

# The Impact of Frustration Tolerance on Academic Resilience among Criminology Students

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## ABSTRACT

Nowadays, in order for students to be able to be successful in their chosen career, frustration tolerance and academic resiliency are critical factors needed to be enhanced. Otherwise, students has greater tendency to stop in their academics in times they experienced difficulties. The study aimed to determine the impact of frustration tolerance on academic resilience among criminology students. The study specifically investigate the student's level of academic resilience and frustration tolerance as well as their significant relationship. The study adapted quantitative method of research in gathering and analyzing the data collected. The respondents were composed of 100 criminology students from each schools, Marasigan Institute of Science and Technology and Cavite State University Bacoar Campus. Overall, the findings shows that the students shows an average level of academic resiliency and frustration tolerance. Lastly, based on the data gathered, it was found that there is a weak significant relationship between academic resilience and frustration tolerance among the criminology students.

## CHAPTER ONE

### THE PROBLEM AND IT'S BACKGROUND

#### A. Introduction

“In the majority of schools, what’s needed isn’t more professional development on deconstructing standards or academic discourse or using data to drive instruction. What’s needed is time, space, and attention to managing stress and cultivating resilience.”— Elena Aguilar

According to Ye, W. et. al. (2021) in their study states that academic resilience is the students’ capability to excel in academics despite a disadvantaged background. Anyone in school have a valuable role in achieving academic resilience. All individuals in the school can contribute and there are also times that new roles in school can help fill some gaps. The types of things that other people haven’t got time or skills to do. Developing resilience includes doing lots of things that don’t always exist in the classroom. Also, it includes leadership and commitment.

Stapleton, A. (2024) shared a broader idea of defining academic resiliency which is the capability of researchers, educators and students to achieve their academic goals continually in times of setbacks. It’s a basic idea, but moving forward can difficult when events turning not as planned. It includes sustaining commitment and motivation despite hardship such as research obstacles, difficult course works, or the pressure of academic competition. Most of the successful individuals in academe exhibit qualities such as: (1) the strength of individual’s emotion to contain stress and anxiety; (2) the capability to adapt and learn from failures and persistently refine their approach; (3) sharpness in problem-solving so they can navigate the multiplex academic environment with radical solutions; and (4) the ability to develop support system, seek advises and maintain resources such as peer groups or advisers.

Academic resilience is not only just a trait but also a skill developed and vital for success in academe. Even the most successful academicians have encountered numerous challenges and failures which are needed for excellence that can change our perspectives on difficulties.

Academic resilience is about continually moving forward in times of challenge and change, leveraging our failures as much as our successes and persistently striving for excellence through growth and learning. Embracing these principles, leads to your success in academic works such as thesis writing.

In the world of academic excellence, setbacks are prone to be encountered. The intellect in stoic teaching highlights the importance of excellence. Seneca’s popular statement “without a challenge, excellence withers” emphasizes the role of challenges in enhancing excellence and growth. It’s a perspective that is also vital in research, wherein the chances of facing setbacks and rejection is high. Recognizing individuals who were considered as most successful in academe have surpassed various failures, helps individuals change our approach to challenges, seeing them not as unconquerable obstacles, instead an essential event in the world of growth and learning. (Stapleton, A., 2024)

Comer’s famous quote, “While most of today's jobs do not require great intelligence, they do require greater frustration tolerance, personal discipline, organization, management, and interpersonal skills than were required two decades and more ago. These are precisely the skills that many of the young people who are staying in school today, as opposed to two decades ago, lack.”

On the other hand, Barowski, J. (2024) emphasized in her published article that frustration tolerance is an individuals capability to cope with difficult situations or people in life. Low frustration tolerance, also known as short-range hedonism, is defined as the frustrating emotion a person experiences when a goal is delayed. Pessimistic statements are common with low frustration tolerant people.

Morin, A., 2022 states that “Frustration is an emotion that stems from difficulties that stand in the way of achieving goals. The capability to cope with frustration is known as frustration tolerance. People with high frustration tolerance can deal with problems successfully. People with low frustration tolerance usually grow frustrated on minor everyday inconveniences like noisy kids and traffic jams. People with low frustration tolerance may give up on difficult tasks immediately. Mere thought of having to wait in line or work on a job that they don’t understand may feel intolerable. It can also affect relationships. People with low frustration tolerance are seen more likely to lash out when they are frustrated. They may have little patience for their partners’ behavior or their intolerance to everyday situations like waiting for a table at the restaurant, and this can lead to high tension in the relationship.”

Individual’s frustration tolerance may be enhanced or acquired by continuous dedication and practice, an individual may also lower the gravity of their frustration, and they can be able to show how they feel within the society in an acceptable manner, accepting tough situations, giving yourself a pep talk, learn how to calm themselves, practice tolerating frustration, and a word from a wise mentor are some of the techniques that can help develop frustration tolerance. (Morin, A., 2022)

An individual's frustration may arise from thinking of the inability to overcome stress. Seeing that "I can't stand to wait in line or I am too overwhelmed to try again," increases individuals' frustration. Such kinds of thinking can also prevent a person in performing things that can lead to frustration. Also, frustrations can cause a person to experience physiological symptoms, such as high blood pressure and increased heart rate. The deviance in the individual's body may cause the person to hesitate in his capability to cope with frustration which can also cause savage cycles that are difficult to resolve. Like other skills, frustration tolerance mandates practice. (Morin, A., 2022)

### *B. Background of the Study*

College days are said to be one of the most difficult stage of the career development of every young individual worldwide. At this point in time, they are trained to work on their own especially in their academics unlike in the basic education wherein assistance of guardians or parents is still highly observed. It is common also that they encounter several challenges that will test their academic resiliency in completing their requirements to finish the career. Some college students survived but some also choose to stop for several reasons, wherein one of the obvious factor seen among those students is the frustration they experienced.

As mentioned in the study of Bierzynska et. al. (2016) frustration exist when a person continues an action expecting gratification or achievement of desired goal but does not actually achieve it. The end result of a frustrating events may lead to several affective and psychological reactions, such as persisting anger, severe stress, loneliness and rage. Those things, often mixed together in a different proportions, constitutes frustration of a person.

In addition, Morin, A. (2022) states, "People with high frustration tolerance are able to deal with problems successfully. On the other side, people with low frustration tolerance may grow frustrated at seemingly minor, everyday inconveniences like noisy kids traffic jams. Individuals with low frustration tolerance may give up on tough tasks immediately. The mere thought of having to wait in line or work on a task that they don't easily comprehend may feel intolerable. People with low frustration tolerance may give up easily or avoid difficult tasks altogether. It can take a serious toll on their achievement. It can also affect relationships. Individuals with low frustration tolerance might have higher tendencies to lash out when they are frustrated. They may have little patience for their partners' behavior or their intolerance to everyday situations, and this can lead to higher tension in the relationship."

According to Li et. Al. (2004), "Frustration tolerance is an essential factor in personality structure, which pertains to the size of individual's tolerable and acceptable level of frustration. In other words, people's capability to deal with frustration, resist and cope with frustration, also called as frustration resistance. The higher education era is a critical stage in life development and an essential period of mental development. Contemporary higher education students are battled with continuous hardship in various aspects such as economic pressure, academic pressure, emotional pressure and life pressure." According to Li et al. (2019), in general, "College students with powerful frustration tolerance are able to cope with loss wisely and sustain rational behavior. On the other hand, higher education students with infirm frustration tolerance have problem in recognizing the source of frustration accurately and have difficulty disengaging themselves from feeling of frustration." There have been some research in China in the area of frustration resistance among higher education learners. Results shows a significant negative correlation between suicidal tendency and frustration tolerance among college students as concluded in the study of Zhang et al., (2016). Also, results shows a significant correlation on both frustration tolerance and the feeling of frustration of learners in the higher education level as found in the study of Li et al., (2020).

