problems in education for female students in rural areas in China (Bao, Zhou & Gu, 2022). This paper also refutes the claim, since in this study more students are women and coming from the rural areas of China.

Table 3 Students' Assessment of Frustration Education

Indicators	Mean	SD	Description
Academic Dimension			
1. I try to learn things that are difficult for me to understand and master.	2.43	0.80	somewhat conformed
2. I can find what I don't understand by reflecting on it.	2.68	0.80	conformed
3. When I meet the exam, I will quickly do the next question, and will not keep spending time delaying	2.66	0.87	conformed
4. I am confident that I can handle difficult problems when I encounter them.	2.47	0.83	somewhat conformed
5. Failure will make me work harder.	2.70	0.89	conformed
6. I can detect my inappropriate study method.	2.39	0.86	somewhat conformed
7. I can find connections between different sections of the subject discussed in class	2.40	0.84	somewhat conformed
8. I have my own goals and pursuits for my study.	2.70	0.91	conformed
9. I always achieve the learning goals I set for myself.	2.43	0.82	somewhat conformed
10. I think I can learn as long as I am willing to learn.	2.72	0.85	conformed
Factor Average	2.56	0.60	High
Social Dimension			
11. I will try to find solutions to problems in my life, and I will not run away from them.	2.67	0.87	somewhat conformed

12. To achieve a big goal I can set small, gradual goals for myself and accomplish them by myself.	2.64	0.86	conformed
13. I feel that I do a lot of things for myself, not for my teachers and parents.	2.75	0.91	conformed
14. I received a lot of encouragement and support.	2.58	0.92	somewhat conformed
15. When I feel frustrated, I can still smile, my body can relax, and not use words to attack or blame myself.	2.57	0.94	conformed
16. I can control and regulate my unpleasant emotions very well.	2.53	0.92	somewhat conformed
17. I can do and study on my own initiative, without being urged all the time by my family or friends.	2.53	0.88	somewhat conformed
18. I have very good friends who can help each other.	2.78	0.92	conformed
19. I can tell right from wrong and know what to do and what not to do.	2.92	0.84	somewhat conformed
20. When I have a conflict with a friend, I can understand my friend's idea and take the initiative to reconcile the conflict with him.	2.66	0.87	conformed
Factor Average	2.66	0.69	High
Instructional Dimension			
21. I have been educated by school frustration.	2.54	0.89	conformed
22. The teacher will teach frustration in the classroom.	2.51	0.88	conformed
23. I have been involved in frustrating types of activities.	2.27	1.01	somewhat conformed
24. I can find the best solution from several options given by the teacher.	2.50	0.86	somewhat conformed
25. My teacher will help me find ways to face frustration together.	2.55	0.87	conformed
26. I can try the frustration solution taught by my teacher and it works.	2.54	0.88	conformed
27. The way my teacher taught me to face frustration was very helpful to me.	2.54	0.86	conformed
28. I think the environment I am in now has helped me a lot in living and studying.	2.65	0.86	conformed
29. I can relate what the teacher has said to the textbook.	2.45	0.84	somewhat conformed
30. I can answer the questions asked by the teacher in class very well.	2.46	0.87	somewhat conformed
Factor Average	2.50	0.68	High
Overall Mean	2.57	0.64	High

Ranges for Means: 1.00-1.75=Not at all/Very Low; 1.76-2.50 = Somewhat conformed/Low; 2.51-3.25 = Conformed/High; 3.26 - 4.00 = Fully conformed/Very High

Academic Dimension. The overall average response across all statements is 2.56, suggesting a moderate level of conformity or agreement with the statements related to the academic dimension. The relatively low standard deviation of 0.60 indicates that the responses tend to be clustered around the mean, suggesting a certain degree of consistency in participant opinions. Responses

to individual statements range from 2.39 to 2.72. Statements with averages closer to 3.0 suggest a higher level of agreement or conformity, while those closer to 2.0 indicate a lower level of agreement.

Social Dimension. The overall average response across all statements is 2.66, indicating a high level of conformity or agreement with the statements related to the social dimension of frustration education. The relatively low standard deviation of 0.69 suggests that the responses are clustered around the mean, reflecting a higher level of consistency among participants in their opinions.

Responses to individual statements range from 2.53 to 2.92. Statements with averages closer to 3.0 suggest a higher level of agreement or conformity, while those closer to 2.0 indicate a lower level of agreement. The students generally express a conformed to somewhat conformed attitude toward the social dimension of frustration education, indicating a high level of agreement with the statements. They feel empowered to find solutions to problems in their lives and set and achieve goals independently. The majority of students engaged in activities for themselves rather than external. Encouragement and support, both self-regulation and conflict resolution skills, and having supportive friends are aspects that the students generally agree with.

Instructional Dimension. The overall average response across all statements is 2.50, indicating a high level of conformity or agreement with the statements related to the instructional dimension. The relatively low standard deviation of 0.68 suggests that the responses are clustered around the mean, reflecting a higher level of consistency among participants in their opinions. Responses to individual statements range from 2.27 to 2.65. Statements with averages closer to 3.0 suggest a higher level of agreement or conformity, while those closer to 2.0 indicate a lower level of agreement.

