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Social Skills and Their Influence on Frustration Tolerance in Adolescents of an Educational Institution

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Received: October 14, 2021 ▪ Reviewed: November 18, 2021

▪ Accepted: December 19, 2021 ▪ Published: January 28, 2022

Abstract:

The purpose of the research was to examine the complex reality associated with the relationship between social skills and their influence on tolerance to frustration in adolescents in an Abancay educational institution in 2021. This applied study used a quantitative approach, with a non-experimental design, explicative level, descriptive and inferential statistics. A sample of 85 collaborators was considered as students of the educational institution. For collecting the respective information, participants were surveyed for responses according to the social skill scale and frustration tolerance scale (TOFRU). Social skills influenced tolerance to frustration in boys of an educational institution in 2021, at a general level and through dimensions such as rational thoughts, appropriate emotions, behavior, self-help, self-expression in social situations, saying no, cutting interactions off, and making requests. This study will provide relevant information on tolerance to frustration in adolescents and its relationship with knowing how to handle emotions facing an event that does not turn out as imagined. It will serve other researchers in psychology as a reference or study background. The study will expand the theoretical knowledge that a greater tendency in the variable tolerance to frustration provokes better management of social skills.

Keywords: social skills, frustration tolerance, adolescents, students.

社会技能及其对教育机构青少年挫折容忍度的影响

摘要:

该研究的目的是研究与社交技能之间的关系及其对 2021 年阿班凯教育机构中青少年对挫折感的影响之间的关系的复杂现实。这项应用研究采用了非实验设计的定量方法，解释性水平、描述性和推论性统计。85 名合作者的样本被视为教育机构的学生。为了收集各自的信息，根据社交技能量表和挫折容忍量表（托弗鲁）对参与者进行了调查。社交技能影响了 2021 年教育机构男孩对挫折的容忍度，在一般层面上并通过

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诸如理性思维、适当情绪、行为、自助、社交场合中的自我表达、说不、切断互动、并提出要求。这项研究将提供有关青少年对挫折的容忍度及其与知道如何处理面对未如想象的事件的情绪的关系的相关信息。它将为其他心理学研究人员提供参考或研究背景。该研究将扩展理论知识，即对挫折的可变容忍度的更大趋势会激发对社交技能的更好管理。

关键词：社交技能、挫折承受能力、青少年、学生。

1. Introduction

Globally, it is increasingly common to see young people engaging in risky behavior. Youth violence increases the costs of health, social and judicial services, reduces productivity, and devalues assets, in addition to having serious repercussions for a person's psychological and social functioning, which often last a lifetime (World Health Organization, 2020). In this way, the importance of carrying out research that contributes to the theoretical and scientific knowledge on the stated problem that affects adolescents and the environment where they develop becomes evident, thus recognizing the value of promoting skills that facilitate healthy social interactions.

In addition, one must consider that adolescents go through various physiological and psychological changes, highlighting the emotional aspect, where many of the adolescents present a conflict called frustration in the face of non-action or activity performed, which can manifest itself with irritability up to attacking (Torres, 2019), making their risky behavior for themselves and the people with whom they interact more likely, as a poor emotional management product to confront the constant challenges and changes (Morales, 2017).

In this way, today, different studies support a correspondence between the variables that arise in this research project at an international and national level, such as the research carried out in Spain by Morales (2017). Also, in Spain, another project was carried out by Santamaría Villar and Valdés Muñoz (2017).

For Youngblade et al. (2007), adolescence as any life period represents an opportunity to denote significant changes that can be great opportunities or represent a risk when the adolescent does not have adequate protection factors, such as support from their parents, school, and community in developing their autonomy, self-esteem, and cognitive qualities.

Regarding the antecedents related to the local environment, there are no studies regarding the variables under study. For this reason, as one of the research values, the theoretical contribution can be considered, which motivates other researchers to enrich its scope, depth, and projections with other arguments, models, and samples. In the same way, it makes it possible to have an objective approach to the reality of adolescents, and the educational sector will have a tangible tool that encourages actions that favor the integral development of students.

