



Frustration among University Students in Pakistan

Shazia Gulzar, Farzan Yahya, Muhammad Nauman, Zarak Mir and Syed Hassaan Mujahid
Lahore Business School, The University of Lahore. PAKISTAN

Available online at: www.isca.in

Received 01st November 2012, revised 16/11 November 2012, accepted 20th November 2012

Abstract

The focus of this paper is about identifying the reactions, feelings and causes of frustration among university students of Pakistan. Frustrating situations occur recurrently throughout the life. Nevertheless, it must not be allowed to achieve the upper hand. The sample of the study has comprised of 120 individuals including boys (n=78) and girls (n=42) from different universities of Lahore city. A questionnaire has designed as a data collection instrument which included close-ended questions. Reliability of Scale shows $\alpha=0.855$, so scale can be considered as trustworthy. Results are presented graphically, descriptively and inferentially. Chi-Square test has applied to verify demographics association with research questions. Results shows that greater academic demands from parents and losing or death of love ones are chief cause of frustration among students. Moreover, there are many feelings of frustration that had observed. 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. Additionally, overall results about duration of frustration among university students have detected that most of the students face frustration for less than one month. The results of the study have been discussed in the light of particular Pakistani culture.

Keywords: Frustration, Chi-Square, Cronbach's alpha, Bulling, Crying spells, Fatigue, Vengeance

Introduction

Frustrating situations come about everyday everywhere throughout the life, in school, employment, friendships, marriage, and even in relationships with others. Frustration is a usual component of life. Nonetheless, it must not be allowed to achieve the upper hand.

Every one met with frustration less or more. It is imperative to tolerate and to cope efficiently with aggravation and frustration if anyone wishes to have a thriving and gratifying life. Now a day's frustration has increased a lot. Burden and more mechanical life have increased stress and frustration among human being.

There are many connotations of frustration. It may be the emotion that accompanies an experience of being dissatisfied in accomplishing the goals, an action of hampering someone's plans or attempts or an emotion of aggravation at being wedged or disparaged. In psychological terms, frustration is a general emotional retort to antagonism. In a relation with anger and displeasure, it occurs from the apparent resistance to the accomplishment of individual will. The greater the hindrance and the superior the will, the more the frustration is expected to occur in some one's mind.

Sources of frustration possibly can be internal or external. Internal sources of frustration include individual deficiencies such as a lack of confidence or dread of social situations that thwart one from attaining a goal. Conflict and disagreement can

also be an internal source of frustration, when one has challenging goals that get in the way with one another. External causes of frustration consist of conditions outside the individual such as a blocked highway or a lack of wealth conflicting relations and many more things present outside world.

Frustration can be regarded as a problem-response conduct, and can have numerous effects, depending on the cerebral healthiness of the individual. In positive cases, this frustration will put up until a level that is too great for the individual to compete with, and thus create action heading for solving the intrinsic problem. In negative cases, conversely, the individual may observe the source of frustration to be outside of their power, and therefore the frustration will prolong to build, leading ultimately to further problematical behavior (e.g. aggressive retort). Frustration may bring about downfall and divergence, because it wastes valuable thinking capability and concentration, which otherwise would have been utilized somewhere else in constructive and innovative work. In some cases, it might lead to addiction or any detrimental activities.

Frustration primarily builds up in a child when his or her elementary desires go unmet, and the more he or she has to screech to get them met from the outside world, the feebler will be that child's personal sagacity of contentment and internal emotional vigor. Instead, a deep and constant fear grows within the child. A young child cannot be made aware or taught how to bear aggravation and frustration. The child gains this expertise over time. It happens as a result of two mutually dependent

procedures that involve how parents meet their child's physical and psychosocial needs and desires.

Defense Mechanism is a process which one can use to react to frustration. These defense mechanisms are professed as they try to guard individuals from the psychosomatic effects of a blocked goal. When some students get frustrated, they turn into tension and ill-tempered behavior. They experience a perturbed feeling in their appetite and also show a variety of other reactions of frustration. Use of defense mechanism at minimum level is good it helps individuals to cope with everyday life frustrations but too much use of this mechanism can be devastating as it takes off from reality and its acceptance. So need of the time is to make people aware of the effects that frustration and this reaction mechanism is putting on our minds.