The students generally express a conformed to somewhat conformed perceptions toward the instructional dimension, indicating a high level of agreement with the statements. Specifically, they generally acknowledge being educated by the school regarding frustration and receiving guidance from teachers on facing frustration. As a whole, the teachers have been helpful in educating the students how to face frustration and what to do when one feels frustrated.

This positive perceptions of the students on frustration education as reflected in the responses implies that the school and the teachers have concerned on the students' emotional aspects which may on their studies. Teachers apply their instructional strategies related to frustration education. Variability in their responses by can be explain further by the level of their frustrations and the specific aspects of frustrating activities and the connection between teacher instructions and students.

3.3 Frustration Levels of Students

Students have their own frustrations in their lives or in their studies. This level of frustration was measured by a questionnaire with three dimensions – discomfort intolerance, entitlement, and fairness. The survey results are found in Table 5.

Table 4 Frustration Level of the Students

Discomfort Intolerance	Mean	SD	Description
1. I can't stand doing things that involve a lot of hassle.	2.09	0.97	Moderate

2.I can't stand having to push myself at tasks.	1.87	0.99	Moderate
3.I can't stand having to persist at unpleasant tasks.	2.12	1.04	Moderate
4.I can't stand doing tasks that seem too difficult.	1.95	0.94	Moderate
5.I can't stand the hassle of having to do things right now.	2.02	0.94	Moderate
6.I can't stand doing tasks when I'm not in the mood.	2.13	1.04	Moderate
Factor Average	2.03	0.77	Moderate
Entitlement			
7.I can't bear it if people stand in the way of what I want.	2.03	1.10	Moderate
8.I can't stand it if other people act against my wishes.	1.93	1.06	Moderate
9.I can't stand having to give in to people's demands.	2.01	1.00	Moderate
10.I can't stand having to change when others are at fault.	2.32	1.14	Moderate
11.I can't tolerate criticism especially I know I'm right.	2.24	1.07	Moderate
12.I can't tolerate being taken for granted.	2.13	1.06	Moderate
Factor Average	2.11	0.84	Moderate
Fairness			
13.I can't tolerate being taken for granted.	2.14	1.08	Moderate
14.I can't tolerate being treated with disrespect	2.38	1.07	Moderate
15.I can't tolerate criticism especially I know I'm right.	2.27	1.07	Moderate
16.I can't tolerate my classmates bad or stupid behavior.	1.97	1.06	Moderate
17.I can't bear to have been treated unjustly.	2.49	1.11	Strong
Factor Average	2.25	0.88	Moderate
Overall Mean	2.13	0.81	Moderate

Ranges for Means: 0.0-0.80= absent; 0.81-1.60=mild; 1.61 - 2.40 = moderate; 2.41-3.20=strong; 3.21-4.00=very strong

Discomfort Intolerance: Students have moderate level of discomfort intolerance (mean=2.03). This suggests that the students may have a certain degree of tolerance for discomfort but might feel challenged or uneasy in specific situations. This moderate level also suggests that students are not completely averse to facing challenges or frustrations, but there may be room for improvement in building resilience and coping mechanisms. They cannot stand doing things that involve a lot of hassle or stand having to persist at unpleasant tasks. They also cannot stand doing difficult task or when they are not in the mood of doing it. Moreover, they do not like to do things right there and then.

Entitlement. The factor average of 2.11 means a moderate level of entitlement. Students may have some expectations or feelings of entitlement, but it's not overwhelmingly high. This suggests that students recognize their rights and expectations but are not excessively demanding or entitled in their approach. They sometimes could not bear it if people stand in the way of what I want or act against their wishes. Some students could not stand having to give in to people's demands or having to change when others are at fault. In addition, there are times when they could not

tolerate criticism especially when they think they are right much more when they are taken for granted.

The students' moderate frustration level on entitlement may imply that their educational environment may foster a sense of fairness and equity, preventing extreme entitlement attitudes. Students might have realistic expectations, understanding that achievements and rewards are linked to effort and performance.

Fairness. Everyone wants fairness in all aspects in life, including these students. They have moderate feeling of the fairness (mean = 2.25) in their environment. This means that they perceive a moderate level of fairness in the educational setting. This indicates a balance where students acknowledge fairness but may identify areas for improvement.

This feeling of unfairness sometimes, may imply that policies, procedures, and interactions within the educational institution may be perceived as generally fair, contributing to the moderate level. Some students might feel that certain aspects of the learning environment could be more equitable, leading to the moderate fairness level.

The overall moderate level of students' frustrations (mean=2.13) across discomfort intolerance, entitlement, and fairness suggest a balanced and relatively positive overall perspective among students. It's an opportunity to identify specific areas of strength and areas for enhancement in the educational environment to further promote student well-being and satisfaction and to minimize students' frustrations.

Correlation Between Students' frustration level and their assessment of frustration education

The study hypothesized that students' frustration level is associated with their assessment of the frustration education. The hypothesis was tested using the chi-square of independent sample. Table 5 presents the correlation matrix.