Albert Ellis, as cited by Guttenberg, believed that a low level of frustration tolerance might steer to unhealthy or disadvantaged emotions such as anger, depression and anxiety. That is why, for worst cases, some individuals may also think to end their lives as Firestone (2014) stated that having a low tolerance to frustration may also elicit suicidal risks. Some may lead to having suicidal ideation or suicidal thinking, and as stated by Pedersen (2016) "Suicidal ideation is the contemplation of ending individual's own life. These types of thoughts may come to light in people who feel completely hopeless or believing that they can no longer deal with their life's demands and hardships. Suicidal ideation can vary from person to person and from sudden thoughts to preoccupation to organized planning."

The study conducted by Estanda and Cruz (2016) found out that Davao Region ranked third among all regions in the country in terms of suicidal thoughts in 2013. Females have a higher level of suicidal thoughts than males. Estanda and Cruz (2016) also reported that the main reasons for thinking and committing suicide are family problems and quarrel with spouse or partner.

Bombo Radyo Vigan (2017, 2018) reported several cases of successfully committed suicide in the locality. Young people having aggressive behaviors, and some are committing suicide because of their increased level of frustration intolerance and were not able to handle stress and problems in a healthy and positive way. Some of the reported causes include painful experiences, abuse, relationship, and family problems, and hanging is the most common method among suicide completers.

The Guidance Office of one university in the Ilocos Region recorded misbehaviors and aggressive behaviors of the Junior and Senior High School students, and they have complained of having many requirements, personal and educational problems, which give them frustration. From 2015- 2018 the recorded aggressive behaviors include fistfights, hurting oneself, quarreling, threatening and writing bad words, slapping the classmate, and teasing. These behaviors occurred because of teasing, simple misunderstanding, miscommunication, the challenge of fist fight by a fellow student, feeling irritated, hiding one's bag and feeling harassed, negative messages in the social media, and problems with girlfriend/ boyfriend relationship. Some students voluntarily go for counseling because of the foreseen help given in the process. Some issues of the reported students were family problems, intimate relationship problems, and perceived information-overload in subjects. In addition to these, failure to comply with the requirements gets these students frustrated, which shows their high level of frustration intolerance.

Meanwhile, in July 27, 2021, a viral news stunned netizen on the suicide case circulating around social media involving a criminology student enrolled in University of the Eastern Philippines - Samar. Allegedly, the student took his life because he was not given consideration of his two professors for being late in submitting his requirements caused by the challenges encountered in the online class platform.

With the aforementioned problems, it is observed that frustration tolerance not only influence academic resilience of learners but can cause more serious problems such as depression leading to suicide cases. Thus, the researcher took interest in exploring more the influence of frustration tolerance on academic resiliency of criminology learners to further understand these factors which may also served as a guide to academe professionals in arriving at proper intervention or solution that may help in countering low frustration tolerance among students nowadays.

### C. Theoretical Framework

The study is anchored with frustration-aggression hypothesis/theory. The theory is a explains psychologically that violent or aggressive behaviour arises from the frustration on unmet goals of individuals. It was utilized in researches of scapegoating and hate crimes, that indicates roots of frustration accumulate in times of crisis such frustrated group of individuals might show aggression on a vulnerable social target, usually individuals from minority group (Mentovich, A. et. al., 2017). In addition, the theory also explains that aggression doesn't automatically happens when someone is frustrated, but rather the aggressor is frustrated at a lack of success toward a goal and engages in aggression. It also assumes that the possibility of the person to aggress toward things that caused their frustration; if not, they will displace that aggression by directing it toward someone else or other things.

In addition, the study is also anchored with General Strain Theory (GST) which states that "Strains elevates chances of criminality, specifically strains of high in magnitude, are related with low social control, are seen as unfair, and might create some pressure or incentive for criminal coping. Such strains include criminal victimization, parental rejection, discrimination and a desperate need for money. These strains elevates crime rate for various reasons; mostly, they result in to a range of negative emotions, which leads pressure for corrective action. Criminality is one anticipated response. Criminality may be utilized to lower or go away from strains such as committing theft to take cash or running away to distance themselves from abusive parents. Another example are people seeking revenge against the source of strain or related targets. Lastly, to ease negative emotions by using illegal drugs." (Agnew, R., 2018)

Furthermore, the study is also incorporates resilience theory. The theory argued that the most important is not the nature of adversity, but how individuals respond to it. When people battle frustrations, adversities, or misfortunes, resiliency guides individuals to become stronger. It assist them to survive, recover, and even grow vigorously in times of hardship. (Moore, C., 2019)

### D. Research Paradigm

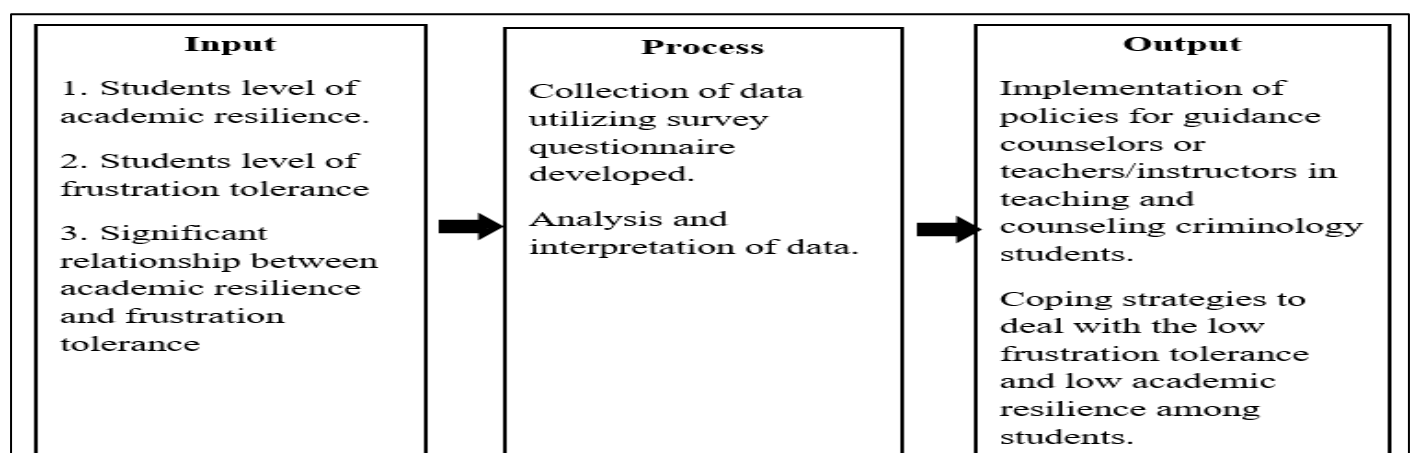


Fig 1: Paradigm of the Study

As presented above, figure 1 introduce the paradigm of the study utilizing the input, process and output (IPO) graphical presentation.

Input shows all data to be gathered; (1) students level of academic resilience, (2) students level of frustration tolerance; and (3) significant relationship between academic resilience and frustration tolerance.

The process gives to the reader the flow of gathering the data, the procedure observed and how the data will be processed.

The output of the study are the implementation of policies for guidance counselors or teachers/instructors in teaching and counseling criminology students and coping strategies to deal with the low frustration tolerance and low academic resilience among students.

#### *E. Statement of the Problem*

In order to investigate the relationship of academic resiliency and frustration tolerance among criminology student, specifically on identifying the factors that contributes to the development of resilience and its potential influence the capability to manage and in dealing with academic challenges.

- What is the students level of academic resilience?
- What is the students level of frustration tolerance?
- Is there a significant relationship between academic resilience and frustration tolerance?
- Based on the findings of the study, what policy for coping strategies may be proposed?

#### ➤ *Hypothesis*

- Ho: There's no significant relationship between student's academic resilience and frustration tolerance.

#### *F. Significance of the Study*

The study can be beneficial to the following:

Criminology students, respondents of the study as well, recognize or be more aware of the impact of frustration tolerance on their academic resilience. It may serve as a reflection for them to assess or develop high frustration tolerance.

