

# Compare of frustration intolerance between child labor and non-labor children

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**ABSTRACT:** Aim of present study was for compare of frustration intolerance between child labor and non-labor children in Tehran, Iran. Statistical population was all of the male labour child's or labour adolescents (15-18 years old) that referred to Child Care Worker Association in Tehran, Iran in 2011-2012 years, and all of the normal male adolescents (non-worker adolescents) from 12 region of Tehran. Both groups were matched based on age condition. We select the 100 adolescents from each group that total was 200 subjects. And participants fill the Frustration Discomfort Scale (FDS). Results showed that mean score of frustration intolerance in child labor is lower than Non labor child, not found significant difference in psychological well-being between child labour and non-labour child.

**Keywords:** child labour, non-labour child, frustration intolerance.

## INTRODUCTION

Frustration intolerance beliefs play an important role in Rational Emotive Behavior Therapy (REBT) and is one of the two main categories of belief, along with self-worth beliefs, posited to lead to emotional disturbance (Ellis & Dryden, 1987). Frustration intolerance represents the demand that reality should be as we want it to be and the refusal to accept the difference between a preference and reality. People may demand that frustration must not exist and be unwilling to tolerate such frustration or the discomfort associated with it (Ellis, 1995). Frustration intolerance beliefs are related to a range of problems encountered by many college students. Evidence has shown an association between frustration intolerance and increased procrastination on academic tasks (Harrington, 2005b), higher test anxiety and lower achievement attitudes in college samples (Butterfield, 1962), and higher depression, anxiety, and anger in clinical samples (Harrington, 2006). This would suggest that frustration intolerance is of central importance to student performance at college. Frustration has been seen an obstacle to goal-directed behavior (Butterfield, 1962). Previous findings indicate that frustration intolerance is correlated with avoidance behavior (Harrington, 2005b). Ellis and Knaus (1977) suggested that it "constitute[s] the main ... cause of procrastination" (p. 19). In this vein, procrastinators believe that there will be enough time to complete a task, have low frustration tolerance, and have a tendency to label themselves "lazy" or "unmotivated" (Froehlich, 1987). To explain the relations, Tuckman (1989) stated that "procrastination tends to result from a combination of (a) disbelieving in one's own capability to perform a task (Bandura, 1986), (b) being unable to postpone gratification, (c) and assigning blame for one's own 'predicament' to external sources" (p. 48). Although the relationship between self-esteem and procrastination in academic performance has been widely studied (e.g., Byrne, 1996), there has been little research on the relationships

of frustration intolerance with these variables. This has partly been due to the lack of a suitable assessment instrument and a lack of clarity as to the range of beliefs involved. The theory underlying REBT has tended to view frustration intolerance as a single dimension, ranging from low to high tolerance. However, reviews have suggested that frustration intolerance is a multidimensional concept composed of a range of associated beliefs (Neenan & Dryden, 1999). To clarify this, Harrington, (2005b) investigated the beliefs described in the REBT literature as being characteristic of frustration intolerance. Harrington, (2005b) reported that discomfort intolerance was a significant predictor of both procrastination problems and frequency. Harrington also found that the "achievement frustration" subscale was significantly correlated with reduced procrastination frequency. However, frustration intolerance was not studied in children especially in labor child.

Many researchers, such as Anker and Richard, (1995), Fallen and Tzannatos, (1998) and institutions such as UNICEF (1997), distinguish between child work and child labor. Child work is not perceived as harmful for children; rather it contributes to informal education, trainings to develop a sense of responsibilities within a stable and nurturing environment under the protection of parents or other family members. The fore mentioned scholars and institutions rather regard it as potentially beneficial for children's development. Children usually start to work in their early age alongside with parents and other family members with various light work activities. According to ILO and Schrupf (2004) child labour is defined as work that has the potential to deprive children of their childhood, their dignity as well as harmful for their physical, moral and mental development, long working hours, low wage rates and where child faces usually intolerable forms of abusive, exploitative and dangerous working conditions. It also interferes with the children's education either by not allowing them to attend school, leaving school prematurely without accomplishing compulsory education or forcing them to combine school attendance with heavy work. So according to the ILO and UNICEF the distinction between child labour and child work depends on the child's age, working conditions, interference with education, type of work and number of hours performed by children. According to the ILO convention no 138, child labour refers to children prematurely leading adult lives, normally working long hours for low wages under conditions damaging to their health and to their physical and mental development. Sometimes separated from their families, frequently deprived of meaningful educational training opportunities that could open up for them a better future. Child Labour has been the focus of major discussions by institutions, politicians, scholars, etc. and there are many diverging views on how to tackle its negative effects. Over the years the International Labour Organization (ILO) has launched both conventions and activities to stop this practice; but the results have been modest in many parts of the world, especially in developing countries (Shah, 2007). Child labour exists in many employment sectors, such as agriculture, sports goods, surgical manufacturing, construction, mining, carpet weaving, food processing industry, etc. The reason for its continuance are many folds and includes poverty, lack of functioning institutions and laws, lack of education facilities and traditions (Samuel, 1998). According to Devi, (1998) child labour is economically (according to ILO) not acceptable and it also affects the psychological and physical well-being of the child. Furthermore, there is a specific focus on hazardous child labor and its effects on the work force of children and adolescents. More specifically, the study primarily intends to analyze and understand the compare of frustration intolerance between child labor and non-labor children in Tehran, Iran.

## MATERIALS AND METHODS

Method of present study was causal-comparative. Statistical population was all of the male labour child's or labour adolescents (15-18 years old) that referred to Child Care Worker Association in Tehran, Iran in 2011-2012 years, and all of the normal male adolescents (non-worker adolescents) from 12 region of Tehran. Both groups was matched based on age condition.