Table 5 Correlation Matrix of Frustration Level and assessment of Frustration Education

Pair of Variables	Computed x ²	Computed Cramers V	p-value	Interpretation
Frustration and ...				
Academic dimension	13.64ns	0.119	0.324	No correlation
Social Dimension	31.14*	0.180	0.002	Correlated
Instructional Dimension	14.15ns	0.122	0.291	No correlation
Overall Assessment	25.47*	0.163	0.013	Correlated

*Significant at .05 level ns-not significant

Frustration and Social Dimension. A significant positive correlation between frustration level and the social dimension (x²=31.14, p=0.002) suggests that as students' frustration levels increase, their perceptions and experiences in the social dimension also tend to increase. Students with low frustration level have learned to be socially educated and be able to cope with their frustration and adjust their behavior in the school environment. This also imply that social support, interpersonal relationships, and coping mechanisms within the social context may play a crucial role in influencing students' frustration levels. Higher frustration

levels might be associated with social factors such as lower peer interactions, poor friendship quality, or communication.

Frustration Level and Academic Dimension: The lack of a significant correlation with the academic dimension ($\chi^2=13.64$, $p\text{-value}=0.324$) suggests that students' frustration levels are not strongly associated with their academic experiences or perceptions of frustration in the learning environment. Students with low or high frustration level may have experiences being neglected or taken for granted in the classroom or their efforts and accomplishments were not recognized by their teachers. Academic frustration might be influenced by factors other than those measured in the academic dimension, such as personal study habits, subject-specific challenges, or assessment methods.

Frustration Level and Instructional Dimension: Similarly, the absence of a significant correlation with the instructional dimension ($\chi^2=14.15$, $p\text{-value}=0.291$) indicates that students' frustration levels are not significantly tied to their perceptions of instructional strategies or support related to frustration. Students with low or high frustration level perceived that the school and classroom environment is conducive to their studies, the teachers are helping them cope with their frustrations and they feel they are doing good in class. The instructional dimension may not be the primary driver of frustration for students, or there may be other factors contributing to frustration that are not captured in this dimension.

Overall Frustration and Assessment of Frustration Education: A significant positive correlation with the overall frustration education assessment ($\chi^2=25.47$, $p\text{-value}=0.013$) means that as students' frustration levels decrease, their overall perception of the effectiveness of frustration education increases. Students who experience lower frustration levels might find value in the strategies, support, or educational interventions provided to address frustration, leading to a positive overall assessment.

4 Conclusion

The findings of this study reveal a noteworthy and significant correlation between students' frustration levels and their overall assessment of frustration education. The positive correlation suggests that as students experience higher levels of frustration, they concurrently perceive greater effectiveness in the educational interventions and strategies aimed at addressing and mitigating frustration. Notably, this positive association extends to the social dimension, emphasizing the impact of social factors on students' frustration experiences.

The observed correlation underscores the importance of considering students' subjective experiences and perceptions in shaping the effectiveness of frustration education initiatives. It implies that interventions addressing frustration education, particularly those emphasizing social support and interaction, resonate positively with students facing heightened frustration levels.

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- [3] India CSR. (2022, October 15). What is Humanistic Management? India CSR. <https://indiacr.in/what-is-humanistic-management/> Humanistic Management understood in a very broad sense regards concern for persons and human aspects in managing organizations.

5 Recommendations

This study recommends the following activities for the school with the aim to improve students' perceptions about their school and teachers and to strive that students may have lower frustration levels or none at all.

1. The school should enhance social support structures which means to strengthen initiatives that foster a supportive social environment within educational institutions. This may include peer mentoring programs, counseling services, or group activities that promote positive social interactions. Promote open and effective communication channels between students and educators. Providing platforms for students to express their frustrations, share experiences, and receive guidance can contribute to a more comprehensive and responsive frustration education approach.

2. The teachers should tailor frustration education strategies and recognize the diversity of student experiences and frustrations. Tailor frustration education strategies to address individual needs, incorporating flexibility and adaptability to accommodate various learning styles and preferences. Consider adopting holistic approaches that seamlessly integrate social, academic, and instructional dimensions in frustration education programs. This can involve interdisciplinary collaboration among educators, counselors, and administrators to create a comprehensive support system.

3. Implement regular assessments and evaluations of frustration education programs to gauge their ongoing effectiveness. Solicit feedback from students to identify areas for improvement and ensure that interventions remain aligned with evolving student needs. Emphasize the development of resilience and coping mechanisms within frustration education initiatives. Equip students with tools to navigate challenges, manage stress, and build emotional intelligence, contributing to a more empowered and capable student body.

6 For future researchers, the following studies are recommended

- a) Exploring the Impact of Frustration Education on Academic Performance and Well-being in Secondary Education”
- b) Assessing the Efficacy of Social Support Structures in Frustration Education: A Comparative Study”
- c) The Role of Digital Technologies in Frustration Education: A Comprehensive Analysis”
- d) Cultural Perspectives on Frustration Education: A Cross-Cultural Study”
- e) Teacher Training in Frustration Education: Impact on Classroom Dynamics and Student Learning”

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