Literature Review: Frustration means shock and it is very significant for every college student to correctly recognize frustration and cope with it¹⁻³. Frustration is a kind of negative emotion stimulated upon encountering a barrier to satisfying one's wants, goals or expectations, which disrupts the ongoing action⁴. Everybody has to deal with frustration almost daily. Traffic jams, long daily travels, and irritating drivers, for instance, are a usual source of frustration that can bring forth anger and increase levels of trauma⁵⁻⁶.

The frustration aggression hypothesis⁷ theory formerly stated that 1) all acts of aggression are the consequence of prior frustration, and 2) all frustration directs to aggression. Shortly subsequent to this theory, a scientist explains that frustration creates instigations to numerous different types of response, one of which is instigation to some form of aggression⁸. Intentionally caused frustrations will extract stronger aggressive responses than unintentional ones⁹. Synthetically tempted frustration in a laboratory setting leads to amplified aggression¹⁰.

Frustration tolerance is the capability of a person on a task when frustration occurs due to hinders and complexity¹¹⁻¹³. Brilliant frustration tolerance is essential for one to be mentally vigorous¹⁴⁻¹⁸. A surveyed impacts of communication skills education and found that this training is effectual in reducing frustration and depression¹⁹. Frustration emerges to be the offender at work when people feel disturbed by environmental stress²⁰. Frustration in the workplace often results in be exhausted²¹.

Frustration intolerance was a noteworthy predictor of both procrastination problems and frequency²². Most of the psychosomatic problems are caused by the gap between reality and ideal. It has been verified that the frustration tolerance of college students is commonly low and research on techniques of improving frustration tolerance is rare. Both depression and aggression are typified by low tolerance to frustration²³⁻²⁵.

A scientist studied on frustration of general depression among scheduled caste and scheduled tribe students on a sample of 120

(60 high caste and 60 low castes i.e. S.C. and S.T.) students studying in different under graduate classes of university college²⁶. Another scientist found seconds of delay time in preschool was significantly linked to scores on the SAT. Children who lingered longer and thus revealed greater frustration tolerance did significantly better on the most frequently used college entrance examination²⁷.

Researcher also found one of the vital sources of frustration in police²⁸. He discussed conflicting roles and demand involved in the order upholding, community service and crime fighting errands of the police. Work-related stress and low level of frustration are the two chief root causes of suicides and shoot outs which are very enveloping in paramilitary and other security forces these days²⁹.

Researchers recognize frustration is potentially an intermediary for student disengagement and eventually erosion. They attempt to detect frustration in order to arbitrate in ways that will assist student's persevere³⁰. Models of frustration notify tutors (whether human or automated) so that these interventions maximize student self-efficacy and hold up efficient learning³¹.

Objectives: Following are the objectives of this research paper: i. To identify the main causes of frustration among university students. ii. To discover the most critical feeling of frustration among university students. iii. To find out reactions of frustration among university students. iv. To ascertain the duration of frustration among students of universities. v. To verify the association of demographics with causes, feelings and reactions of frustration.

Research Methodology

The sample of the study was comprised of 120 individuals including boys (n=78) and girls (n=42) from different universities of Lahore; The University of Lahore, The University of Punjab, University of Management and Technology and The University of Central Punjab. The individuals from these universities were randomly selected as per the criteria of the study. A questionnaire named frustration inventory for university students was designed using scientific method which possessed close-ended questions for the expediency of participants. Its reliability and validity was ensured. Simple random technique had executed for the distribution of questionnaire and data collection. Moreover, Statistical Package for Social Sciences (SPSS) version 16 was utilized for descriptive and inferential analysis of data.

Procedure: After finalizing methodology and questionnaire respondents were approached at their respective places. First of all consent form was signed by the willing participants and then they were briefed about filling of the questionnaire. They were also briefed about confidentiality and their right to quit at any time if they want. They were requested to ask as many questions as they feel and to fill whole questionnaire.

Questionnaire took 10-15 minutes to fill by the respondents. Respondents were thanked at the end. Collected data was then subjected to analysis.

