



Frustration Among University Students in Azad Jammu and Kashmir: Causes, Symptoms, Responses, and Preventative Measures

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Abstract

The present study sheds light on the causes, symptoms and responses of frustration in the university students of Azad Jammu and Kashmir. We have also discussed the factors which can reduce the level of frustration. The sample of the study consist of 300 pupils, including males (n=149) and females (n=151) from the universities of Azad Jammu and Kashmir. A questionnaire designed as an information assortment instrument which included close-ended questions. Reliability Scale $\alpha=0.882$ shows that the scale can be considered as trustworthy. Outcomes are shown graphically, descriptively and inferentially. Chi-Square test is executed to corroborate interconnection of analysis questions and demographics. The frequent causes of frustration are high expectations, academic failure and lack of self-awareness. Moreover, on that point are many symptoms of frustration that had observed like anxiety, anger and self-pitying. Additionally, overall results concerning period of frustration among university scholars have discovered that the bulk of the students faces frustration for less than one month to three-six months and most of them recovered on their own and with the assistance of allies. Furthermore, research questions are found highly associated with demographic facts. The outcomes of the survey are cited inside the range of specific Pakistani culture.

Keywords: Frustration, Stress, University Students, Anxiety, Student's Mental Health.

Introduction

Frustration can be perceived as the emotion of being anguish or tizzy due to being irrevocable or unable to gain something. It is caused by the stoppage of improvement or accomplishment of the individual's will and needs. Frustration can also be described as impede, discontent or resentment in life. With regard to the particular aspect of psychology, frustration is an antiphon to obstacles besides arrogance and distress emanates from the fizzles to achieve ones desired end of aims and it increases when individual's ambitions or desires are nullified by others (Spector, P. E. 1978). Frustration can be tagged in two categories; internal and external. Internal frustration originates from an impediment in intentional requirements or emotions and External frustration precipitates by circumstances that are beyond one's control (Majied, N. I. L. A., 2015).

Wheeler (2007) reported that stress is connected to genuine life as to how some matters have force applied to human life, for example monetary problems, wellness matters, disputes with peers. Altogether, these problems put pressure along an individual's body, psyche and heart. Some of the

pressure or force originates from the environment, yet most often comes from inside a person's head within the style of worry, anxiety, regret, discouragement and low confidence.

Kapoor et al. (2007) explained that in other circumstances, defeat can be contemplated important for education because incentives obtained through mistake and failures help the individual to confront challenges and win. Kasomo Daniel (2013) probed the effect of attachment styles on loneliness and depression. Attachment designs were set up to be considerably correlative to loneliness and economic crisis. A significant relationship was additionally found between loneliness and depression. MD Rofikul Islam and Zebun Nisa Khan (2017) intended to examine and explore the impact of Socioeconomic Status on Academic Achievement of Senior Secondary School Students. The determinations of the survey indicated that there is positive correlation exists between Socioeconomic Status and Academic Achievement of Senior Secondary School pupils. Syed A et al. (2018) held a descriptive cross sectional analysis, among undergraduate Pakistani students. Demographic characteristic of the participant along with the descriptive statistics that is the frequency of depression, anxiety and stress was collected. It was found that the frequency of depression, anxiousness and stress among students were high.

Frustration is associate degree feeling that individual's expertise, when they cannot achieve their goals, but depression deprives a person from having interest in activities and puts him in a continuous state of fear of being helpless. An excessive level of frustration can cause depression. Unlike frustration, as depression could be a mental disturbance, it has to be treated with medical aid and medicine (Jeronimus, B. F., & Laceulle, O. M. 2020). An annoyed person might express emotions like a normal person, while a depressed person hardly understand his own feelings and often doubts himself. Youth is the firmest pillar of any state that acts an important part in its advancement. They create skills, new and fresh human resources. From current situations it can be determined that youth now is more frustrated and intolerant and thus building narrow perspectives and negative opinions. If not identified this behavior results in violence and aggression and even lead the young ones to suicidal thoughts. We face discomforting situations in everyday life and in every phase, in personal life in school, with friends, at the workplace and even in a relationship with others. Everyone took on with frustration less or more. A frustrated condition can result in nervous breakdown, physiological problem and also depression, anxiety, pain and burnout. One must ascertain that we can face stress and frustration in everyday life, but should not give upper hand to negative beliefs (Chitrakar, N., & Nisanth, P. M. 2023). Taking on the realities of life is the best direction to avoid defeat. Today we are living in difficult times where the situations are very upsetting and we have to resist them in order to lead a peaceful life. Avoiding and dealing with frustration is very important skill to learn. One should understand that not every desire is fulfilled and keep options in mind. Simple relaxation therapies and exercises can help to calm down the feelings of frustration. Sometimes creating imaginary situations for a while can relax the depressed feelings. So we can say that the need of the time is to spread awareness about frustration, its reactions and remedies.