Parents to be more aware of the status of frustration tolerance among students nowadays for them to be more responsible in guiding their child in their academics.

Professionals in the academe, wherein the outcome of this study will gave them a bird's eye view on status and impact of frustration tolerance on academic resilience among students for them to develop better strategy in molding criminology students.

School administration to foresee the status of frustration tolerance and academic resiliency of students so they may be able to create new policies for counseling and introduce new teaching strategies to be implemented to ensure quality education among the students.

Future researchers, the study would serve as the reference to the researchers for their future studies.

#### ➤ *Scope and Delimitation*

The researcher is focused on exploring the impact of frustration tolerance on academic resilience. The respondents of the study are composed of two hundred (200) students, from second to fourth year level, enrolled in the program Bachelor of Science in Criminology at Cavite State University - Bacoar City campus (CvSU Bacoar Campus) and Marasigan Institute of Science and Technology (MIST). The study will be taking place throughout the second semester of academic year 2023 - 2024.

An adapted survey questionnaire will be utilized in exploring the impact of frustration tolerance on academic resilience among criminology students.

#### ➤ *Definition of Terms*

- Academic. Relating to education and scholarship.
- Academic Resilience. It is the students capability of achieving good educational outcomes despite adversity.
- Aggression. A malicious attitude or behavior towards someone or something and usually triggered by frustration.
- Coping Strategies. The behaviors and patterns which individuals utilize to deal with extraordinary stressful experiences.
- Frustration. The feeling of annoyance and irritation when something disrupts an individual from attaining planned goals.

- Frustration Tolerance. An individuals capability to deal with tough situations or people encountered in life.
- Resilience. The capability of an individual to combat or to recover quickly from struggles or difficult situations encountered.
- Tolerance. The capability to deal with something annoying, unpleasant or persistence despite unwanted or difficult situations.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### A. *Academic Resilience*

Academic resilience is an individuals ability to cope efficiently with academic anxiety, setbacks and pressures experienced in studying. As of this times, individuals are battling lots of problem in universities or learning institutions and the community. Whereas, adequate procedures wasn't practiced to assist in overcoming challenges, surely, it causes pressure and stress among individuals in academe world. It can results to poor performance in academics and high dropping rate from school. Masten (2001) states that "Resilient individuals have the capability to overcome, tackle or recover from grave academic threats. Whereas, learning institutions play a vital role in developing academic resilience among individuals or students."

Resilience may give individuals mental strength to overcome difficulties and stress. Resilience is the individual's psychological source of strength which is dependable in times of need to surpass difficulties without breaking. Psychology experts are convinced that resilient individual are more capable to manage challenges and recover after a hardship. As stated in the study of Richardson et al., (1990), "Resilience is the process of coping with stressful, challenging, or disruptive life events in a way that gives individual extra protective and coping skills than prior to the disruption that results from the event."

Academic resiliency emphasize individuals in learning institutions attain outstanding academic performance even though they experienced adversity. Also, it may mean as the academic achievement despite difficult or challenging events throughtout academic stages (Mihir K. Mallick and Kaur 2016). Majority states that resiliency in an academic field is recognized as an individual's capability to effectively deal with challenges or impediments in learning institutions. Also, Alva (1991) described it as "The high chance in successfully overcoming different life undertakings, even in the times of negative circumstances that are brought by early traits experiences and situations. Individuals show developed performance even after being faced with stressful conditions as well as events due to which they are expected under the probability of performing poorly at the learning institution or consequently leaving the university."

Cassidy, S. (2015) investigated the nature of the association between academic self-efficacy (ASE) and academic resilience. The respondents comprises four hundred thirty five (435) British undergraduate learners. The tools of the measurement were General Academic Self efficacy Scale (GASE) and Academic Resilience Scale-30 (ARS-30). Findings of their study in correlating academic Self-efficacy emphasized that "A significant predictor of academic resilience and learners exhibited greater academic resilience when responding to vicarious adversity compared to personal adversity."

Preeti Bala and Renu Verma (2019) investigated the relationship of academic resilience of international learners with their educational aspirations. Data were collected from the respondents of five hundred (500) international learners studying in Universities of Punjab and Chandigarh mainly. Learners of five different countries namely Tanzania, Bhutan, Nepal, Afghanistan, and Nigeria were taken into consideration. Authors of the study concluded that "a strong positive correlation between academic resilience and educational aspirations among international learners. In terms of learners belonging to various countries as well, a strong positive significant correlation was concluded between educational aspirations and academic resilience."

Waheed Ali Umran (2019) investigated connection of academic resilience, support of teachers, student engagement and academic efficacy in Bahrain. The researcher gathered data from the respondents comprising three hundred fifty (350) learners in five (5) non-government colleges in Bahrain. The author utilized structural equation modeling for the purpose of analyzation utilizing Smart PLS software. Author's findings suggested that "There is a significant positive impact of academic resilience on student engagement and academic efficacy."

Tamannaefar, M. and Shahmirzaei, S. (2019) conducted their research on prediction, based on coping styles and personality traits, of academic resilience. The respondents composes three hundred sixty eight (368), of two groups, two hundred fifty three (253) females and one hundred fifteen (115) males that were chosen by cluster sampling from Kashan University in Iran. Gathering of data were done through academic resilience scale, coping inventory for difficult experiences and neo-personality traits inventory. Authors concluded that "Academic resilience had a significant positive correlation with problem-focused coping style and significant negative correlations with emotion focused coping style and avoidance coping style."

Iyanu, I. and Omolola, A. (2020) did a study on self-efficacy as a determinant of academic resiliency of post-graduate learners of Obafemi Awolowo University, Ile-Ife, Osun State. Researchers utilized a descriptive study, composes five hundred eighty one (581) postgraduate learners through multi-stage sampling procedure. Academic Resilience Scale (ARS) and General Selfefficacy (GSE) were utilized to gather data. Authors showed in their findings that "Self-efficacy significantly influences academic resilience of post-graduate learners and also self-efficacy was capable of enhancing academic resilience of post-graduate learners."

Jasvir Kaur Nachatar Singh (2020) also conducted a study on the important resilience techniques utilized by global learners in dealing with academic hardships. The study utilized a qualitative approach based on thirty three (33) semi-structured interviews with post-graduate global learners that were interpreted and analyzed thematically. Authors concluded based from the data gathered that “International learners improved resilience strategies through group assignments in the school settings, and by seeking personal and university support services.”

Preeti Bala (2020) carry out a comparative study on academic resilience among post-graduate and graduate international learners. A total of five hundred (500) international learners from five (5) universities of Punjab and Chandigarh were selected by judgement sampling. The author were able reveal based from the data gathered that “Graduate and post-graduate international learners differ significantly from each other in relation to their academic resilience. Graduate learners were discovered as more academically resilient in contrast to post-graduate international learners. It may be due to, during the first years of higher education life, learners are more conditioned to be serious towards learning as they are just out of school, which eventually makes them more resilient in academics. Whereas, when learners land up in post graduation, at times they tend to become too much confident and careless which lowers their level of academic resilience.”

Lady, Grace M (2021) initiated to determine social support learners depend on and how learners utilize social support in times of academic hardship, specifically during the COVID-19 pandemic and the moving up to higher education level. The respondents were composed of one hundred eighty nine (189) undergraduate learners from two southeastern universities in the United States. The respondents completed a survey questionnaire that includes measures of academic resilience. Also, Cassidy (2016), examined social support, COVID-19 impact on academics, and demographic information and self-reported academic achievement. Authors revealed in their study that “There is a moderate to strong, positive relationship between social support and academic resilience and friends had the highest mean score of all agents of support. Also, most of the learners reported that the transition to online classes due to COVID-19 pandemic to be discovered a strain or change in their access to social support.”

