

## Impact of Gender, Education, and Socio economic Status on Frustration in Pakistani Context

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### *Abstract*

*Present research paper was intended to examine the impact of the demographics i.e., gender, education, and socio economic status on frustration. The convenient sampling technique was used to collect the data from population. The sample consisted of n= 288 students from different Pakistani universities (142 male & 146 female) ranging in age from 18 to 25 year. The Indigenous Frustration Scale was analyzed and gender, education, and socio economic status were used as demographic variables. Results demonstrated that there was no significant difference in level of frustration among graduation and post-graduation emerging adults. Results showed that Middle group in relation to collective sample of emerging adults experience high level of frustration. This paper is a minor part of my ph.D research work. The outcomes of the study have been talked in the light of specific Pakistani culture.*

**Keywords:** Education, Frustration, Gender, Socio Economic Status.

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### **Introduction**

In our energetic culture the person's activities are affected by personal qualities characteristics, situational conditions and natural conditions. There are lots of occasions where the needs are many, but the outlets for the satisfaction of these needs are very few (Deeksha, 2019). A large portion of our demonstrations are done as a result of the reason and objective for which one endeavors to get it effectively. In the greater part of the cases the individual is fruitful yet where there is the obstacle in the manner they experience disappointment. With the proceeded with experience of disappointment one become baffled and takes its response by clarifying his disappointment by guard component and this way legitimizes his endeavor to finish the work before him. This frustration is uncovered through different variables, to be specific, relapse, obsession, renunciation, and hostility.(Krishana, 2016).

In the complex society an individual cannot fulfill and achieve all the needs, desires, accomplishments and the goal etc. it is so because of the feelings of lack of belongingness within the individual on the one side and on the other side a feeling of decline in the individual's drive to adjust to the existing environment. This leads to the refrainment type of behavior and these two opposite poles for the individual who mediates or tries to adjustment in between these two creates frustrating conditions within the individual and changes his behavior patterns and the likings (kale, P.S.,2016).

Apart from geopolitical cause's denial of basic human needs such as education, employment etc. leads individuals to become frustrated and unhappy. These circumstances fuel feeling of dissatisfaction which cause irrational thinking and maladaptive behavior. Majority of emerging adults are influenced by those in their social circle who use violence and aggression to resolve their issues. Through social modeling they learn that being intolerant is a way to maintain assertiveness and solve problems (Kaukab&Saeed, 2014).

## **Literature Review**

The biggest global issue nowadays is the corrosion of human norms and values. The young generations does not have a clue how to take into account the need of the general public. . These things make a few complexities in the general public and educational arrangement. These matters craft numerous difficulties in the cultural and educational system (Kumari& Gupta, 2015). In a study establish that males and females are significant different in their reactions to frustration (Bhutta, 2014). Some researchers claim that men and women differ in their level of frustration e.g., Biruntha&Muthaiyan (2015) revealed that there was significant difference in the mean scores of frustration rating scale of adolescent students with respect to their gender. However, there was no significant difference was found in frustration of boys and girls (Kumari& Gupta, 2015).

Some studies like Dave (2013) discovered no sex contrast in frustration of students of high schools in his examination on development and tryouts of frustration scale. It implies that sex doesn't make impact on frustration.

Chattersee (2016) also conducted a research to see the impact of gender and socio-economic status on frustration and aggression of adolescents. A number of different researches suggest that there is a significant difference in scores of frustration rating scale of students studying in government and private institution (Birunth&Muthaiyan, 2015). Jahan (2017) also find out that education correlates significantly with the frustration, relation i.e., regression and fixation, the correlation being negative. This means that less education has greater tendency to resort to regressive and fixated behavior in the face of a frustrating situation. The effect of education on frustration was also studied by Sadhu (2014). It was found that education create effect on frustration. (Gulzar et al., 2012). Study likewise showed that instruction level has relationship with numerous sentiments of frustration. Moreover, it is likewise finding that age and education level was additionally subject to trouble in settling on choices as a response of frustration among students (Gulzar et al., 2012).

Currently, Pakistani society is in the phase of paradigm shift. It is encountering changes in cultural norms, value and social fabric. Furthermore, the manifest acts of aggression, intolerance and frustrating behavior is frequently observed and experience in emerging adults (Abro, Fateh&Saeed, 2017). Pakistan is facing complex social, economic and political challenges. While many problems such as poverty and energy crises are explicitly cited as key issues, but the fundamental problem concerns with the intolerant attitude of our emerging adults which significantly impacting their mental health (Shah, 2014; Zaman&Sabir, 2013). Our current study is purely explore the relationship between demographic variables ( gender, education and scio economic status) on frustration in Pakistani culture.