Objectives

The target of this research is to dig out the reasons of stress among students in the University of Azad Jammu and Kashmir. To attain the actual target, the study will focus on the following objectives:

- i. To ascertain the common reasons and the most serious symptoms of frustration among university students.
- ii. To recognize the frequent responses to frustration among university students.
- iii. To ascertain the duration and the ways to prevent the frustration among students of universities.
- iv. To access the relation between overcoming frustration and demographics of respondents.
- v. To demonstrate the association of demographics with reasons, symptoms and responses to frustration.

Materials and Methods

The research study and observations took place in Azad Kashmir Pakistan. The sample of the study is comprised of 300 individuals, including undergraduate and graduate students from different universities of Azad Kashmir; University of Azad Jammu and Kashmir Muzaffarabad, Mirpur University of Science and Technology, Women University of Azad Jammu and Kashmir Bagh, University of Poonch Rawalakot, The Jhelum Valley Campus University of Azad Jammu and Kashmir Hattian Bala, University of Azad Jammu and Kashmir Neelum, Athmaqam. The Internet was accessed for related valuable information on the subject matter Literature such as related thesis and journals will be reviewed.

The individuals from these universities were selected as per the criteria of the study. A questionnaire was designed using scientific method which possessed close-ended questions for the expediency of participants. Subjects were asked to respond to a 5-point Likert-type scale that used the following scoring: 1) Strongly disagree, 2) Disagree, 3) Neutral, 4) Agree, 5) Strongly agree. The convenience sampling technique had executed for the distribution of questionnaires and data collection. Moreover, Statistical Package for Social Sciences (SPSS) version 21 was utilized for analysis of data. After finalizing methodology and questionnaire respondents were approached at their respective institutes. First of all the willing participants was briefed about filling of the questionnaire. They were also briefed about confidentiality and asked to help us in our survey. Questionnaire took 15-20 minutes to fill by the respondents. The data were then analyzed carefully.

Results and Discussions

Before moving toward graphical, descriptive and inferential analysis of the study, reliability analysis was done to verify the trustworthiness of scale. To present, reckon and estimate reliable answers after data collection for research by questionnaire, table-1 illustrated the general Cronbach's alpha of the scale items that was 0.882; this value exceeded the adequate and recommended value of 0.50. Therefore, the scale will be considered to be trustworthy and reliable. And it has sound criterion validity.

Table 1: Reliability analysis

Cronbach's alpha	N of items
0.882	49

Descriptive statistics

Initially descriptive statistics are measured for causes, symptoms, response, prevention methods and demographic facts. Frequencies and percentages are calculated for all of these. We have interpreted results by combining strongly agree and agree as positive response and strongly disagree and disagree as a negative response.

Table 2 presents the frequencies and percentages of causes of frustration. Most of the people agreed to all causes of frustration. But the high combined frequency of agreed and strongly agreed can be seen for repeated failures, high expectations and academic pressure, comparison with others and perceived deficiencies respectively. High frequency of neutral response is obtained for fear of social situations and feelings of insecurities respectively. The count of people strongly disagreed and disagreed is high for economic conditions, overuse of technology and desire of looking better in peer groups.

Table 2: Causes of frustration

Research Questions	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Economic conditions	51	17	40	13.3	42	14	117	39	50	16
High expectations and academic pressure	15	5	44	14.7	56	18.7	106	35.3	79	26.3
Repeated failures	19	6.3	37	12.3	58	19.3	118	39.3	68	22.7
Lack of self-awareness	16	5.3	46	15.3	63	21	104	34.7	71	23.7
Perceived deficiencies	14	4.7	49	16.3	61	20.3	113	37.7	63	21
Family issues	20	6.7	43	14.3	64	21.3	109	36.3	64	21.3
Peer pressure or mistreatment	17	5.7	41	13.7	70	23.3	111	37	61	20.3
Loss of someone you love	21	7	43	14.3	60	20	83	27.7	93	31
Fear of social situations	20	6.7	38	12.7	77	25.7	114	38	51	17
Feelings of insecurity	18	6	50	16.7	75	25	107	35.7	50	16.7
Comparing yourself with others	11	3.7	40	13.3	69	23	121	40.3	59	19.7
Overuse of technology	22	7.3	59	19.7	60	20	113	37.7	46	15.3
Desire of looking better in peer groups	25	8.3	49	16.3	69	23	112	37.3	45	15
Exposure to media violence	14	4.7	46	15.3	69	23	108	36	63	21