Wulandari A. and Istiani (2021) investigated the impacts of self esteem and self-efficacy on the academic resiliency of under graduate learners in Jakarta. The participants involve four hundred fifty five (455) learners of two groups, two hundred thirty four (234) male and two hundred twenty one (221) female, selected utilizing convenience sampling. Authors revealed based from their findings that “Self esteem and self-efficacy significantly affect learners academic resiliency in Jakarta. Also, it arises in recommending that A-accredited universities should persistent to advance and develop their learners abilities by creating soft skills improvement programs, or it can be incorporated in the curriculum. Therefore, learners can develop into better person with academic resilience and self efficacy abilities.”

Radhamani, K. and Kalaivani, D. (2021), upon investigating various studies, they concluded that “Academic resilience develops the academic achievement of the learners. Academically resilient learners maintain great levels of academic achievement even in times of complicated and stressful circumstances that leads to the risk of low performance in schools. Furthermore, academic resilience is positively correlated to academic self-esteem, self-efficacy, strong support systems at school and family, perceived teacher emotional support and school engagement, learning environment, educational aspirations, protective factors like self regulation, involvement in positive activities, problem-solving skills, parenting competencies, positive peers, caring adults, positive community, economic opportunities and positive school environments. Moreover, meta cognitive beliefs and motivation for progress also radically predict learners’ academic resilience. Hence the school institutions may take actions to develop learners’ academic resilience utilizing appropriate mentoring, proper counseling techniques, and implementation of suitable training programs and practices which will greatly result to better academic progress among the learners community.”

Valladolid, V (2021), in her study “The Role of Coping Strategies in the Resilience and Well-Being of College Students during COVID-19 Pandemic”, revealed that “A significant relationship between resilience and well-being. Approach coping strategy also revealed a significant positive relationships with the three (3) criterion variables: social, academic, and mental well-being, emphasizing that the more a learner employs approach coping strategy, the better is his or her social, academic, and mental well-being. On the other side, the avoidant coping strategy was negatively only with academic-related emotions, showing that the less the use of the avoidant coping approach, the more positive are the academic related emotions experienced by learners during online learning. However, both coping strategies failed to moderate the relationship between resilience and well-being. The study came up on recommending that learning institutions should implement programs and services that will develop learners on how to adopt during COVID-19 pandemic.”

#### *B. Frustration Tolerance*

Challenges, stressors, and struggles are often part of one's daily life. Starting from personal problems, misunderstanding within the family, pressures from friends, many requirements at school to high expectations from work and a lot more make one's life more challenging and, for some, more stressful. Especially during this time of the pandemic, everyone has to adjust to the "new normal." Moreover, every person has his or her way of handling these stressors either positively or negatively. Some get frustrated easily and see life's demands and difficulties less calmly, while others have a low level of tension and are very calm even under stressful situations. (Babida, P., 2020)

Frustration is considered as a normal perceptive reaction in attaining obstructed goals and usually happen as a result of individual's mistakes (Gelbrich, 2009). Huang and Lin (2013) emphasize that "Frustration tolerance refers to the capability of a person to respond to adversity or unattainable needs positively and is an indicator of how willing they are to take on challenges . For example, although the group of researchers were unable to achieve their objectives, they still sustained a positive mindset, a sign of high frustration tolerance."

"Academic failure tolerance is a tendency for learners to respond constructively to failure experiences in their academics", as stated by Clifford (1984) and Kim and Clifford (1988). Maier and Seligman (1976) states that, "Premier scientists were enlightened that through the theory of helplessness that repeating failures can negatively affect the individuals and emphasized that educational environment helps to avoid failure and frustration." But then Clifford (1984) presented the theory of constructive failure wherein he concludes that "In some cases failure can affect positively on an individual and increase their performance. Academic failure tolerance referred as a tendency to respond in a relatively constructive manner to academic failure outcomes and the results are that learners, even after a failure will not become helpless and will increase their progress."

According to Meindl et al., (2019), "Frustration tolerance embodies several characteristics of successful individuals. Premier research has emphasized that frustration tolerance predicts academic achievement and that individuals with high frustration tolerance have a higher intelligence quotient (IQ) and self-control and are more courageous."

Additionally, in support of Tan's (2004) research on adults, which found that "Irrational beliefs such as low frustration tolerance were associated with stress", Mahon et al. (2007) states in their study that "A negative relationship between frustration tolerance and individual well-being among young adolescents. Young adolescents with low frustration tolerance were likely to have higher stress levels and a higher chance of suffering from depression and anxiety. Therefore, frustration tolerance is worth further investigation, as it affects people's lives. Contemporary researches on coping style, frustration tolerance, and employment anxiety of college learners, most researchers have explained college learners achievements and goals from the perspective of academic failure, and linked them with frustration tolerance. Some researchers have conducted in-depth research on career choice anxiety and psychological resilience, and have ascribe employment anxiety."

Shi, S. et. al., (2021), revealed that "There was a significant positive correlation between academic frustration tolerance and academic performance. In the structural equation model composed of PD and AC, academic frustration tolerance had significant predictive power with respect to academic performance."

Thaqib, A. and Dubey G., (2019), in their study "A Study of Frustration Tolerance among Adolescents", concluded that "There is no significant difference in frustration tolerance of adolescents in relation to place and gender of residence. However frustration tolerance of adolescents is significant in relation to type of family such as adolescents of unitary family have high frustration tolerance as compared to their joint family counterparts."

Babida, P. (2020), in her study "Aggressive Behavior and Suicidal Ideation of Adolescents with High and Low Level of Frustration Intolerance, the results show that the respondents have an average level of frustration intolerance, and aggressive behavior, but a low level of suicidal ideation. A significant difference was found between the levels of aggressive behavior of respondents from the three categories of family structure regardless of the level of frustration intolerance. With suicidal ideation, only the level of frustration intolerance, regardless of family structure, is statistically significant. Locus of control and the level of frustration intolerance are significant factors in suicidal ideation. A significant difference was found between the suicidal ideation of respondents with external locus of control and respondents with internal locus of control; and of respondents with external locus of control and bi-local locus of control. There are significant relationships between frustration intolerance, aggressive behavior, and suicidal ideation.

Silva, D. et. al. (2014) also studied the prevalence and factors associated with suicidal ideation among Brazilian adolescents. They found that 67.75% of adolescents who think about suicide can plan for it, and 63.28% who plan suicide are likely to commit it, which shows an alarming percentage. They were also able to verify that females are 50% more likely to plan suicide than males. Further, they also relate suicidal ideation to violent behavior and found out that "violent" adolescents are almost twice more likely to plan suicide. Adolescents who used illicit drugs showed higher chances of planning suicide, and those dissatisfied with their body shape are one and half times more likely to plan suicide than satisfied ones. They, therefore, concluded that there is a significant association between thought, planning, and attempting suicide, which led to concern about this behavior among adolescents, suggesting actions at school in this sense.

The study conducted by Estanda and Cruz (2016) found out that Davao Region ranked third among all regions in the country in terms of suicidal thoughts in 2013. Females have a higher level of suicidal thoughts than males. Estanda and Cruz (2016) also reported that the main reasons for thinking and committing suicide are family problems and quarrel with spouse or partner. Bombo Radyo Vigan (2017, 2018) reported several cases of successfully committed suicide in the locality. Young people having aggressive behaviors, and some are committing suicide because of their high level of frustration intolerance and are not able to handle stress

and problems in a healthy and positive way. Some of the reported causes include painful experiences, abuse, relationship, and family problems, and hanging is the most common method among suicide completers.

Intolerance to frustration can influence academic achievement in a number of ways. Students who have difficulties tolerating frustration might experience increased difficulties with procrastination which could negatively influence achievement. Studying can easily become a frustrating experience and students struggle with frustration intolerance might spend less time reviewing their studies. Less time studying could lead to lower grades.