Results and Discussion

Empirical Results: Before moving toward graphical, descriptive and inferential analysis of research, reliability analysis was done to verify the reliability of scale.

Table-1
Reliability Analysis of Scale

Reliability Statistics	
Cronbach's Alpha	N of Items
0.855	29

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 0.855; this value exceeded the adequate and recommended value of 0.50. Therefore, scale can said to be trustworthy and reliable. And it has sound criterion validity.

Descriptive Analysis: At this instant, there was descriptive analysis of research question. Initially, causes of frustration have examined. Additionally, frequency and percentages were also given accordingly in the following table.

Table-2
Causes of Frustration

Research questions	S.D.		D		N		A		S.A.		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Due to financial responsibilities	26	21.7	17	14.2	33	27.5	29	24.2	15	12.5	120	100
Due to greater academic demands from parents	14	11.7	22	18.3	20	16.7	43	35.8	21	17.5	120	100
Due to any disability like lack of confidence, social skills etc	31	25.8	28	23.3	25	20.8	27	22.5	9	7.5	120	100
Due to family problems and quarrels	30	25	24	20	28	23.3	18	15	20	16.7	120	100
Bullying by people due to some reason	33	27.5	24	20	30	25	25	20.8	8	6.7	120	100
Due to death or losing of loved one	23	19.2	14	11.7	18	15	25	20.8	40	33.3	120	100

Table-3
Feelings of Frustration

Research questions	S.D.		D		N		A		S.A.		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Enduring depressed mood	9	7.5	22	18.3	20	16.7	38	31.7	31	25.8	120	100
Feeling of crying spells	16	13.3	23	19.2	23	19.2	34	28.3	24	20	120	100
Loss of Interest or pleasure	7	5.8	13	10.8	29	24.2	44	36.7	27	22.5	120	100
Decrease in aptitude and skills	15	12.5	23	19.2	30	25	41	34.2	11	9.2	120	100
Feel Insomnia or Sleeping disorders	24	20	28	23.3	22	18.3	30	25	16	13.3	120	100
Feeling of fatigue or weakness	19	15.8	21	17.5	27	22.5	36	30	17	14.2	120	100
Feeling of worthlessness and low self-esteem	22	18.3	18	15	33	27.5	35	29.2	12	10	120	100
Feeling of Excessive guilt	24	20	24	20	27	22.5	32	26.7	13	10.8	120	100
Feeling of anger or vengeance	24	20	18	15	14	11.7	41	34.2	23	19.2	120	100
Thoughts of suicide	62	51.7	20	16.7	15	12.5	15	12.5	8	6.7	120	100

Above table- 2 showed different causes of frustration. Most of respondents have neutral point of view about the financial responsibility as a cause of frustration. It can be said that the majority of students belongs to well settled families so there are very less students who have financial responsibilities on their back. Additionally, financial liability is a long-term dilemma and frustration is a short-range feeling so results can be considered as factual. Next cause of frustration was concerning greater academic demands from parents. The largest part of respondents was agreed on this matter. Consequently, it can be demonstrated that superior academic load is most critical factor affecting students and a root to frustration among them.

Lack of confidence or deficiency in social skills is a less distressing factor as results illustrated in the table. At university level, a good number of students have higher confidence level and fine social skills. Conversely, about 30 % consider it as cause of frustration. Family problems and quarrels are also not chief source of frustration. Moreover, Bullying was also not a vital factor of frustration among university students because most of the students are sensible and rational. Furthermore, nearly all universities banned bullying and ragging and a plenty has determined on this act. Last cause was regarding death or losing of loved ones. More than half sample of respondents has affirmative point of views. More than 20 % were agree and more than 33% were strongly agree upon this. Further elaboration has given in the table.

Table-3 showed the feelings while frustrated moments. About 38 respondents were agreed and 31 respondents were strongly agreed out of 120 respondents about enduring depressed mood while feeling frustrated. A larger part of respondents also accepted that a feeling of crying spells ensue while frustrating burst. Majority of students also showed loss interest or pleasure in everything, it may be in studies, games etc. Skills and aptitude level of students also diminish progressively with the development of frustration. Results also showed that insomnia or sleeping disorder besides a feeling of frustration although its impact is lesser.