Symptoms of frustration are presented in table 3 and the students give a higher neutral response when asked about increased touchiness and feeling of constant fear and fatigue respectively. Feelings of hopelessness, anxiety, restlessness or anger are considered to be most frequent symptoms as compared to others. Least occurring symptoms are loss of interest in activities and self-pitying.

Table 3: Symptoms of Frustration

Research Questions	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Crying over small things or nothing at all	43	14.3	47	15.7	48	16	120	40	42	14
Feeling of constant fear and fatigue	10	3.3	72	24	75	25	100	33	43	14.3
Health loss	13	4.3	30	10	74	24.7	131	43.7	52	17.3
Feeling of hopelessness	11	3.7	27	9	48	16	120	40	94	31.3
Lack of concentration or slowness in activities	52	17.3	29	9.7	63	21	115	38.3	41	13.7
Repeatedly going over thoughts	17	5.7	43	14.3	49	16.3	137	45.7	54	18
Anxiety ,restlessness or anger	19	6.3	31	10.3	54	18	125	41.7	71	23.7
Eating and sleeping disorders	18	6	39	13	62	20.7	119	39.7	62	20.7
Loss of interest in favorite activities	18	6	29	9.7	65	21.7	131	43.7	57	19
Increasing touchiness	17	5.7	48	16	84	28	99	33	52	17.3
Suicidal thoughts or soreness from life	28	9.3	48	16	60	20	107	35.7	57	19
Self-Pitying	15	5	34	11.3	72	24	110	36.7	69	23

Responses to frustration are given in table 4. Compromise with the circumstances gets the most positive response by respondents as 65.7% are agreeing to this, also a large number of people become aggressive or want escape from realities. Most of the people disagreed to anti-social behavior and creating a fantasy world as a response to frustration there collective percentage is between 29 to 30 percent.

Table 4: Response to Frustration

Research Questions	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Anti-social behavior	48	16	41	13.7	48	16	126	42	37	12.3
Create fantasy world	24	8	72	24	52	17.3	101	33.7	51	17
Become aggressive	22	7.3	45	15	46	15.3	118	39.3	69	23
Drug addiction	45	15	42	14	59	19.7	96	32	58	19.3
Loss of ambitions and goals	18	6	42	14	61	20.3	111	37	68	22.7
Lowering decision making ability	24	8	45	15	51	17	125	41.7	55	18.3
Escaping from realities	29	9.7	28	9.3	57	19	114	38	72	24
Compromise with the circumstances	19	6.3	37	12.3	47	15.7	126	42	71	23.7
Hurting your own self	33	11	43	14.3	44	14.7	93	31	87	29

After analyzing other factors we have analyzed some ways of preventing frustration. When asked about reducing online activities, we see a 25.3 percent neutral response which is highest among other questions. More than two hundred pupils respond positively to keeping alternative goals, judging the situation calmly and sharing problems with family respectively. Collectively 18% pupils disagreed to share problems with family as a solution and approximately 20% do not consider tendency to religion and reducing online activities helpful in reducing frustration.

Table 5: Frustration can be Prevented by

Research Questions	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Tendency to religion	39	13	24	8	43	14.3	99	33	95	31.7
Share problems with family	11	3.7	42	14	36	12	94	31.3	117	39
Reducing online activities	19	6.3	43	14.3	76	25.3	117	39	45	15
Judging the circumstances calmly	12	4	20	6.7	56	18.7	132	44	80	26.7
Keeping alternative goals	9	3	21	7	44	14.7	126	42	100	33.3

Along with Frustration related questions we have asked about respondents' demographic facts. In table 6 we gathered the responses. First one is about the tenure of the frustration faced by the students it can be seen that 51% students face stress for a period of one to three months. We can see that 28% students overcome frustration on their own, 27% has the support of their friends and 25.7% are helped by their parents. 31.7 percent students spend more than 6 hours with their family and 26% spend three to four hours per day. Results show that most of the students have friendly and intimate relation with parents, 20% parents are strict and only 4 percent pupils report distant relationship. 41% of our respondents are among the age group of 20-22 years and 20.67% are between 23-25 years. 50.7% respondents are undergraduates and from urban backgrounds. 53% of them belong to nuclear family and 47 percent belongs to the joint family system.