## **Hypotheses**

This part of the research was intended to investigate the following hypotheses:

- Males and females are likely to differ on frustration.
- Graduate and post graduate emerging adults are likely to differ on frustration.
- There is a significant difference between Socio-economic status and level of frustration experienced by emerging adults

## Method

### Sample

The convenient sampling technique was used to collect the data from population. The sample consisted of n= 288 students from different Pakistani universities (142 male & 146 female) ranging in age from 18 to 25 year. Online Google forms were used to collect data due to covid-19 pandemics. The Indigenous frustration scale for emerging adults is a 26 item measure developed in Pakistani cultural context was used.

### Instruments (Indigenous Frustration Scale IFS):

The Indigenous frustration scale for emerging adults is a 26 item measure developed in Pakistani cultural context. Three well defined factors were retrieved during factor analysis. Respondents use four point Likert type response options ranging from 1 (never) to 5 (always). High score point out high level of frustration and low scores indicates low level of frustration. Psychometric properties were fulfilled during developmental process. The Cronbach's alpha is .88 for full scale.

### Procedure

The 26 items Indigenous frustration scale was administered on Pakistani university students. Data was collected from university students online with the help of Google form. 500 students were approached but only 288 students fill form. Participants were given guidance to read all instructions cautiously and complete both questionnaires carefully. Informed consent was taken and confidentiality was ensured. One the forms were filled the data was subjected to further analysis. SPSS version 21 was used to analyze the data.

### Analysis

Table 1: Descriptive Statistics of the Sample (n=288)

| Demographic Variables | F            | %        |          |           |             |             |                  |               |
|-----------------------|--------------|----------|----------|-----------|-------------|-------------|------------------|---------------|
| Gender                |              |          |          |           |             |             |                  |               |
| Male                  | 142          | 49.3     |          |           |             |             |                  |               |
| Female                | 146          | 50.7     |          |           |             |             |                  |               |
| Age in Years          |              |          |          |           |             |             |                  |               |
| 18-19                 | 20           | 6.9      |          |           |             |             |                  |               |
| 20-21                 | 57           | 19.8     |          |           |             |             |                  |               |
| 22-23                 | 165          | 57.3     |          |           |             |             |                  |               |
| 24-25                 | 46           | 16.0     |          |           |             |             |                  |               |
| Education             |              |          |          |           |             |             |                  |               |
| Graduation            | 150          | 52.1     |          |           |             |             |                  |               |
| Post-Graduation       | 138          | 47.9     |          |           |             |             |                  |               |
| Socio Economic Status |              |          |          |           |             |             |                  |               |
| Lower                 | 1            | .3       |          |           |             |             |                  |               |
| Lower Middle          | 18           | 6.3      |          |           |             |             |                  |               |
| Middle                | 231          | 80.2     |          |           |             |             |                  |               |
| Upper Middle          | 30           | 10.4     |          |           |             |             |                  |               |
| Upper                 | 8            | 2.8      |          |           |             |             |                  |               |
| <i>Variable</i>       | <i>Items</i> | <i>A</i> | <i>M</i> | <i>SD</i> | <i>Kurt</i> | <i>Skew</i> | <i>Potential</i> | <i>Actual</i> |
| IFS                   | 26           | .93      | 69.45    | 11.19     | .05         | .23         | 26-130           | 27-120        |

Note:F= Frequencies, % = Percentages M=Mean, SD=Standard Deviation, Kurt= Kurtosis, Skew= Skewness, IFS= Indigenous Frustration Scale,

Table 1 shows the descriptive, alpha reliabilities, skewness, kurtosis and other psychometric properties of the scales. As evident from the table, all the alpha reliabilities of all the scales were deemed acceptable and

satisfactory, that is ranged from .93. They have exceeded the cutoff value of .70. The Values of Skewness and Kurtosis were within the acceptable range of +1 to -1, there by indicating the normality distribution of data. These coefficients further strengthen the low influence of social desirability. It is also indicated that data is normally distributed and it is not unreasonably skewed in either direction. Moreover, the disparity between population and sample means is quite coherent and distribution of sample is symmetric.