Along with frustration more than 50% students also feel fatigue or exhaustion. Feeling excessive guilt about something which causes frustration is also observed in students. Anger or vengeance has examined as a dominant feelings regarding frustration. However, a very large amount of respondents were disagreed about thoughts of suicide as a feeling of frustration. Additionally, rest of amplification about all variables is mentioned in the table.

Descriptive analysis for reactions after being frustrated has shown in table -4. Normal people don't exploit self harm as a

coping strategy in accordance to frustration. Conversely, people have some mental disorders like emotional instability, borderline personality disorder etc. do self harm in reaction to frustrated. Subsequently, the table gave the impression of apposite results as mostly people strongly disagree about this reaction. A good number of students have difficulty in making right decisions when they get frustrated.

Mostly students don't go for internet addiction while they get frustrated for the reason that students lose interest in pleasure while frustration occurrence as discussed above. Moreover, highest frequency shows that students depart from friends and family as reaction to frustration. A very large amount of students strongly disagreed that they neither do smoking, use drugs nor they use sleeping pills to cope up with aggravation or frustration.

Table-5 showed age-wise categorization for duration of facing frustration. Majority of university students has fallen under 20-22 years of age from which utmost number of respondents said that they faced frustration for less than one month. Moreover, overall scores from all ages also illustrates that mostly students faced frustration for less than one month. Further justification have stated in the table no. 5.

Table-4
Reactions of Frustration

Research questions	S.D.		D		N		A		S.A.		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Do Self harm	41	34.2	24	20	25	20.8	16	13.3	14	11.7	120	100
Difficulty in making decisions	12	10	21	17.5	19	15.8	39	32.5	29	24.2	120	100
Go for Internet Addiction	23	19.2	37	30.8	27	22.5	23	19.2	10	8.3	120	100
Withdrawal from friends and family	24	20	24	20	28	23.3	29	24.2	15	12.5	120	100
Do smoking or use drugs	67	55.8	22	18.3	7	5.8	10	8.3	14	11.7	120	100
Use sleeping pills	73	60.8	24	20	6	5	11	9.2	6	5	120	100

Table-5
Duration of facing frustration (Age-wise)

Age	Less than 1 month	1 month to 3 months	3 months to 6 months	6 months to 1 year	More than 1 year	Total
19 and under	13	2	3	1	2	21
20-22	44	9	3	2	6	64
23-25	11	4	0	1	4	20
26-28	8	2	0	0	3	13
Above 29	1	1	0	0	0	2
Total	77	18	6	4	15	120