With this, the community understanding the rigorous field of social sciences can access material based on empirical evidence about students since a deeper

knowledge of social skills seeks to reduce the incidence of adolescents' risky behavior as a poor frustration tolerance product (Thoib, 2021).

2. Methods and Materials

The research project uses a quantitative approach of an applied type because it aims to understand social phenomena in a particular context oriented to the solution of a complex reality (Hernández et al., 2014).

Likewise, it is of an explanatory level since it seeks to determine the influence of social skills on frustration tolerance. The research design is non-experimental, cross-sectional.

Regarding the sample, simple random probability sampling was chosen using a mathematical formula proposed by Guzmán (2011), through which a value was obtained for the sample of 85 collaborators belonging to the different sections of the third grade of secondary education of a public educational institution for boys in the city of Abancay.

The data collection technique used was the survey, and the information collection instruments were the social skills scale and the frustration tolerance scale (TROFU).

3. Results

3.1. General Hypothesis (Table 7)

Ho: Social skills did not influence frustration tolerance in adolescents of an Abancay educational institution in 2021.

Hi: Social skills influenced frustration tolerance in adolescents of an Abancay educational institution in 2021.

At a significance level of 5%, the research hypothesis is accepted, and the null hypothesis is rejected, i.e., social skills influenced frustration tolerance in adolescents of an Abancay educational institution in 2021.

3.2. Specific Hypotheses

3.2.1. Specific Hypothesis 1

Ho: Social skills did not influence rational thoughts in adolescents in an Abancay educational institution in 2021.

H1: Social Skills influenced rational thoughts in adolescents of an Abancay educational institution in 2021.

At a significance level of 5%, the research hypothesis is accepted. The null hypothesis is rejected,

i.e., social skills influenced rational thoughts in adolescents of an Abancay educational institution in 2021.

3.2.2. Specific Hypothesis 2

Ho: Social skills did not influence appropriate emotions in adolescents of an Abancay educational institution in 2021.

H1: Social skills influenced appropriate emotions in adolescents of an Abancay educational institution in 2021.

At a significance level of 5%, the research hypothesis is accepted. The null hypothesis is rejected, i.e., social skills influenced appropriate emotions in adolescents of an Abancay educational institution in 2021.

3.2.3. Specific Hypothesis 3

Ho: Social skills did not influence self-help behavior in adolescents of an Abancay educational institution in 2021.

H1: Social skills influenced self-help behavior in adolescents of an Abancay educational institution in 2021.

At a significance level of 5%, the research hypothesis is accepted. The null hypothesis is rejected, i.e., social skills influenced self-help behavior in adolescents of an Abancay educational institution in 2021.

3.2.4. Specific Hypothesis 4

Ho: Frustration tolerance did not influence self-expression in social situations of adolescents of an Abancay educational institution in 2021.

H1: Frustration tolerance influenced self-expression in social situations of adolescents of an Abancay educational institution in 2021.

At a significance level of 5%, the research hypothesis is accepted, and the null hypothesis is rejected.

3.2.5. Specific Hypothesis 5

Ho: Frustration tolerance did not influence saying no and cutting interactions off by adolescents of an Abancay educational institution in 2021.

H1: Frustration tolerance influenced saying no and cutting interactions off by adolescents of an Abancay educational institution in 2021.

At a significance level of 5%, the research hypothesis is accepted. The null hypothesis is rejected, i.e., frustration tolerance influenced saying no and cutting interactions off by adolescents of an Abancay educational institution in 2021.

3.2.6. Specific Hypothesis 6

Ho: Frustration tolerance did not influence making requests by adolescents of an Abancay educational institution in 2021.

H1: Frustration tolerance influenced making requests by adolescents of an Abancay educational

institution in 2021.