Frustration is devastation for students. It can hinder their successful life even ruin everything if not handled properly. It can be demonstrated that greater academic demands from parents and death or losing of loved ones are most critical factor affecting students and a root cause of frustration among them. Moreover, there are many feelings of frustration that had observed during frustration among students. Enduring depressed mood, crying spells, loss of interest or pleasure, decrease in aptitude level, feeling fatigue and feeling of anger or vengeance are dominant feelings among students during frustration. Furthermore, as a reaction to frustration mostly students face difficulty in making right decisions. Departing from friends and family has also examined in students as a reaction to frustration. Overall results about duration of frustration among university students have detected that most of the students face frustration for less than one month. Results also elaborates that friends are most powerful helping hands that can assist a student to chuck out their frustration. Finally, it has been demonstrated by the results frustration is caused due to any disability like lack of confidence, social skills etc. has association with age. (Gulzar, et. al., 2012)

The study of Luo, Z. et al., (2022) discussing impact of college students' frustration tolerance on employment anxiety and how coping styles play an intermediary role in the process found that there is a significant negative correlation between college students' frustration tolerance and employment anxiety, and their frustration tolerance will impact employment anxiety by affecting coping styles. College students with strong frustration tolerance are often able to withstand frustration and the blows they bring. Therefore, it is suggested that in college, education on facing frustration should be strengthened, also, at the same time, college students should be educated to consciously adjust the self-regulation mechanism of themselves, so as to achieve higher educational goals.

### *C. Synthesis*

Nowadays criminology students are more frustrated due to academic pressures, persistent challenges or financial obstacles in their studies. Those frustrating situations may lead to mental stress, lack of motivation, low self-esteem, thought of suicide and maybe decline in academic achievement among students. Low frustration tolerance is really a contributory factor for academic resiliency of students, not only criminology students. This conclusion has been tried to relate and explained by different theories and studies.

The frustration-aggression theory is anchored in the study since it focuses more on explaining the contributory factors of frustration which the study also wanted to uncurtain. Also, general strain theory is also considered since the theory further elaborates causation of frustration among individuals. On the other hand, resiliency theory is also incorporated in this study since it further disclose contributory factor of low resiliency of individuals.

Furthermore, the studies of Cassidy, S. (2015), Preeti Bala and Renu Verma (2019), Tamannaefar, M. and Shahmirzaei, S. (2019), Olodude Isaiah Iyanu and Anuodo Ajibike Omolola (2020), Preeti Bala (2020), Lady, Grace M (2021), Wulandari A. P. J. and Istiani (2021), Radhamani, K. and Kalaivani, D. (2021), and Valladolid, V (2021) were incorporated in this study since all of those studies conducted thoroughly explain academic resiliency and its contributory factors. The studies also tries to further disclose how academic resiliency of individuals are affected by several factors as well as how it can be developed.

In addition, the studies of Shi, S. et. al., (2021), Thaqib, A. and Dubey G., (2019), Babida, P. (2020), Silva, D. et. al. (2014), Estanda and Cruz (2016), Luo, Z. et al., (2022), and Gulzar, et. al., (2012) were also incorporated in this study since their studies also focused on the aim of exploring further frustration tolerance among individuals which is the major concern of this study. Their studies also tried to discover more the contributory factors, especially its effect on academic resiliency of individuals. Also, on the studies mentioned, they further enlighten the researcher on the possible coping strategies to be adapted in order to deal with low level of frustration tolerance and academic resiliency.



## CHAPTER THREE

### METHODS AND PROCEDURES

This chapter discusses the methods and procedure of research to be employed by the researchers to gather the needed data. It includes the research design, setting of the study, respondents, research instrument, data gathering procedure and statistical analysis that will be employed in this study.

#### A. Research Design

The study will be utilizing descriptive method of research. Shona McCombes (2020) stated that descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them.

Also, quantitative method of research in gathering and analyzing the data that were collected will be utilized. Survey questionnaires are the tool in gathering data. Moreover, correlational methods were used to see relationships and analyze the numerical data of the frustration tolerance and academic resilience of the respondents. Furthermore, cross-sectional design was utilized with the differences among the moderator variables.

#### B. Research Locale and Population

The study will be conducted at the three selected known university/college offering Bachelor of Science in Criminology in the province of Cavite, Philippines, namely; Cavite State University Bacoar Campus and Marasigan Institute of Science and Technology. The respondents will be interviewed and will be answering a survey questionnaire at home, at school or any comfortable place that the respondent choose. Also, the respondents may answer the survey questionnaires via google form platform if face to face is not possible. The researcher chosen the place of implementation because it will greatly give the researchers the needed information for the study. The study will be conducted within the second semester of the academic year 2023-2024.

#### C. Respondents of the Study

The respondents of the study is composed of one hundred (100) students from both schools, Cavite State University Bacoar Campus (CvSU-B) and Marasigan Institute of Science and Technology (MIST). A total of two hundred (200) criminology students enrolled during the 2nd semester of A.Y.. 2023-2024 will be participating in the study. Random sampling was utilized to identify the sample.

Table 1: Frequency Distribution of the Respondents

Group Category	Sample Size
Cavite State University Bacoar Campus	100
Marasigan Institute of Science and Technology	100
Total	200

#### D. Research Instrument

The study will be utilizing an adopted questionnaire from three (3) published researches entitled: (1) “Development of an Instrument to Measure Academic Resilience Among Pharmacy Students”; (2) “The Frustration Discomfort Scale: Development and Psychometric Properties”; and (3) “Frustration among University Students in Pakistan.” The researcher selected the indicators from each part of the above mentioned published researches that is fit in answering the concern of the study for its completion. The survey questionnaire is also noted and confirmed first by some professionals as well as the thesis adviser for improvement and ensuring its reliability.

#### E. Data Gathering Procedure

Before having the survey accomplished by the respondents, the researcher ensures confirmation or validation of the adapted survey questionnaire from the thesis adviser and some experts in the field. After confirmation from the thesis adviser and professionals, the researcher will seek approval from the administration of both schools before proceeding in dissemination of the survey questionnaire to the respondents. Upon receipt of the approval from the head of schools, the researcher proceeds in data gathering by utilizing google forms for the convenience of the respondents as well in accomplishing the survey questionnaire. During the entire process, the researcher will ensure assisting the respondents when in need.

#### F. Statistical Treatment of Data

The researcher employed a comparative method using the survey approach, Likert scale to assess relevant information that serves the purpose of the study. For the purpose of the study, the collected data will be subjected to statistical computation through computerization.

- **Weighted Mean.** This was used to determine the level of academic resilience and frustration tolerance among criminology students.

Formula:

$$W.M. = \frac{\sum wx}{n}$$

Where:

WM = weighted mean  
 x = frequency  
 w = weight  
 n = total number of respondents

- **Likert Scale.** This was used to interpret the level of academic resilience and frustration tolerance among criminology students.

Table 2: The Four-Point Likert Scale used in Rating the Level of Academic Resilience among Criminology Students

<b>RATE</b>	<b>EQUIVALENT</b>	<b>VERBAL INTERPRETATION</b>
4	3.50 - 4.00	Strongly Agree
3	2.50 - 3.49	Agree
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Disagree

Table 3: The Four-Point Likert Scale used in Rating the Level of Frustration Tolerance among Criminology Students

<b>RATE</b>	<b>EQUIVALENT</b>	<b>VERBAL INTERPRETATION</b>
4	3.50 - 4.00	Strongly Agree
3	2.50 - 3.49	Agree
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Disagree

- In order to determine the significant difference between the student's level of academic resiliency and frustration tolerance, the Pearson's Product Moment Coefficient Correlation will be utilized. The Pearson r value provides a measure of the degree to which the values of x and y are linearly correlated. The formula for computing "r" (coefficient of correlation) from the original score is:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

➤ *The Computed "r" or Correlation Coefficient is Given their Corresponding Verbal Interpretation using the Following Intervals:*

- $\pm 0.81$  to  $\pm 0.99$  - verbally interpreted as Very Strong Relationship
- $\pm 0.31$  to  $\pm 0.80$  - verbally interpreted as Moderate relationship
- $\pm 0.30$  and below - verbally interpreted as Weak Relationship

#### G. Ethical Considerations in Research

According to Smith (2021), ethical considerations in research involve a thorough assessment of moral principles and standards that dictate how research is conducted. This assessment ensures the safeguarding of participants' rights, privacy, and overall welfare. It encompasses the identification of potential risks, obtaining informed consent, upholding confidentiality, and maintaining adherence to ethical norms throughout the research journey.