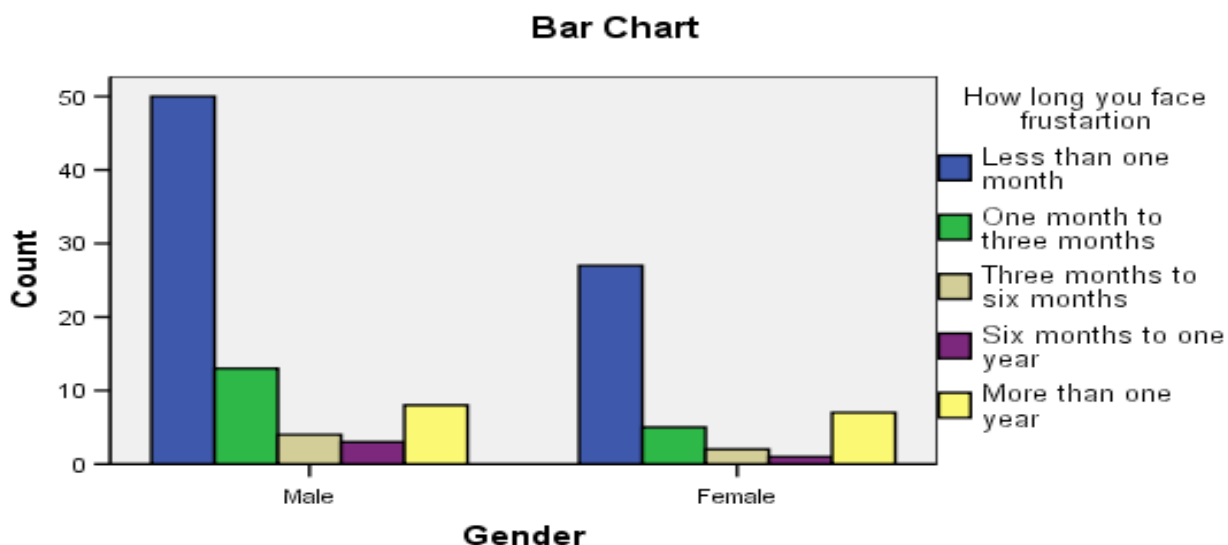


Figure-1
Duration of facing frustration (Gender-wise)

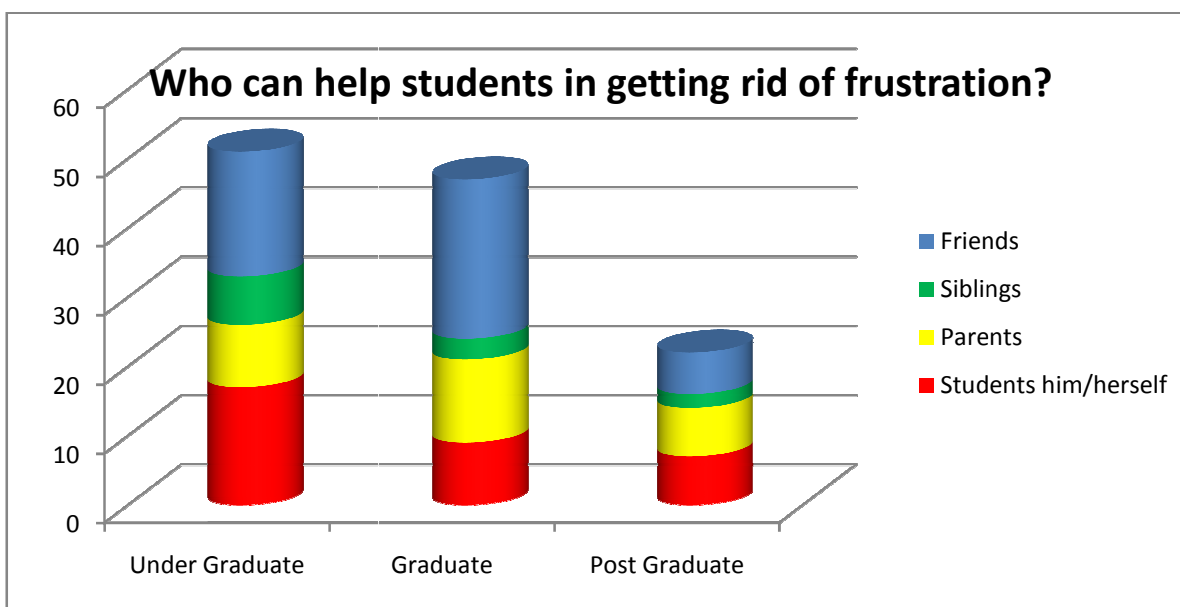


Figure-2
Who can help students in getting rid of Frustration? (Education level wise)

Gender-wise bar chart that is chart -1 for the duration of facing frustration has shown above. Results showed that both male and female face frustration for less than one month. However, yellow bars described the duration of facing frustration for more than one year which is higher than the duration of three to six months and six months to one year. Accordingly, it can be said that aggressive or hostile personalities face frustration throughout the year or more than it. However, normal students' frustration ends up within a month.

Table-6
Who can help Students in getting rid of Frustration?
(Gender wise)

Gender	Students him/herself	Parents	Siblings	Friends	Total
Male	22	14	5	37	78
Female	11	14	7	10	42
Total	33	28	12	47	120

Table-6 showed helping hands that can assist a student to chuck out their frustration. There were 78 male and 42 female students who respond to this query. Highest scores were in the favor of friends. Students him/herself and parents also showed noticeable results. Therefore, it can be believed that friends have most influential effect to help students in getting rid of frustration. Nevertheless, students should also try to divest itself of frustration.