At a significance level of 5%, the research hypothesis is accepted, and the null hypothesis is rejected, i.e., frustration tolerance influenced making requests by adolescents of an Abancay educational institution in 2021.

3.3. Tables and Figures according to the Study Dimensions

Table 1 shows that 78.8% of the adolescents state that rational thoughts are at a low level, followed by 21.2% believing that rational thoughts are at a medium level. None of the adolescents indicate that rational thoughts are at a high level.

Table 1. Dimension of rational thoughts (Questionnaire of frustration tolerance applied to adolescents in an Abancay educational institution in 2021)

Statistics				
N		Valid	85	
		Missing	0	

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Low	67	78.8	78.8	78.8
	Regular	18	21.2	21.2	100.0
	Total	85	100.0	100.0	

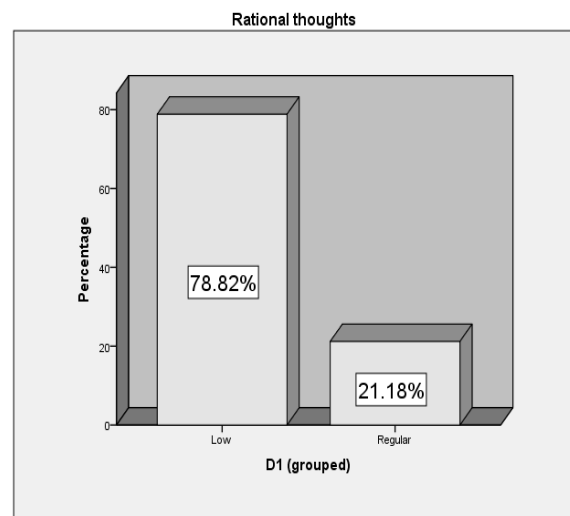


Figure 1. Dimension of rational thoughts (Questionnaire of frustration tolerance applied to adolescents in an Abancay educational institution in 2021)

Table 2 shows that 48.2% of the adolescents indicate that appropriate emotions are at a medium level. In comparison, 29.4% responded that appropriate emotions are at a low level, and only 22.4% indicated that appropriate emotions are at a high level.

Table 2. Dimension of appropriate emotions (Questionnaire of frustration tolerance applied to adolescents in an Abancay educational institution in 2021)

Statistics				
N		Valid	85	
		Missing	0	

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Low	25	29.4	29.4	29.4
	Regular	41	48.2	48.2	77.6
	Well	19	22.4	22.4	100.0
	Total	85	100.0	100.0	

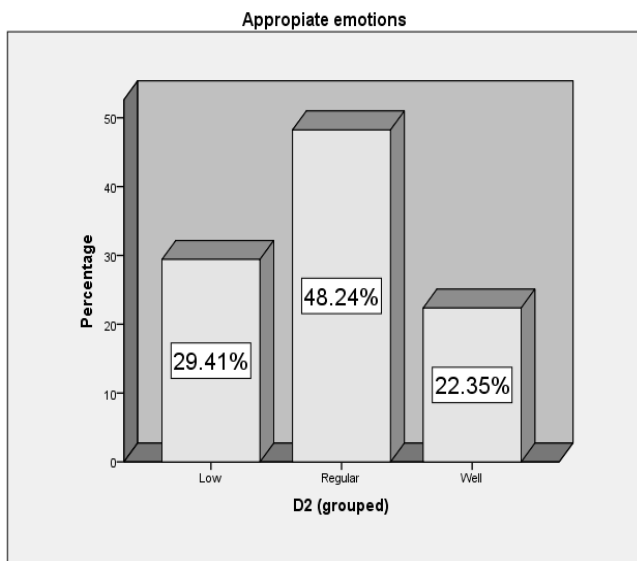


Figure 2. Dimension of appropriate emotions (Questionnaire of frustration tolerance applied to adolescents in an Abancay educational institution in 2021)

Table 3 shows that 55.3% of the adolescents state that self-help behavior is at a medium level, followed by 30.6% thinking that self-help behavior is at a high level. Only 14.1% indicate that self-help behavior is at a low level.