In the data gathering process, the researcher presented himself to the respondents and elaborated on the purpose of the study. The researcher emphasized the significance of maintaining confidentiality and encouraged the participants to provide honest responses. Subsequently, the letter intended for the respondents was distributed, and each participant was provided with a copy of the informed consent form. After that, the researcher made it clear to the respondents that signing the informed consent form was voluntary, and whoever did not sign the consent form would not be allowed to join the process of data collection.

As the researcher, it is incumbent to prioritize the well-being and protection of the participants above all else. Following the completion of data collection takes meticulous care to maintain the utmost level of confidentiality and respect for the participants responses, ensuring that their experiences and opinions are treated with the highest regard. Subsequently, the researcher explicitly communicates that this study will be beneficial for the respondents, law enforcement, legal experts, policymakers, and the community. Following this, the survey questionnaires will be securely disposed of.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter provides the presentation of statistical data relative to the problem posited. The corresponding analysis and interpretation of data are incorporated in this portion of the study.

#### A. Student's Level of Academic Resilience

Psychologists believe that resilient individuals are more equipped to handle adversity and reconstruct their lives after a struggle. Resilience gives people the psychological strength to cope with hardship. It is the mental source of strength that individuals are able to call on during times of need to carry them through without falling apart.

Table 4: Student's Level of Academic Resilience

No.	Indicators	Weighted Mean	Verbal Description	Rank
1	I do my best to stop thinking negative thoughts.	3.32	Agree	10.5
2	I use my past successes to help motivate myself.	3.37	Agree	6.5
3	I try to think of about my strengths and weaknesses to help me work better.	3.37	Agree	6.5
4	I try to think of new solutions.	3.41	Agree	5
5	I see the situation as temporary.	3.16	Agree	14
6	I do not change my long-term goals and ambitions.	3.21	Agree	13
7	I seek encouragement from my family and friends.	3.32	Agree	10.5
8	I remain focused on my academic goals, even when faced with distractions.	3.35	Agree	8.5
9	I see the situation as a challenge.	3.42	Agree	4
10	I feel like everything was ruined and going wrong.	2.78	Agree	15
11	I see challenges in my academic work as opportunities for learning and growth.	3.43	Agree	3
12	I believe that my abilities can improve with effort and dedication.	3.46	Agree	2
13	I can bounce back from academic setbacks and learn from my mistakes.	3.35	Agree	8.5
14	I feel confident in my ability to overcome difficulties in my studies.	3.26	Agree	12
15	I set my own goals for achievements.	3.51	Strongly Agree	1
	Overall Weighted Mean/Verbal Description	3.32	Agree	

Table 4 presents the result of the student's level of academic resilience. It shows that indicator no. 15, "I set my own goals for achievements.", has the highest weighted mean of 3.51 verbally interpreted as "Strongly Agree". It indicates most of the students emphasize academic resiliency by setting their own goals for achievements especially in accomplishing the tasks assigned to them given in a limited time. It is shown also in the table that indicator no. 12, "I believe that my abilities can improve with effort and dedication.", has the second highest earned weighted mean of 3.46 verbally interpreted as "Agree". It implies that majority of the students shows academic resiliency by keeping their confidence in their abilities in overcoming difficulties in their studies. Moreover, table 4 shows that indicator no. 11, "I see challenges in my academic work as opportunities for learning and growth.", is the third highest earned weighted mean of 3.43 verbally interpreted as "Agree". It implies that majority of the students shows academic resiliency by seeing the challenges they are encountering in their academic learning or tasks assigned to them in a positive way. They consider the challenges as ways for them to learn more and improve themselves.

The result relates with the study of Cassidy, S. (2015) wherein she investigated the nature of the association between academic self-efficacy (ASE) and academic resilience. Academic Self-efficacy was correlated with and a significant predictor of academic resilience and students exhibited greater academic resilience when responding to vicarious adversity compared to personal adversity.

It also shows in table 4 that indicator 9, "I see the situation as a challenge.", has the fourth highest earned weighted mean of 3.42 verbally interpreted as, "Agree". It implies that majority of the students emphasized academic resiliency by considering difficult situations they are experiencing as a challenge that is part of their learning. It also shows that the result gained in this indicator confirms with above mentioned indicator no. 11, "I see challenges in my academic work as opportunities for learning and growth". Indicator no. 4, "I try to think of new solutions.", ranked fifth earning a weighted mean of 3.41 verbally interpreted as "Agree". It implies that majority of the students are academic resilient by trying to think of new solutions instead of undoing or self-destruction caused by the difficulties they encountered in their academic learning.



In connection, Tamannaefar, M. and Shahmirzaei, S. (2019) conducted their research on prediction of academic resilience based on coping styles and personality traits. The findings of this study revealed that academic resilience had a significant positive correlation with problem-focused coping style and significant negative correlations with emotion-focused coping style and avoidance coping style.

Furthermore, both indicator no. 2, “I use my past successes to help motivate myself.”, and indicator no. 3, “I try to think of about my strengths and weaknesses to help me work better.”, ranked sixth earning a weighted mean of 3.37 verbally interpreted as “Agree”. The result implies that still majority of the students shows academic resiliency by trying to motivate and encouraging themselves. They recognize their accomplishments which helps in boosting themselves. They also recognize their strengths and weaknesses wherein it is a good practice in order to know themselves more so they can have the idea on what they should focus or improve more. By recognizing individual weaknesses and strength, it can help in planning or arriving at best decisions in dealing with difficulties encountered.

Additionally, both indicator no. 13, “I can bounce back from academic setbacks and learn from my mistakes.” and indicator no. 8, “I remain focused on my academic goals, even when faced with distractions.”, ranked no. eight (8) earning a weighted mean of 3.35 verbally interpreted as “Agree”. It implies that majority of the students shows academic resiliency by showing positive attitude towards difficulties they encountered. Bouncing back from academic failures and learning from the mistakes are the best attitude in dealing with difficulties in academic learning as well as keeping self focused on academic goals despite of several distractions.

Iyanu, O. and Omolola, A. (2020) made a study on self-efficacy as a determinant of academic resilience among postgraduate students of Obafemi Awolowo University, Ile-Ife, Osun State. The results revealed that self-efficacy significantly influenced academic resilience of postgraduate and also self-efficacy was capable of enhancing academic resilience of postgraduate students. Also, Indriyana Rachmawati et al., (2021) investigated the relationship between social support and self-efficacy with academic resilience. The results of this study showed that social support and self-efficacy had a significant relationship with academic resilience.

Moreover, both indicator no. 1, “I do my best to stop thinking negative thoughts.”, indicator no. 7, “I seek encouragement from my family and friends.”, ranked number ten (10) garnering a weighted mean of 3.32 verbally interpreted as “Agree”. The result implies that majority of students shows academic resiliency by practicing positive attitude towards academic set-backs such as doing their best in their academics instead of focusing in thinking of negativeness. Also, they show positive attitude in dealing their difficulties by seeking encouragement from family members or friends instead of leading themselves in delinquent or criminal activities.

The result supports the study conducted by Jowkar B. et al., (2014) wherein they examined the relationship between achievement goal orientations and academic resilience. The results revealed that there were positive and significant correlations between mastery-approach with home care and peer care, performance approach with home care/high, and performance-avoidance with school/community meaningful. The results also showed that “mastery-approach” and “performance approach” was a significant positive predictor of the “home care/high”. This study suggested that teachers, managers and coaches may help individuals to develop more adaptive goal orientations.