Above chart showed cluster bar chart who demonstrates education level-wise classification for an inquiry about individuals that can help out students to throw out their frustration. Results showed that the scores for friends and students itself was almost similar for both undergraduates and postgraduates. However, graduates were more cognizant about help of parents rather than students itself. Though, friends were mainly dominant among all.

Chi-Square Analysis: Chi-Square test has applied for inferential analysis and to ensure any association between demographics and research questions. The hypothesis is as follows:

H_0 : There is no association of demographics with research questions

H_1 : Association exists between demographics and research questions

Table-7 showed H_1 has acceptable in all cases. Causes, feelings and reactions have classified accordingly. Frustration caused due to any disability like lack of confidence, social skills etc. has association with age. It can be said that the junior students has less confidence than seniors so the lack of confidence or social skills can be the cause for their frustration.

Subsequently, bullying by people also has some connection with age. Since, senior students used to do ragging and bullying the juniors, this cause frustration to junior students.

As shifting toward feelings of frustration it comes into knowledge that Loss of interest or pleasure also has some relationship with age. Additionally, the table also illustrated that Education level has association with many feelings of frustration. All these were mention in the table above. Furthermore, age and education level were also dependent on difficulty in making decisions as a reaction of frustration.

Table-7
Demographics Association with Research Questions

<i>Demographics Association with Causes of Frustration</i>		
Demographics	Research questions	P-value
Age	Due to any disability like lack of confidence, social skills etc	0.04
	Bullying by people due to some reason	0.038
<i>Demographics Association with Feelings of Frustration</i>		
Demographics	Research questions	P-value
Age	Loss of Interest or pleasure	0.013
Education Level	Enduring depressed mood	0.003
	Feeling of crying spells	0.004
	Loss of Interest or pleasure	0.012
	Decrease in aptitude and skills	0.001
	Feel Insomnia or Sleeping disorders	0.01
	Feeling of fatigue or weakness	0.004
	Feeling of worthlessness and low self-esteem	0.007
<i>Demographics Association with Reactions of Frustration</i>		
Demographics	Research questions	P-value
Age	Difficulty in making decisions	0.018
Education Level	Difficulty in making decisions	0.015

*Only significant values have described above

Frustration has become the most prominent problem of today's human beings. This is why it has gathered the interest of so many researchers. Now a day's researchers are trying to find out the latent causes, reasons and ultimate consequences of the frustration among people so they can propose some model to cope with it for better human life.

For this purpose the current research has used frustration inventory for university students ($\alpha = .85$). The questionnaire assessed the causes, reactions, feeling and duration of the frustration among university students. Questionnaire to assess frustration was built using scientific methods to ensure its reliability and validity.

Descriptive analysis of the data showed that the majority of students belong to well settled families and few of the students have financial responsibilities on their back. Moreover, other cause of frustration was concerning greater academic demands from parents. The largest part of respondents was agreed on this matter. Consequently, it can be demonstrated that superior academic load is most critical factor affecting students and a root to frustration among them.

Low confidence or deficiency in social skills is a less distressing factor. At university level, a good number of students have higher confidence level and fine social skills as depicted in data. Conversely, about 30 % of the student population taken as sample considers it as cause of frustration. Family problems and quarrels are also not chief source of frustration. Moreover, Bullying was also not a vital factor of frustration among university students because most of the students are sensible and rational at that age. Last cause was regarding death or losing of loved ones which were also regarded as important element in making students frustrated.

Results regarding feelings while frustrated moments showed about 38 respondents were agreed and 31 respondents were strongly agreed out of 120 respondents about enduring depressed mood while feeling frustrated. Results also showed loss of pleasure, interest in everyday activities and also bad sleep habits. Along with frustration more than 50% students also feel fatigue or exhaustion. Feeling excessive guilt about something which causes frustration is also observed in students. Aggression/ anger has examined as a dominant feelings regarding frustration. However, a very large amount of respondents were disagreed about thoughts of suicide as a feeling of frustration.

