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FRUSTRATION TOLERANCE IN CHILDREN: THE INTERACTION BETWEEN PARENTS AND PSYCHOLOGISTS IN EMOTIONAL DEVELOPMENT

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Abstract: This work addresses the challenges of the educational process in childhood, focusing on intellectual development and the formation of the child's identity. It highlights the importance of teaching children to deal with frustration, a crucial skill for their emotional growth and adaptation to the world. The role of parents is fundamental, but they often face difficulties in setting limits, motivated by the desire to protect their children from painful experiences. This overprotection can result in the child finding it difficult to deal with frustrations, leading to disproportionate reactions to reality. Given these nuances, the paper also explores the definition of frustration tolerance, the role of parents in this educational process and the need to seek professional guidance when necessary. The objectives include discussing the role of the psychologist in the emotional education of children, presenting the concept of frustration, and examining strategies for promoting frustration tolerance in collaboration with parents.

Keywords: Tolerance. Frustration. Parents. Psychologist.

INTRODUCTION

The educational process, especially in childhood, presents significant challenges in terms of the child's intellectual and identity development. It is also at this stage that children learn to deal with feelings and respond to a variety of experiences, including frustration.

In this context of learning to understand and deal with frustration, parents play a fundamental role, since helping to teach them how to deal with frustration contributes to their emotional growth and their preparation for the world around them. However, parents often find it difficult to set limits because they want to protect their children from painful feelings, fearing that this will result in frustration, sadness or discontent for the child.

This excessive protection can lead to children having difficulty dealing with frustration, resulting in disproportionate reactions when confronted with reality. This "failure" in upbringing, characterized by the absence of limits imposed by parents, can create a significant gap in the child's preparation for social reality, since not everyone will be willing to accept them as their parents.

It is therefore essential that parents recognize the importance of educating their children to accept frustration in a healthy way, which is fundamental for their emotional development and adaptation to the environment around them. In this article, we'll look at the definition of frustration tolerance, the role of parents in this educational process and guidelines on when it's appropriate to seek professional guidance to help a child who has difficulty dealing with situations of denial.

GENERAL OBJECTIVE

To discuss the role of the psychologist together with the parents in the emotional education of the child and the development of tolerance in situations of difficulty in dealing with denial.

SPECIFIC OBJECTIVES

- Present the concept of frustration and the importance of the role of parents in promoting frustration tolerance in children.
- Discuss the importance of communication between parents and psychologists in developing emotional skills in children, preparing them to face challenges and frustrations in a healthy way.
- To examine the strategies that psychologists can use to guide parents in promoting frustration tolerance in children.

DEVELOPMENT

TOLERANCE AND FRUSTRATION: HOW TO DEVELOP FRUSTRATION TOLERANCE IN CHILDREN TODAY

Nowadays, many parents raise their children with the aim of protecting them from frustration. In a clearer way, we can define frustration as a feeling of something not being achieved or not being satisfied, generating hurt, sadness, despair and annoyance (Agostini, 2018, apud Ballone, 2006).

Fearful of causing bad feelings in their children, many parents start to comply with their children's every wish, protecting them from the impact of a "no". However, this over-protective approach can lead to problems in the child's development, such as a lack of tolerance for frustration.

Tolerance to frustration was first defined as a concept by Rosenzweig (1944), and can be defined by Ribeiro (2017, p. 110) as: "ego defense and the need for persistence; it is defined by a person's attitude to withstand frustration without losing their psychological adaptation". In other words, frustration tolerance can be understood as an individual's ability to withstand frustration without losing their psychological adaptation or using inadequate response resources (Rocha, 2010).

According to Borges (2019), frustration tolerance "is one of the greatest challenges in our process of personal growth and maturation", which means that learning to deal with barriers and difficulties from an early age is part of personal development, preparing children for life and to face the challenges of adulthood.

In this way, developing tolerance in children in a healthy and correct way is crucial, since often, especially depending on the age group, they don't have the dimension of the situations they are involved in and require a lot of patience on the part of their parents.

Another point that deserves attention is that if developed in the wrong way, tolerance can turn a simple feeling into pathologies, such as anxiety.

Anxiety in moderate degrees activates curiosity and motivates learning, but in high degrees it impairs attention, retention and retrieval of information (Borges, 2019, apud Gondim, Morais & Brantes, 2014). However, developing tolerance, especially in those who no longer have it, without creating new pathologies in the child, is hardly possible without professional help.

Psychology professionals specialize in working with children and study techniques that make it easier for them to understand themselves and different situations. As one of the techniques that makes this possible, we highlight playful resources, games, which can be used by the child therapist with the aim of developing different behavioral repertoires in the child, exercising different functions within this scenario (Silva, 2016).

THE IMPACT OF THE INTERNET/ SOCIAL NETWORKS ON FRUSTRATION TOLERANCE

When talking about the impact that the internet can have on children, another point comes up that deserves a lot of attention. The creation of an "on demand" generation of children - where all the screens enchant, "hypnotize" and reproduce all the information immediately - should put parents on alert.

Psychologists and pediatricians recommend moderation when children are exposed to technology in an unbridled way. The SBP (BRAZILIAN SOCIETY OF PEDIATRY, 2016) has created a manual that can help parents deal with these challenges. They recommend that:

- Children up to 2 years old should not be exposed to any screen - be it a TV, tablet or cell phone;

- Children from 2 to 5 years old: no more than 60 minutes of exposure to screens;
- Children from 5 to 10 years old who have controlled access to the screens.