Table 3. Dimension of self-help behavior (Questionnaire of frustration tolerance applied to adolescents in an Abancay educational institution in 2021)

Statistics					
N		Valid	85		
		Missing	0		
	Frequency	Percentage	Valid Percentage	Cumulative Percentage	
Valid	Low	12	14.1	14.1	
	Regular	47	55.3	69.4	
	Well	26	30.6	100.0	
	Total	85	100.0	100.0	

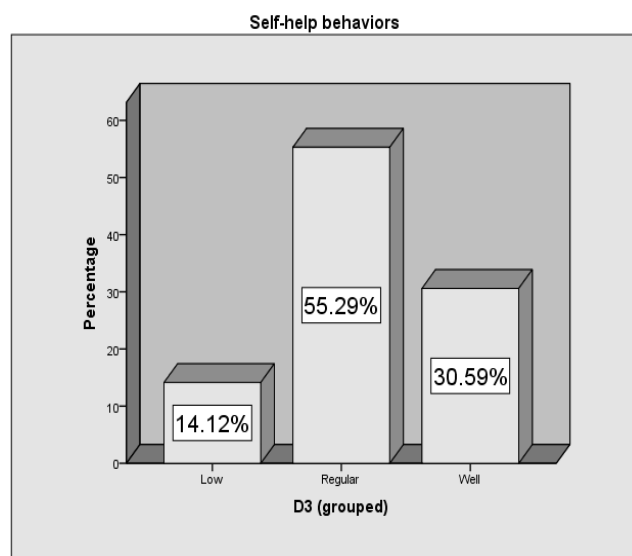


Figure 3. Self-help behavior dimension (Questionnaire of frustration tolerance applied to adolescents in an Abancay educational institution in 2021)

Table 4 shows that 72.9% of the adolescents indicate that self-expression in social situations is at a high level. In comparison, 27.1% responded that self-expression in social situations is at a medium level.

Table 4. Dimension of self-expression in social situations (Questionnaire of social skills applied to adolescents in an Abancay educational institution in 2021)

Statistics					
N		Valid	85		
		Missing	0		
	Frequency	Percentage	Valid Percentage	Cumulative Percentage	
Valid	Regular	23	27.1	27.1	
	Well	62	72.9	72.9	100.0
	Total	85	100.0	100.0	

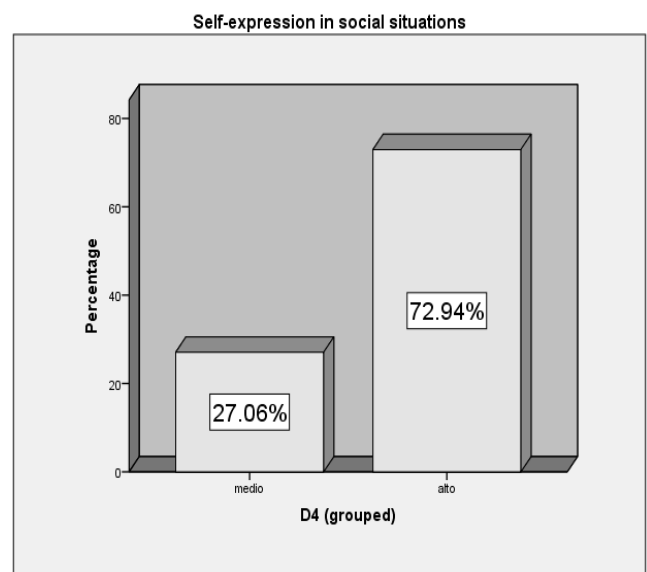


Figure 4. Dimension of self-expression in social situations (Questionnaire of social skills applied to adolescents in an Abancay educational institution in 2021)

Table 5 shows that 57.6% of the adolescents state that saying no and cutting interactions off are at a high level, followed by 34.1% responding that saying no and cutting interactions off are at a medium level, and only 8.2% indicate that saying no and cutting interactions off are at a low level.