Similarly results for reaction of the frustration showed that normal people don't exploit self harm as a coping strategy in accordance to frustration. Mostly students don't go for internet addiction while they get frustrated for the reason that students lose interest in pleasure while frustration occurrence as discussed above. Moreover, highest frequency shows that students depart from friends and family as reaction to frustration. A very large amount of students strongly disagreed that they neither do

smoking, use drugs nor they use sleeping pills to cope up with aggravation or frustration.

However, results have shown that friends are the biggest helping hands that can assist a student to chuck out their frustration. There were 78 male and 42 female students who respond to this query. Highest scores were in the favor of friends. Friends help to reduce the stress according to data. Moreover, results through bar charts demonstrated that the scores for friends and students itself was almost similar for both undergraduates and postgraduates. However, graduates were more cognizant about help of parents rather than students itself. Though, friends were mainly dominant among all in this regards.

Chi- square results approved the first hypothesis of the study as causes, feelings and reactions have greater impact on the student's frustration. Frustration caused due to any disability like lack of confidence, social skills has association with age. It can be said that the new comers' students has less confidence than seniors.

Subsequently, bullying by people also has some connection with age. Since, senior students used to do ragging and bullying the juniors, this cause frustration to junior students.

Taking feelings of frustration into account it comes into knowledge that Loss of interest or pleasure also has some relationship with age. Additionally, results also illustrated that Education level has association with many feelings of frustration. Furthermore, age and education level were also dependent on difficulty in making decisions as a reaction of frustration among students.

Conclusion

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.

Subsequently, bullying by people also has some connection with age. As study shifts toward feelings of frustration it comes into knowledge that Loss of interest or pleasure also has some relationship with age. Education level has association with many feelings of frustration that are discussed in the study. Furthermore, age and education level are also dependent on difficulty in making decisions as a reaction to frustration.

Limitations: Following was some limitation of this study: i. Data has been collected from only one city of Punjab, Pakistan, i.e. Lahore. ii. A sample of only 120 students has selected. Larger sample can give more accurate upshots. iii. Cause and effect relationship has not been assessed properly.

Recommendations for Students: Frustration has appeared to be detrimental for students. So to avoid its bad effects and consequences students must enhance their self control and will power. They must shift their focus by engaging themselves in small but demanding activities. Students can also use different exercises or meditation techniques that can help them to stay calm and develop optimist behavior. Additionally, it has seen that friends can help students to get rid of frustration so students should talk to their friends about cause of frustration. However, there are several techniques to throw away frustration in a healthy way, so students should itself choose the coping strategy that may flawlessly compatible to them.

Recommendations for Futuristic Researches: It is recommended that data must be collected from the students of other cities of Pakistan as results may be differing in these cities. Moreover, a larger sample size must be taken for more accurate results. Some other sampling technique rather than simple random sampling can also be employed. Cause and effect relationship should be assessed properly in future to see whether frustration is the cause or effect of something else.