Table 6: Demographic Facts

Tenure of Frustration		
Duration (in Months)	F	%
Less than 1	93	31
1-3	153	51
3-6	67	22.3
6 -12	34	11.3
More than 12	45	15
How you overcome frustration?		
With the help of	F	%
Siblings	27	9
Parents	77	25.7
Friends	82	27.3
Mentor	28	9.3
Own self	86	28.7
Relationship with parents		
Type	F	%
Intimate/secure	63	21
Inflexible/strict	27	20.39
Friendly	164	54.7
Hesitant	32	10.7
Distant/neglectful	14	4.7
Gender		
	F	%
Male	149	49.7
Female	151	50.3
Age		
Age group	F	%
19 and under	37	12.3

20-22	123	41
23-25	92	20.67
26-28	34	11.3
Above 29	14	4.7
Family Type		
	F	%
Nuclear	159	53
Joint	141	47
Residence		
Area	F	%
Rural	147	49
Urban	153	51

Table 7 represents the association of gender and age to the source of help they received to overcome frustration. Table values and figure 1 reveals that most of the students overcome frustration on their own and with the help of friends regardless of gender. Figure 2 depicts that respondents under 22 either helped themselves or received help from friends. Respondents among age group of 23-25 are helped by their parents and friends.

Table 7: Demographics and Overcoming Frustration

Gender	With the help of					Total
	Siblings	Parents	Friends	Mentor	Own Self	
Male	14	38	37	14	46	149
Female	13	39	45	14	40	151
Total	27	77	82	28	86	300
Age						
19 and under	3	8	11	2	13	37
20-22	14	27	31	8	43	123
23-25	8	31	25	9	19	92
26-28	1	10	6	7	10	34
Above 29	1	1	9	2	1	14