Table 5. Dimension of saying no and cutting interactions off (Questionnaire of social skills applied to adolescents in an Abancay educational institution in 2021)

Statistics					
N		Valid	85		
		Missing	0		
	Frequency	Percentage	Valid Percentage	Cumulative Percentage	
Valid	Low	7	8.2	8.2	
	Regular	29	34.1	34.1	42.4
	Well	49	57.6	57.6	100.0
	Total	85	100.0	100.0	

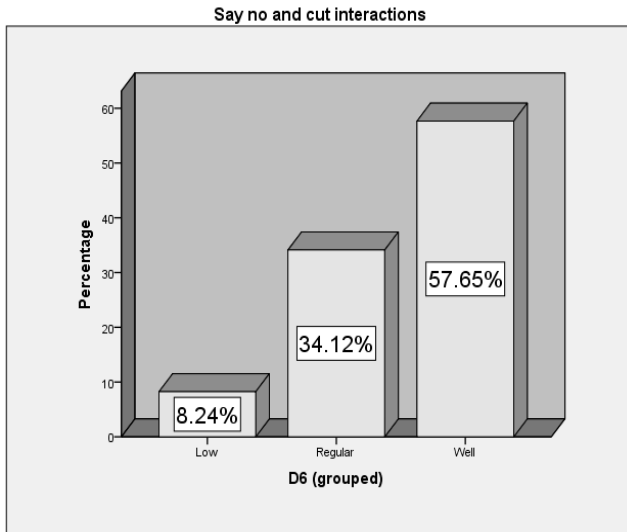


Figure 5. Dimension of saying no and cutting interactions off (Questionnaire of social skills applied to adolescents in an Abancay educational institution in 2021)

Table 6 shows that 45.9% of the adolescents indicate that making requests is at a high level, while 31.8% answered that making requests is at a medium level, and only 22.4% indicate that making requests is at a low level.

Table 6. Dimension of making requests (Questionnaire of social skills applied to adolescents in an Abancay educational institution in 2021)

Statistics				
N		Valid	85	
		Missing	0	
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Low	19	22.4	22.4
	Regular	27	31.8	54.1
	Well	39	45.9	100.0
Total	85	100.0	100.0	

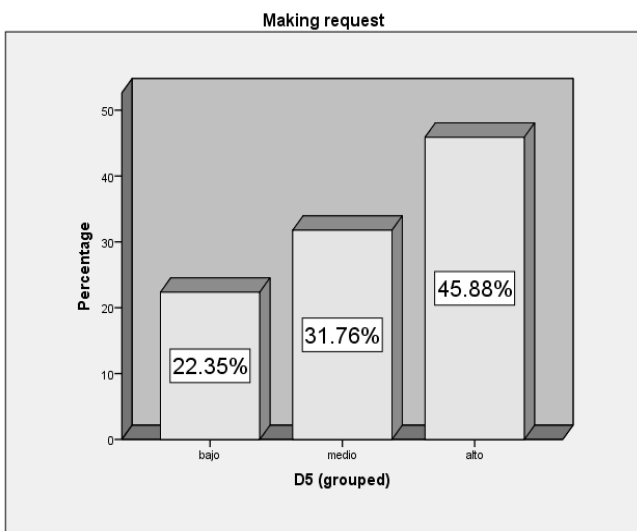


Figure 6. Dimension of making requests (Questionnaire of social skills applied to adolescents in an Abancay educational institution in 2021)

In Table 7, Pearson's Chi-square value 2418.368a and likelihood ratio 527.790 show an adequate degree of concordance between both variables. When reaching

high values, the null hypothesis is rejected, thereby the research hypothesis is accepted. In the same way, considering that the value "α" is 0.00 less than 0.05 level of significance, the null hypothesis (Ho) is rejected. Therefore, we can affirm with a confidence level of 95% that social skills exert an influence on frustration tolerance in adolescents of an Abancay educational institution in 2021.