All these SPB restrictions have a direct impact on adult life, on learning to deal with frustrations and different challenges. The internet age is marked by immediacy, and reality in the virtual world is very different from the physical world. Therefore, the act of “disconnecting” is fundamental for children’s proper development.

Gardenal (2016), reports that for pedagogue Ana Lúcia Pinto de Camargo Meneghel, in her study with children aged 8 to 12, the big concern would not be technology, but what they fail to do: play, explore and relate directly to their peers. She also points out that “it is very important for teachers and parents to encourage activities that stimulate children’s curiosity to invent, learn and build knowledge, without missing the request of the environment for other options” (Gardenal, 2016).

Therefore, children who are less exposed to technology and use their imagination more to invent new games are better prepared for life and for dealing with frustrations. Thus, limiting the excessive use of electronic devices can result in a childhood richer in experiences that promote resilience and autonomy.

PARENTS PREPARING THEIR CHILDREN FOR THE WORLD

When parents plan to have a child, they often idealize every stage of the child’s life from before birth. However, they often forget that financial support is not enough; psychological preparation is just as crucial. Today’s world presents countless challenges and problems that children will face throughout their lives, and a solid emotional foundation is essential to help them deal with these adversities.

In an attempt to protect their children and prevent them from facing frustrations, pa-

rents often end up going against their wishes or giving them everything they didn’t have in childhood. This can result in a lack of opportunities to develop autonomy, independence, intelligence and the ability to solve problems.

The onset of human frustration comes from the child’s first contact with school, where they experience challenges such as sharing toys, losing a game and dealing with academic difficulties. The absence of parents in this context can trigger feelings of emptiness and insecurity in the child.

For this reason, it is essential that parents are emotionally prepared not only to raise their children, but to raise them with the ability to recognize and identify their own emotions and feelings, both at home and alone at school. It is important for this process to begin at an early age, as all the experiences the child has had since birth have helped to build their identity (Dill and Calderan, 2011, apud Winnicott, 1999).

In order to promote the formation of autonomous children, it is essential that parents provide situations that allow them to experience frustration. This allows children to develop essential skills, such as the ability to wait, accept “no” and let go of immediacy. These skills are vital for healthy coexistence in society, as the lack of them can result in negative consequences in the future.

THE PSYCHOLOGIST’S ROLE IN CHILDREN’S PSYCHOSOCIAL DEVELOPMENT

Certainly, one figure of considerable importance who can emerge in this scenario as an important ally in the formation of children who are more tolerant of frustration, as already highlighted, is the psychology professional. After all, this science has the tools to help identify the nature of behaviour and guide the subject towards individuation and self-realization.

Firstly, it is recognized that psychologists can offer important support to those who exercise parental functions. From the perspective of Vokoy and Pedroza (2005), when working with parents, the psychologist should explain and defend the educational objectives, guiding them towards an understanding of their intervention, making it possible to form groups for expression and communication, in order to gain a better understanding of the child's reality.

In fact, the practice of school psychology can also provide support to those who work in the field of education, such as pedagogues, teachers and professors. In this regard, Vokoy and Pedroza (p. 98, 2005) also state that:

“The school psychologist should work with teachers to encourage them to play an increasingly active role in the educational process. In this process, it is essential to stimulate critical thinking in order to gain a better understanding of their professional role.”

Finally, given the current panorama in which it is perceived that it is predominantly difficult to form individuals who are tolerant of frustration, psychology professionals can be the ones who help children to develop problem-solving tactics by providing models of appropriate behavior.

From early childhood, psychology can intervene positively in promoting mental health and developing the mother-child bond (Cunha and Benevides, 2012). Alongside parents and teachers, psychologists, especially those specializing in child psychology, have the necessary resources to guide the developing subject to a place of autonomy and self-criticism.

Intolerance of frustration is a symptom that generally suggests a lack of ability to overcome challenges. This, in turn, can have various causes, such as insecurity on the part of the

caregivers, a repressive and castrating style of upbringing or an excessively permissive one, for example. Such scenarios do not require children to learn how to deal with the situations around them on their own, and they do so in such a way that they remain trapped, always dependent on other mediators for their relationship with the world.

Therefore, the work of psychology, regardless of the field in which it operates, is to give space to the subject in formation and encourage them to take an increasingly leading role in their development. Using psychological tests and methods that they deem appropriate, psychologists can assess behavior and help children to resist frustrations.

CONCLUSION

Promoting frustration tolerance in children is a complex task, especially in today's context, where the internet and social networks often offer a distorted view of reality, exalting instant gratification. To prepare children for the world, parents play a key role, creating an environment that values resilience and learning from difficulties. This involves encouraging activities that challenge children to overcome obstacles, promoting patience and self-confidence.

The work of psychologists is also crucial in this process, as they can offer support and strategies to help both children and parents deal with their emotions. Professional guidance can facilitate the building of social and emotional skills, preparing children to face life's challenges with greater confidence and adaptability. In short, by combining the efforts of parents and psychology professionals, an environment is created that is conducive to the development of frustration tolerance, enabling children to develop the skills to meet the demands and complexities of the contemporary world.

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