The findings also correlate with the study conducted by Sabeen Qamar and Mumtaz Akhter (2019) wherein they examined risk factors affecting academic resilience of students, Faisalabad city, Pakistan. The key findings of the study can be enlisted as a risk factors and group of risk factors such as family background and support, parental mindset, teacher mindset, student mindset (Lack of effort & ability, peer pressure, competition & personality issues), Social media (Excessive use of internet/Facebook/chatting & mobile phone) and lack of attention from teachers, parents & isolation as causing a negative outcome in the life of peers.

It also shows in table 4 that indicator no. 14, “I feel confident in my ability to overcome difficulties in my studies.”, ranked twelfth earning a weighted mean of 3.26 verbally interpreted as “Agree”, indicator no. 6, “I do not change my long-term goals and ambitions.”, ranked thirteenth earning a weighted mean of 3.21 verbally interpreted as “Agree”, and indicator no. 5, “I see the situation as temporary.”, ranked fourteenth earning a weighted mean of 3.16 verbally interpreted as “Agree”. The results shows that majority of the students shows academic resiliency by being confident in their abilities in overcoming difficulties, focusing on their ambitions and seeing difficulties as temporary only.

On the other hand, indicator no. 10, “I feel like everything was ruined and going wrong.”, earned the least weighted mean of 2.78 verbally interpreted as “Agree”. The results implies that even though students shows academic resiliency in other aspects, there’s still a part of them showing negative attitude wherein they feel like everything was ruined in times of difficulties.

Finally, the table shows that 3.32 is the overall weighted mean for all the indicators verbally interpreted as “Agree”. The result implies that students mostly confirms on the indicators presented.

In connection , Mwangi, et al., (2015) examined the relationship between academic resilience and academic achievement among Secondary School Students in Kiambu County, Kenya. Academic achievement was inferred from the school performance records. The key data analysis techniques were Pearson’s Product Moment Correlation Coefficient and regression analysis. The results indicated a positive and significant relationship between academic resilience and academic achievement among students. This study recommended that efforts to promote academic resilience should therefore be embraced by teachers because developing more resilience in students has many positive consequences.

#### B. Student’s Level of Frustration Tolerance

According to Bouman (2011), frustration tolerance is the ability to overcome obstacles and stressful situations. On the contrary, frustration intolerance focuses on the inability to handle and overcome frustrating experiences. Further, Esposito (2017) added that frustration intolerance happens when a goal-oriented action is delayed. The resulting feeling is disappointment and unhappiness from unmet needs or unresolved conflicts.

Table 5: Student’s Level of Frustration Tolerance

No.	Indicators	Weighted Mean	Verbal Description	Rank
1	I can’t stand doing tasks that seem too difficult.	2.47	Disagree	10.5
2	I can’t stand doing tasks when I’m not in the mood.	2.62	Agree	7
3	I can’t bear it if other people stand in the way of what I want.	2.53	Agree	8
4	I can’t tolerate criticism especially when I know I’m right.	2.82	Agree	4
5	I experience difficulty in making decisions.	2.94	Agree	2
6	I withdraw from my friends and family.	2.52	Agree	9
7	I do self harm when I’m frustrated.	2.24	Disagree	13
8	I remain calm and composed when faced with unexpected challenges.	3.00	Agree	1
9	I find it easy to bounce back after setbacks or failures.	2.72	Agree	6
10	I feel anger and vengeance when I’m frustrated.	2.47	Disagree	10.5
11	I can adapt to changes and uncertainties without becoming overly stressed.	2.75	Agree	5
12	I feel worthlessness and low self-esteem.	2.44	Disagree	12
13	I think of committing suicide.	1.98	Disagree	15
14	I loss of interest or pleasure.	2.22	Disagree	14
15	I am patient in the face of delays or obstacles.	2.85	Agree	3
	Overall Weighted Mean/Verbal Description	2.57	Agree	

Table 5 presents the result of the student’s level of frustration tolerance. It shows that indicator no. 8, “I remain calm and composed when faced with unexpected challenges.”, earned the highest weighted mean of 3.00 verbally interpreted as “Agree”. The result implies that majority of students shows frustration tolerance in facing unexpected challenges. Being calm is a positive attitude in dealing difficult times especially in academic learning. Table 5 also, shows that indicator no. 5, “I experience difficulty in making decisions.”, earning a weighted mean of 2.94 verbally interpreted as “Agree”. It implies that majority of the students experience difficulties in making decisions.

Additionally, table 5 shows that indicator no. 15, “I am patient in the face of delays or obstacles.”, ranked third earning a weighted mean of 2.85 verbally interpreted as agree. It implies that majority of students shows frustration tolerance by being patient in facing delays or obstacles. Indicator no. 4, “I can’t tolerate criticism especially when I know I’m right.”, ranked fourth earning a weighted meaning of 2.82 verbally interpreted as “Agree”. This implies that some students shows negative attitude towards criticisms especially at times they are right. Furthermore, indicator no. 11, “I can adapt to changes and uncertainties without becoming overly stressed.”, ranked fifth earning a weighted mean of 2.75 verbally interpreted as “Agree”. The results shows that students can adapt with changes and uncertainties without becoming overly stressed. The table also shows that indicator no. 9, “I find it easy to bounce back after setbacks or failures.”, ranked sixth earning a weighted mean of 2.72 verbally interpreted as “Agree”. The results implies that the students shows frustration tolerance by getting up after dealing with failures.

Frustration tolerance is the capability of a person on a task when frustration occurs due to hinders and complexity. Brilliant frustration tolerance is essential for one to be mentally vigorous. A surveyed impacts of communication skills education and found that this training is effectual in reducing frustration and depression<sup>19</sup>. Frustration emerges to be the offender at work when people feel disturbed by environmental stress. Frustration in the workplace often results in be exhausted. (Gulzar, S. et. al., 2012)

Moreover, indicator no. 2, “I can’t stand doing tasks when I’m not in the mood.”, ranked seventh earning a weighted mean of 2.62 verbally interpreted as “Agree”, indicator no. 3, “I can’t bear it if other people stand in the way of what I want.”, ranked eight having a weighted mean of 2.53 verbally interpreted as “Agree”, indicator no. 6, “I withdraw from my friends and family.” ranked ninth earning 2.52 mean represented verbally as “Agree”. Results from the data gathered implies, students shows low frustration tolerance in times they are not in the mood of doing tasks, when other people stands on their way and sometimes they tend to withdraw from their friends and family.

Gulzar, S. et. al., (2012) emphasized that “Frustration intolerance was a notable predictor of both frequency and procrastination problems . Majority of the psycho-somatic challenges are caused by the gap between ideal and reality. It has been confirmed that the frustration tolerance of college learners are commonly low and also researches on techniques of improving frustration tolerance is not so common. Aggression and depression are categorized by low tolerance to frustration among individuals.”

Furthermore, the table shows that both indicator no. 1, “I can’t stand doing tasks that seem too difficult.” and indicator no. 10, “I feel anger and vengeance when I’m frustrated.”, ranked tenth earning 2.47 mean interpreted verbally as “Disagree”. Result implies, student participants shows frustration tolerance by disregarding negative thoughts in times they are frustrated such as anger and vengeance.

Moreover, the table shows that indicator no. 12, “I feel worthlessness and low self-esteem.”, ranked twelfth earning of 2.44 transcribed as “Disagree”, no. 7, “I do self harm when I’m frustrated.”, ranked thirteenth earning of 2.24 transcribed as “Disagree”, and no. 14, “I loss of interest or pleasure.”, ranked fourteenth earning 2.22 transcribed as “Disagree”. Based from the interpretation of the data, it implies that students shows frustration tolerance by not experiencing low self-esteem, doing self harm and losing interest or pleasure in times of frustration.

On the other hand, table 5 shows that indicator no. 13, “I think of committing suicide.”, earning the least, 1.98, transcribed as “Disagree”. This implies that the students doesn’t consider suicide as a way in dealing with frustration.