References

1. Ripley G.D., Student health service at a college of further education, *Journal of the Royal College of General Practitioners*, **22(116)**, 169-171 (1972)
2. Ciaccio J., A teacher's chance for immortality, *Education Digest*, **65(6)**, 44-48 (2000)
3. Zhang J., Students Affordability of Setbacks in the Independent Colleges of the Western Region: Current Situation and Countermeasures, *Journal of Guangxi Youth Leaders College*, **(1)**, 26-29 (2008)
4. Mandler G., *Mind and Emotion*, New York: Wiley (1975)
5. Evans G.W. and Wener R.E., Rail commuting duration and passenger stress, *Health Psychology*, **25**, 408-412 (2006)
6. Hennessy D.A. and Wiesenthal D.L., Traffic congestion, driver stress, and driver aggression. *Aggressive Behavior*, **25(6)**, 409-423 (1999)
7. Dollard J., Doob L., Miller N., Mowrer O. and Sears Rn., *Frustration and Aggression*, New Haven, CT: Yale University Press (1999)
8. Miller N.E., The frustration-aggression hypothesis, *Psychological Review*, **48**, 337-342 (1941)
9. Dill J.C. and Anderson C.A., Effects of frustration justification on hostile aggression, *Aggressive Behavior*, **21**, 359-369 (1995)
10. Verona E. and Curtin J.J., Gender differences in the negative affective priming of aggressive behavior, *Emotion*, **6(1)**, 115-124 (2006)
11. Spacapan S. and Cohen S., Effects and aftereffects of stressor expectations, *Journal of Personality and Social Psychology*, **45(6)**, 1243-1254 (1983)
12. Motowidlo S.J., Packard, J.S., and Manning M.R., Occupational Stress: Its Causes and Consequences for Job Performance, *Journal of Applied Psychology*, **71(4)**, 618-629 (1986)
13. Zhang Q., An Exploration of Frustration Education for Adolescence and Counter measures, *Ethnic Educ. Study*, **17(5)**, 11-15 (2006)
14. Costa P.T., and McCrae R.R., Bullish on personality psychology, *The Psychologist*, **(9)**, 302-303 (1993)
15. Brackney B. and Karabenick S., Psychopathology and academic performance: The role of motivation and learning strategies, *Journal of counseling Psychology*, **42(4)**, 456-465 (1995)
16. Kitzrow M. A., The mental health needs of today's college students: Challenges and recommendations, *NASPA J*, **41(1)**, 165-179 (2003)
17. Sun Y.S., Frustration Tolerance of University Students and Countermeasures for Its Enhancement, *Journal of Southwest Agricultural University (Social Sciences Edition)*, **6(4)**, 200-203 (2008)
18. Dai L.J., Fresh Students Endurance on Frustration and Solution, *Journal of Harbin University*, **30(3)**, 142-144 (2009)
19. Halford W.K., Markman H.J., Stanley S., and Kline G., Best practice in relationship education, *Journal of marital and family therapy*, **2(3)**, 385-406 (2003)
20. Graig E., Stress as the consequence of the urban physical environment, In L. Goldberger and S. Breznitz (Eds.), *Handbook of Stress: Theoretical and clinical aspects* (2nd Ed.) New York: Free Press (1993)
21. Lewandowski C.A., Organizational factors contributing to worker frustration, The precursor to burnout, *Journal to Sociology and Social Welfare*, **30(4)**, 175-185 (2003)

22. Harrington N., It's too difficult! Frustration intolerance beliefs and procrastination, *Personality and Individual Differences*, **39(5)**, 873-883 (2005)
23. Mahon N.E., Yarcheski A., Yarcheski T.J., and Hanks M.M., Relations of low frustration tolerance beliefs with stress, depression, and anxiety in young adolescents, *Psychological Reports*, **100(1)**, 98-100 (2007)
24. Blair R.J.R., Psychopathy, frustration, and reactive aggression: the role of ventromedial prefrontal cortex, *British Journal of Psychology*, **101(3)**, 383-399 (2010)
25. Deater-Deckard K., Beekman C., Wang Z., et al., Approach/positive anticipation, frustration/anger, and overt aggression in childhood, *Journal of Personality*, **78(3)**, 991-1010 (2010)
26. Sharma N.R., Sunita Yadava A. and Yadava N., Level of general depression among schedule caste/scheduled tribe and non scheduled caste/scheduled tribe students, *Indian psychological review*, **52(2)**, 64-68 (1999)
27. Shoda, Y., Mischel, W., and Peake, P., Predicting adolescent cognitive and self-regulatory competencies from preschool delay of gratification: Identifying diagnostic conditions, *Developmental Psychology*, **26**, 978-986 (1990)
28. Campell J.S., *Law and Order Reconsidered: Report of Task Force on law Enforcement to the National Commission on the Causes and Prevention of Violence*, New York: Bantam Book (1970)
29. Shirotriya A.K. and Basumatary B., Occupational Stress and Frustration Tolerance of Indian Security Forces, *Indian Journal of Psychometry and Education*, **41(2)**, 214-218 (2010)
30. Kapoor A., Burleson W. and Picard R.W., Automatic prediction of frustration, *International Journal of Human-Computer Studies*, **65**, 724-736 (2007)
31. Mc Quiggan S. W., Lee S. and Lester J.C., Early prediction of student frustration, In A. Paiva, R. Prada, and R. W. Picard (Eds.), *Affective Computing and Intelligent Interaction*, 698-709 (2007)