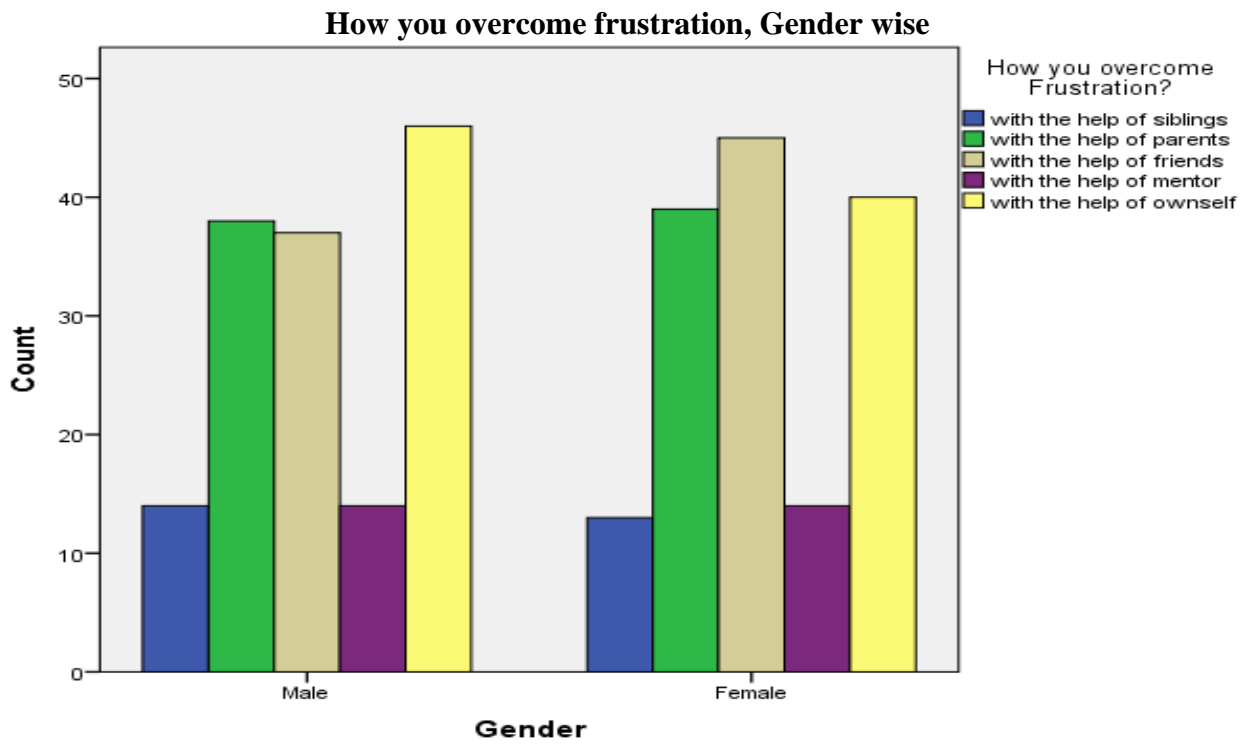


Figure 1

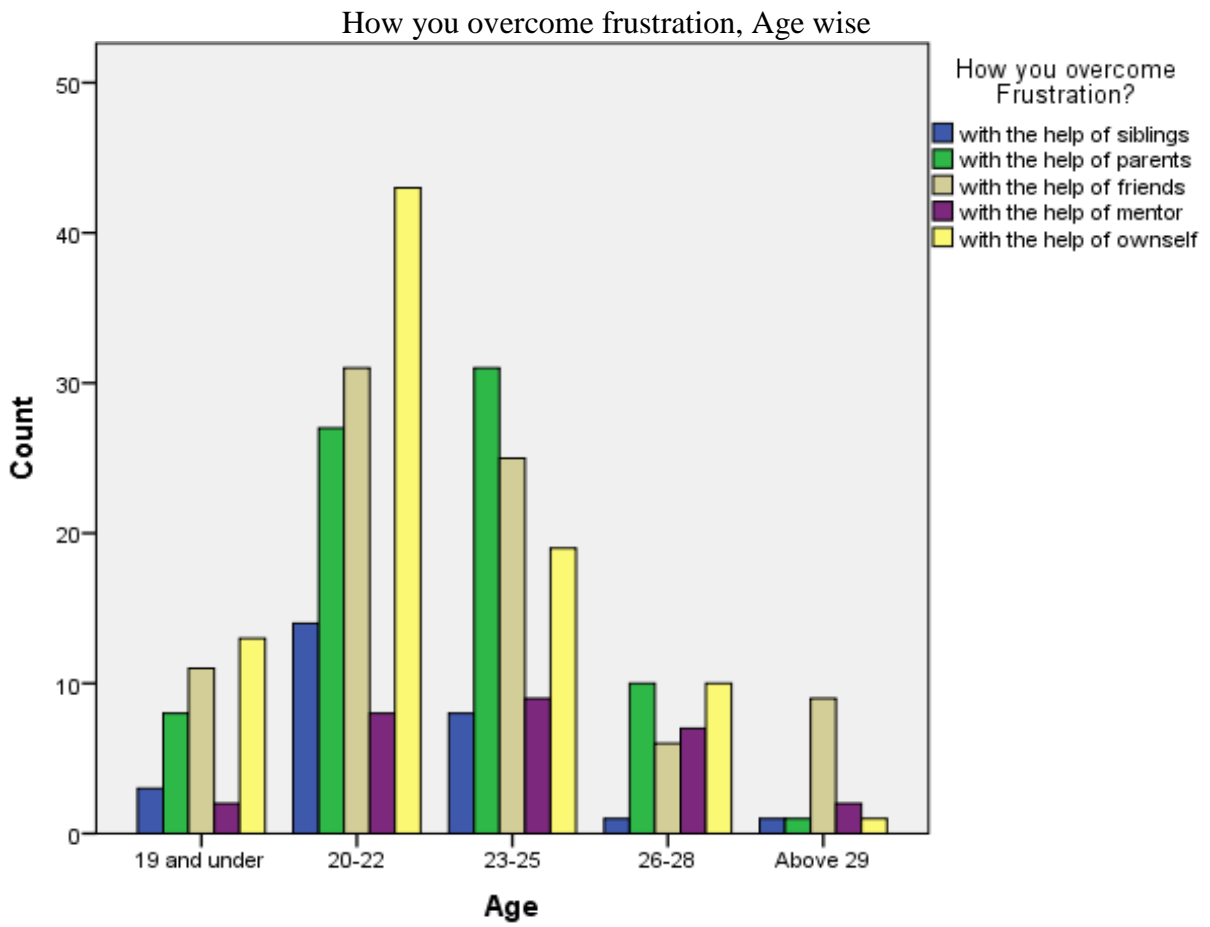


Figure 2

Inferential Analysis

We have performed a chi square analysis to draw inference about the association between research questions and demographic factors of respondents. The hypothesis which is to be tested for possible rejection is as follows:

H_0 : There is no association between research questions and demographic factors.