Table 2: The Mean difference of Gender and Education on FSI (N=288)

| Variable | Male (n=142) |       | Female (n=146) |       | t   | P   | 95% CI |      | Cohen's D |
|----------|--------------|-------|----------------|-------|-----|-----|--------|------|-----------|
|          | M            | SD    | M              | SD    |     |     | LL     | UL   |           |
| IFS      | 70.80        | 16.46 | 68.82          | 17.79 | .98 | .32 | -1.99  | 5.96 | .03       |

  

| Variable | Graduation (n=150) |       | Post-Graduation (n=138) |       | t    | P   | 95% CI |      | Cohen's D |
|----------|--------------------|-------|-------------------------|-------|------|-----|--------|------|-----------|
|          | M                  | SD    | M                       | SD    |      |     | LL     | UL   |           |
| IFS      | 69.39              | 16.74 | 70.24                   | 17.62 | -.42 | .67 | -4.83  | 3.13 | .03       |

Findings give in table 1 showed non-significant gender differences across indigenous frustration scale. Results also confirmed that there is no significant difference in level of frustration among graduation and post-graduation emerging adults. These findings provide complete support for in the context of Pakistani culture.

Table 3: Differences on Socio-Economic Status of Emerging Adults across Major Construct of the Study (n=288)

| Variables | Lower Middle |       | Middle |       | Upper Middle |       | Upper |       | F    | p   | η <sup>2</sup> | Tukey's PostHoc |
|-----------|--------------|-------|--------|-------|--------------|-------|-------|-------|------|-----|----------------|-----------------|
|           | M            | SD    | M      | SD    | M            | SD    | M     | SD    |      |     |                |                 |
| IFS       | 73.63        | 17.13 | 70.85  | 16.89 | 61.93        | 15.77 | 59.75 | 20.97 | 3.73 | .01 | .04            | 4>1, 2, 3,      |

Table shows comparative differences on four levels of SES, Lower Middle, Middle, Upper Middle, and Upper class along the study variables. Results showed that emerging adults of Lower Middle group in relation to collective sample of emerging adults experience high level of frustration. Therefore, hypothesis (i.e., emerging adults from different SES are likely to exhibit different level of frustration. As significant group differences existed on the parameter of SES; therefore, post hoc analysis is also computed to determine mean differences across varying groups. Post hoc comparison showed that Lower Middle class experience higher level of frustration as compare to other groups.

**Discussion**

Bivariate analysis and multivariate analysis revealed significant group differences in relation to gender, education, and Socio-economic Status in the emerging adults in term of frustration. In the following section, initially, findings of the bivariate analysis on gender and education of emerging adults will be discussed followed by results of multivariate analysis on SES will be narrated. Results showed insignificant gender differences across both types of samples. It was revealed that there was no difference between genders regarding level of frustration. This pattern of findings received substantial empirical support from. The literature reveals that contrast findings with reference to difference in frustration between men and women. There is no mean difference was establish in frustration of boys and girls (Kumari& Gupta, 2015).

Dave (2013) found no gender difference in frustration of students of high schools in his investigation on development and tryouts of frustration level. It means that gender does not create impact on frustration.

Education appeared to be non-significantly influential for frustration. The findings indicated that high educated people i.e. post graduate achieved high score on Indigenous Frustration Scale than graduate. But this mean difference is not significant. A number of different researches suggest that the important of social and emotional development is critical in achieving a multitude of positive development outcomes (Gardner, 1993; Goleman, 1995; Mayer & Salovey, 1997; Scales & Leffert, 1999; Sternberg, 1996).

Socio Economic Status (SES) is common variable in educational studies. Socio Economic Status as a variable is commonly used to discover its association with other variables. Socio Economic Status (SES) is alluding to a particular pecking order in social positions which can be utilized to outline an individual's general economic wellbeing (Jahan, 2017). Frustration, nervousness, and hostility are fundamental aspect of the present social and instruction framework. There are different reasons related with the issues relating to frustration. Financial Status unfavorably influences the understudies, hence they appear to be influenced by dissatisfaction and related mental issues (Jahan, 2017).

## Conclusion

In people, inner frustration may rise up out of troubles in fulfilling singular targets and wants, instinctual drives and needs, or overseeing obvious deficiencies, for instance, a nonattendance of conviction or fear of social conditions. Difficulty can similarly be an inward wellspring of dissatisfaction; when one has battling destinations that intrude with one another, it can make mental uproar. Result revealed that significant group differences in relation to gender, education, and Socio-economic Status in the emerging adults in term of frustration in Pakistan.

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