Table 7. General hypothesis

Chi-square tests			
	Value	Df	Asymptotic significance (bilateral)
Pearson's Chi-square	2418.368 ^a	2254	.008
Likelihood ratio	527.790	2254	1.000
Association linear by linear	73.045	1	.000
N of valid cases	85		

^a 2350 cells (100.0%) have expected a count less than 5. The minimum expected count is .01.

3.4. Mathematical Expressions

Regarding the general objective and hypothesis, the values obtained were achieved through Pearson's Chi-square coefficient, which is expressed by the following formula:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

where:

f_o - frequency of the observed value;

f_e - frequency of expected value.

The chi-square statistic, which has a probability distribution of the same name, is used to test hypotheses regarding frequency distributions. In general terms, this test seeks to compare observed frequencies with the expected frequencies based on the null hypothesis. (Quevedo, 2011).

4. Discussion

As relevant information of a positive connotation, we can note that the present study findings agree with the conclusions of the national and international antecedent studies. In most cases, when establishing the influence of social skills on frustration tolerance, the research results show positive influences, as in the present study. We present the studies in question below:

Morales (2017) carried out a study in Spain to analyze the relationships between coping strategies and the factors of self-concept, social skills, and emotional intelligence. The study established that the students with the highest number of coping strategies obtained high scores in academic self-concept, social skills, and emotional intelligence. There are no significant differences between the variables analyzed. The questionnaire seems useful to assess social skills and tolerance for frustration. The null hypothesis is rejected.

Santamaría Villar and Valdés Muñoz (2017) carried out a study in Spain to establish the relationships between emotional intelligence, social skills, and

academic performance of secondary school students. It concluded that high levels of emotional intelligence generate high academic results, which, in this case, is predicted only by the stress management factor, factor C of the Baron scale. The congruence of the results of the studies mentioned above and of our study is evidenced.

Becerra et al. (2019) carried out a study in Peru concerning the national antecedents specifically to propose a tutorial workshop on social skills as a means of prevention and reduction of risky behavior of students in a Peruvian educational institution. The study showed that the workshop contributed to the correct orientation of adolescents and the strengthening of their positive thoughts and behavior, producing positive changes in their risky behavior and favoring its prevention.

5. Conclusion

To conclude, it can be considered that the research, when demonstrating that social skills influence frustration tolerance, suggests that strengthening one variable favors the development of the other. However, regarding the self-help behavior, more than half of the adolescents' sample presented regular values to differences from others, which could show theoretical and methodological aspects to consider when investigating the relationship between the variables in question, highlighting the value of continuing this research that supports the value of promoting behavior facilitating healthy socialization in educational environments to prevent situations harmful to adolescents in the academic, family, and social environments.

6. Limitations and Additional Studies

The limitations are the availability and access to the test by the group chosen as the sample. Due to the pandemic, these tests were digitized and virtually applied to follow the protocols imposed by the state to guarantee the respondents' health. Not all students had the corresponding access facilities. Likewise, the importance of carrying out more studies is highlighted in order to be able to take the present investigation to an experimental design, in which the study variables can be manipulated.

Acknowledgment

The authors thank the authorities of the Autonomous University of Ica SAC for their authorization and support in this work.

Authors' Contributions

KOS participated in the conception of the research design, statistical analysis of the data, writing, review, and final approval of the manuscript. ATEP, RSPE participated in the conception of the research design, statistical analysis of the data, writing, review, and final

approval of the manuscript. LEGZ, WEChE participated in the manuscript's critical review and final approval.

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