H_1 : There is an association between research questions and demographic factors.

In table 8 we have only mentioned the questions with significant associations. The cases mentioned in the table have rejected the null hypothesis. First section depicts the significant relation between reasons of frustration and other factors. Lack of self awareness is a cause of frustration in young students and prolongs the tenure. Overuse of technology has a strong association with age, family type, residence and relationship with parents. Confidence issues and peer pressure is strongly related to age of students.

Results show that eating and sleeping disorders occur frequently when frustration remains for a long time. Students between the age of 19 to 25 have experienced self pitying and repeated thoughts more often. The relation of a person with family and parents is associated with increased touchiness, lack of concentration and crying behavior. It can be noted that neglected children tend to drug addiction as response of frustration. Time spent with family decides more often that either accepting realities or escaping from the realities. Sometimes students started to escape from realities when they cannot get rid of frustration for a long time. Students who spend more time with family, consider sharing of thoughts and problems with family as a solution to the frustration. Same is the case with relationship with parents and age, children close to their parents and under age of 25 think tendency to religion and sharing of problems can help to get rid of frustration. Reducing online activities and education level are strongly associated, because the less time spent online means more attention to studies thus reduces stress level.

Table 8: Demographic Association with research inquiries

Association with Reasons		
Demographic	Research question	P-value
Tenure of frustration	Lack of self awareness	0.033
Time spent with family(hours)	Economic conditions	0.008
	Peer pressure or mistreatment of someone	0.011
	Economic conditions	0.003
Relationship with parents	High expectations and peer pressure	0.010
	Overuse of technology	0.011
	Lack of self awareness	0.035
Age	Perceived deficiencies such as confidence issues	0.023
	Peer pressure or mistreatment of someone	0.037
	Exposure to media violence	0.033
Education level	Repeated failures	0.014
Family type	Repeated failures	0.042
	Overuse of technology	0.001
Residency	Overuse of technology	0.018
Association with Symptoms		
Tenure of frustration	Eating and sleeping disorders	0.008

Time spent with family(hours)	Lack of concentration and slowness in activities	0.018
	Increasing touchiness	0.033
	Suicidal thoughts and soreness from life	0.010
Relationship with parents	Crying over small things or nothing at all	0.016
Age	Repeatedly going over thoughts	0.029
	Self pitying	0.028
Family type	Lack of concentration and slowness in activities	0.033
Residence	Health loss	0.006
Association with Response		
Tenure of frustration	Escaping from realities	0.001
Time spent with family(hours)	Escaping from realities	0.013
	Compromise with the realities	0.01
Family type	Drug addiction	0.046
Association with ways of prevention		
Time spent with family(hours)	Sharing problems with family	0.018
Relationship with parents	Tendency to religion	0.015
	Sharing problems with family	0.000
Age	Tendency to religion	0.047
	Sharing problems with family	0.023
Education level	Reducing online activities	0.019

Conclusion

Frustration is one of the burning issues of the time. Today's youth is suffering from psychological burdens in order to meet the pace of time. The most alarming fact is that frustration does exist, but it remains unrecognized and thus turns into the biggest hurdle of a student's life. It can clearly be seen that the reasons behind this are failures, high expectations and academic competitions. As students do not know how to handle the situation the symptoms and responses came out as hopelessness, aggression, anxiety and self-pitying. This can be controlled by accepting the fact that stress is normal and it can be treated by proper care. So for that friendly environment and getting into the new normal of sharing and venting out the expressions or feelings. This study states that most of the students suffered from frustration for the period of six months maximum and overcome the situation by self motivation along with the help of friends. Reasons, symptoms and responses of frustration varies in age, family structure and bond with parents.

Recommendations

It can be recommended that for the future researches, research area can be expanded to other cities of Pakistan. Data can be collected from other sectors of society. Some other sampling techniques and methodologies can be applied.

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