We select the 100 adolescents from each group that total was 200 subjects.

### **Measures**

**Frustration Discomfort Scale (FDS).** This scale was developed by Harrington (2005b) and consists of 28 items. Participants are asked to rate the strength with which they hold certain beliefs on a 5-point Likert-type scale (1: Absent, 2: Mild, 3: Moderate, 4: Strong, 5: Very strong). The scale has four subscales (Emotional intolerance, Entitlement, Discomfort intolerance, and Achievement) with seven items in each scale. Reliability and validity studies were reported for both student and clinical samples (Harrington, 2005b); Cronbach's alpha was .94 for the full scale, .88 for Discomfort intolerance, .85 for Entitlement, .87 for Emotional intolerance, and .84 for the Achievement frustration subscales in a sample of 254. In the same study, correlations with the Rosenberg Self-Esteem Scale were Discomfort ( $r = -.43$ ), emotional intolerance ( $r = -.49$ ), entitlement ( $r = -.20$ ), achievement frustration ( $r = -.29$ ), and full scale ( $r = -.43$ ). The subscales showed unique relationships with specific psychological problems, and evidence of convergent and divergent validity.

The collected data was analyzed by descriptive (mean, standard deviation (SD), and frequency distribution) and inferential statistical tests in SPSS ver 17.

## RESULTS AND DISCUSSION

### Results

Descriptive analysis showed in table 1. These results showed that mean score in child labor is lower than Non labor child. This result showed that non labor child has higher ability for frustration intolerance.

Table 1. Descriptive analysis of frustration intolerance in child labour and non-labour child

frustration intolerance	Mean	SD	Skewness	Kurtosis
Child labour	107.52	18.74	0.382	0.148
Non labour child	116.46	19.59	0.012	-0.428

The results showed no significant difference in frustration intolerance between child labour and non-labour child (Table 2).

Table 2. ANCOVA analysis of frustration intolerance between child labour and non-labour child

	df	Mean	F	Sig
between groups	1	107.52	10.87	0.052
Within groups	198	116.46		
Total	199			

### Discussion

Our results showed that mean score of frustration intolerance in child labor is lower than Non labor child; child labor has a negative effect on the child's physical, affective, and cognitive development. Children's inexperience and emotional immaturity result in lowering their ability to recognize and assess potential risks and to make appropriate decisions related to their work type and risk. They are also unable to balance between benefits and risks of their works making them vulnerable to higher risk incidence due to these works. The impact of work on child health may be positive or negative (Woodhead, 2004) and depends on the nature of the work. Therefore, the nature of the work determines the type of risk resulting from any given work. Therefore, the work is considered positive if the work does not affect the child's physical health and growth and does not affect school performance. These includes works like assisting parents in the home and work at holidays as these kind of works help in child growth and development , teach the child skills that contribute to developing child's social identity and giving them the knowledge to be effective in the society (International Labor Organization, 2004). Also through these work, children will have the chance to build new friendship and especially when these works require team working. Friend ship is considered one of the most important factors for social support among children (Panter-Bricks, 2002). Bashiman, (2000) added that if a child felt that he/she learns a skill of his work, and then for certain they will have positive perception toward their work. On the other hand, and according to the International Centre for Education, (2005), most working children do jobs that have negative effects on their health, growth and development, as well as their ability to acquire the basic skills required in the systems of capitalism and that contribute to their inability to obtain better opportunities in the future, and improve their financial income. This, in turn, increases the problem of poverty in these communities. In general, child labor involves endangering children's health. Studies showed that number of children work in factories and mines that use industrial machinery, chemicals, requires hard work; dealing with animals and insects, and exposure to high temperature or very cold one, endanger child's health and life. Moreover, children may be used in works that have obvious life-threatening situations such as sex work, soldiers in wars, and in acts of smuggling, drugs and begging, which leads to severe direct abuse and threat of death if work is not done perfectly (ILO, 2004, Edmonds, 2007). In the United States of America for example, it was found that adolescents aged 15-17 years are prone to accidents at work twice the rate of work-related injury in adults (Center for Disease Control and Prevention, 1998). While most national and international studies focused on physical effects of child labor, studies neglected the psychosocial impact. Boyden, Boyden et al (1998) reported that working children are more vulnerable to psychological and social risks than of physical ones. The reason is that children lack the physical power and authority to do their jobs, their work is often not seen as productive, and they are at the lowest grades and levels of all workers (Woodhead, 1998). In a study used the deductive methodology in Ethiopia to determine the impact of child labor on psychological and mental health of children through the use of a random sample of 258 working children at age of 5-15 years, working in their homes, streets, hotels, restaurants, and shops, compared to 4472 non-working school

children. The results showed that working children have had mood disorders, anxiety and stress more than non-working children. Also the study found that psychological and behavioral problems are evident among working children compared to non-working children. The study recommended that the government and community institutions who are aware that work constitutes a danger to the children's development making them vulnerable to psychological problems more than others, should make an effort to reduce child labor as a priority on their agendas (Fekaday et al., 2006). As child labor may negatively affect children to adapt their behavior in the society, Matalqa in 2004 conducted a study using a sample of 104 working children in the streets in Jordan, who used to sell chewing gum, crackers, or collected recycling materials. The main objective of the study was to investigate the phenomenon of street children; reasons, impact on children's health, and social adaptability. The study concluded that these working children have low adaptive skill, low level of physical health, and tend to use certain unwanted social behaviors. Dmour (2006) maintained that smoking, using obscene words, using alcohol and direct exposure to inhalants are the most reported reckless behaviors among working children. Previous studies have shown that child labor has negative effects on the child's physical, psychological, and social health. Among the most important reasons of child labor is poverty and low income of the family. Most of the studies have emphasized the need to improve education system and find practical solutions for economic problems.

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