According to Firestone (2014), “Frustration intolerance may lead to negative emotions and behaviors like depression, aggressiveness, and even suicide risk”. “Such aggressive behavior may cause verbal and physical abuse and may involve destroying properties”, as supporting findings of Gabbey (2019). Also, on the study conducted by Nordqvist (2018), as reviewed by Dr. Legg, T. J., concluded that “A person who is experiencing or could experience suicidal thoughts may indicates feeling or appearing to feel trapped or hopeless; feeling intolerable emotional pain; having mood swings, either happy or sad; having or appearing to have an abnormal preoccupation with violence, dying, or death; talking about guilt, revenge, or shame; being agitated, or in a heightened state of anxiety; experiencing changes in personality, routine, or sleeping patterns; consuming drugs or more alcohol than usual, or starting drinking when they had not previously done so.”

Overall, table 5 shows also the overall weighted mean of 2.57 for all the indicators transcribed as “Agree”. It implies that majority of the students confirms with the indicators presented.

In connection, in the study of Gulzar, S. et. al., (2012) presented the overall result on duration of frustration among university students have detected that “Most of the students face frustration for less than one month.” Results also elaborates that “Friends are most powerful helping hands that can assist a student to chuck out their frustration. It has been enlightened by the results that frustration is caused by any disability like lack of social skills, confidence, etc. has association with age. Subsequently, bullying of individuals may also have some connection with age. As study shifts toward feelings of frustration it comes into enlightenment that loss of pleasure or interest also has some relationship with age. Education level has association with many feelings of frustration that were explained in studies. Furthermore, age and education level are also dependent on difficulty in arriving decisions as a respond to frustrations experienced by individuals.”

### C. Significant Relationship Between Student’s Level of Academic Resilience and Frustration Tolerance

Table 6: Significant Relationship Between Student’s Level of Academic Resilience and Frustration Tolerance

VARIABLES	Mean	SD	1	2
Frustration Tolerance	2.57	0.57	0.12	1
Academic Resilience	3.31	0.48	1	0.12

Table number 6 shows the analysis on the relationship of frustration tolerance and academic relationship. It revealed that frustration tolerance of students has a positive weak relationship with academic resilience ( $r=0.12$ ) of students. Therefore, it rejected the null hypothesis, there is no significant relationship between student’s level of academic resilience and frustration tolerance. The result suggest that as frustration tolerance goes up, the academic resilience also goes up and vice versa.

The findings is correlated with the study of Gulzar, S. et. al., (2012) on “Frustration of general depression among scheduled caste and scheduled tribe students on participants involving one hundred twenty (120) learners studying in different under graduate programs of university or colleges. Another scientist found seconds of delayed time in pre-school was significantly linked to scores on the Student Achievement Test (SAT). Minors who lingered longer and thus revealed greater frustration tolerance did significantly better on the most frequently used college entrance examination.” Also, on the study of Meindl, P. et. al. (2018) , they concluded that “Frustration tolerance could be a stronger or weaker predictor of academic achievement at younger ages.”

#### *D. Proposed Policy for Coping Strategies*

The university/college plays critical part in developing learners or students to be resilient and actions or initiatives should be observed to light up policies in school in order to strengthen the school as well as an ideal home learning environment. The researcher recommends/suggests the adoption of the following policies:

- Assignment of an adviser and co-adviser to each 100 students or an enough number of students wherein the adviser and co-adviser can be efficient in delivering proper counselling interventions;
- Mandating the conduct of “Online Kamustahan” or utilization of the online platform for counselling the totality of students at least once a week; and
- (c) Assignment of guidance counselors of opposite sex. This is for catering both male and female students needing counselling at school. Likewise, may be applied also for assigning adviser and co-adviser of the class or batch.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary inclusive of the findings, the conclusions, and recommendations which the research deemed necessary in response to the issues concerning the study.

#### A. Summary

The study was participated by a total of two hundred (200) students from Cavite State University Bacoor Campus and Marasigan Institute of Science and Technology. The researcher utilized an adopted survey questionnaire for the study. On the data gathered, the results are summarized:

##### ➤ *Student's Level of Academic Resilience*

As presented previously in chapter 4, the first in rank was indicator no. 15, "I set my own goals for achievements.", earning 3.51 transcribed as "Strongly Agree" while indicator no. 10 as the last in rank, "I feel like everything was ruined and going wrong.", earning 2.78 transcribed as "Agree". Also, the overall weighted mean earned for all the indicators was 3.32 verbally interpreted as "Agree".

##### ➤ *Student's Level of Frustration Tolerance*

As presented previously in chapter 4, the first in rank was indicator no. 8, "I remain calm and composed when faced with unexpected challenges.", earning 3.00 transcribed as "Agree" while indicator no. 13, the last in rank, "I think of committing suicide.", earning 1.98 transcribed as "Disagree". Also, the overall mean earned for all the indicators was 2.57 verbally interpreted as "Agree".

##### ➤ *Significant Relationship Between Student's Level of Academic Resilience and Frustration Tolerance*

As presented previously in chapter 4, the null hypothesis, "there is no significant relationship between the student's level of academic resilience and frustration tolerance" was rejected since the analysis revealed that frustration tolerance of students has a positive weak relationship with academic resilience ( $r=0.12$ ) of students. The result suggest that as frustration tolerance goes up, the academic resilience also goes up and vice versa.

#### B. Conclusion

##### ➤ *Based from the Findings Presented above, the Following Conclusions were Revealed:*

- More that half of the learner participants shows academic resiliency by practicing some of the positive attitudes or reaction towards academic challenges such as setting their own goals for achievements, believing in their abilities can be improved by effort and dedication, seeing challenges in academic work as opportunities for learning development, seeing the situation as a challenge, and trying to think of new solutions. On the other hand, the study also reveals that there are some aspect wherein the students shows non-resiliency especially in having the feeling that seems everything was destroyed and cannot be solved in times of academic difficulties.
- More that half of the learner participants shows frustration tolerance by remaining calm and composed when faced with challenges, being patient in the face of delays or obstacles, and adapting to changes and uncertainties without becoming overly stressed. On the other hand, the study also reveals that some of the students shows low frustration tolerance by experiencing difficulty in making decisions, they cannot tolerate criticisms especially when they know they are right and they can't also bear it if other people obstruct the way of what they want.
- The study shows that there is a significant relationship between student's level of academic resiliency and frustration tolerance.

#### C. Recommendation

##### ➤ *Based on the Findings and Conclusions of the Study, the Researcher Humbly Presents the Following Recommendation:*

- Conduct of frustration tolerance and academic resilience related seminars for students, parents, school administration and teachers;
- Proper counselling interventions especially by the class adviser or guidance counselor should be enhanced for students' resiliency abilities & academic learning skills to improve their academic performance.
- Parents/Guardians takes vital part in enhancing academic resilience and frustration tolerance of the students. Therefore, they are recommended to gave time to their child especially in guiding or motivating them in their academic learning; and
- The university/college takes a critical role in molding students to be more resilient. Efforts should bring school policies to strengthen the school as well as an ideal learning environment. The researcher recommends/suggests the adoption of the following policies: (a) Assignment of an adviser and co-adviser to each 100 students or an enough number of students wherein

the adviser and co-adviser can be efficient in delivering proper counselling interventions; (b) Mandating the conduct of “Online Kamustahan” or utilization of the online platform for counselling the totality of students at least once a week; and (c) Assignment of guidance counselors of opposite sex. This is for catering both male and female students needing counselling at school. Likewise, may be applied also for assigning adviser and co-adviser of the class or batch.

Lastly, in order to pose challenges in the adoption of the recommendations, especially the policies, the researcher aimed to closely work with the school administration and the department of criminology to discuss concerns and explore further the significance of adopting the said recommendations. In conclusion, coordination and seeking of approval by the stakeholders are aimed, for the possible adoption and implementation of the proposed recommendations.



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