



Investigating the Correlation between Frustration and Values with an Emphasis on Gender

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ABSTRACT: This research paper investigates the correlation between individuals' reactions to frustration and their values, with an emphasis on sex differences. Frustration is an arbitrary emotional response to obstacles or unmet expectations, although social values carry beliefs and principles that guide behavior within a societal context. Getting a gist of how sex influences these aspects can shed light on societal dynamics and inform interventions aimed at promoting psychological well-being and social harmony. The study undergoes a quantitative approach to the data, through different scales using SPSS to analyze data and gather comprehensive insights. Results reveal new patterns in how individuals of different genders perceive and respond to frustration in relation to their value system, Enlightening the need for gender-sensitive works in addressing emotional regulation and socialization processes.

KEYWORDS: Aggression, Behavior, Culture, Emotion Regulation, Frustration, Gender, Values.

INTRODUCTION

Frustration is an element of human experience. In several situations, frustration or stress is accompanied by a disruptive response or reaction. Frustration, the emotion that leads to the misconduct of people underfunding to inhibit human behavior. However, the role of frustration in the development of individual behavior affecting the culture or society's aspirations or values, personal culture response to frustration due to aggression. A significant investigation of the correlation between frustration, gender and social values is needed in psychological studies in promoting gender equality and understanding societal processes.

According to Jeronimus et al. (2017), In summary, Jeronimus et al. state that frustration "is a primary negative emotion associated with disillusion and is defined as irritant agony that arises when the course of action is blocked by an intolerant reality". The Latin word is in fact frustrā, which means "in vain". It is normal to experience short-lived and strong feelings. Emotions are critical in decision-making and understanding what is happening in our surroundings. Physiological changes in the body help our brains prepare for action. One of the main negative emotions, frustration has its origins in disappointment and is characterized as irritable distress brought on by restriction, rejection, and inadequacy (a particular state of discontent insecurity). People who meet unsolved issues, including situational or psychological obstacles or blockages that must be eliminated in order to realize their goals, feel frustrated because frustration emerged to cope with a certain, evolutionarily repeated situation type, own needs, aspirations, urges, or goals. The most familiar is the frustration-aggression hypothesis, described by Berkowitz, 1989. Frustration is frequently linked to aggression and attention problems. Anger, another emotion closely related to frustration, also has several consequences for how one acts in response to obstruction. Anger lowers one's inhibitions and reduces one's attention to signals of threat. Aggressiveness and rage is defined as conduct that damages another party either physically, vocally, or interrelationally. Rage and aggressiveness proper are not the only way to get something when there is a roadblock, unlike frustration. (Hubbart et.al, 2010)

It is important to note that gender differences do exist in developing patterns of frustration. Boys at birth have a poorer physiological capacity to control their reactivity to dissatisfaction through behavior. Although there is little difference between the genders in terms of frustration in childhood, boys at every age level are more susceptible to annoyance than girls. The difference is greatest between the early teenage years and sixteen, and men are slightly more hostile and angrier as adults than their female counterparts. Frustration experiences have a strong genetic base that can be observed from an early age. In general, frustration emerges for the first time in the first year of life, increases throughout childhood, peaks in early and middle adolescence, and then slowly diminishes as individuals mature (Buss 2011; Putnam et al. 2001). More precisely, children who are older usually have lower levels of impulse control that would allow them to hold back an emotional reflexive reaction. In addition, within the first two years of life, irritability is generally not well tolerated and frequently produces tantrums. Our second year has a better tolerance for frustration, partly due to



the increasing use of language. Throughout childhood, there are new things to be frustrated about, as expectations change; for instance, comparisons are made with other people, with older brothers and sisters, and with the elders. Finally, people predisposed to frustration from the earliest age will have a greater tendency to be higher in the "angry hostility" facet of the neuroticism domain of personality, in which trait anger and bitterness are clustered with frustration per se (McCrae et al., 2005). Emotional tension or arousal, triggered by frustration, causes a negative affect, indicating relations and interests must be readjusted. This can result in hostile or hostile behavioral reactions, such as trying to lessen or remove the obstacle or situation.

Such dispositional frustration and the interweaving of this frustration with the social setting can indeed hold very important effects on the likelihood of the emergence of psychopathology in an individual. Up to 20% of the psychopathology in adolescent development can be accounted for by frustration, since such frustration is likely close to the source of the causal pathways leading to psychopathology (Caspi et al., 2016; Jeronimus et al., 2015). In accordance with Jeronimus et al. 2016 and 2017 and very high levels of frustration in adolescence are associated with a strong likelihood of anxiety, depression, drug misuse, thinking disorders, and related symptoms in adulthood, as well as predicting increases in general discomfort and externalizing symptoms like rage and substance addiction. One should note that gender differences occur in developing patterns of frustration. Male newborns tend to have a poorer physiological ability to modulate reactivity toward dissatisfaction through behavior. While both sexes are equally vulnerable to frustration in childhood, boys are significantly more vulnerable than girls to annoyance from early adolescence through age sixteen, and men tend to be slightly more hostile and angrier as adults than women. Some of these patterns or reactions to frustration shall be researched in-depth in this paper, as follows:

1. **Aggression:** A behavior intended to oppose or attack someone, or something is called aggression. Even though it's frequently done with the intention of hurting others, some people can use it to their creative and useful advantage. It could happen in response to anything or not at all. Aggression in humans can result from a variety of factors. For instance, pent-up resentment over unmet expectations or apparent indifference. Human aggressiveness can be divided into two categories: direct and indirect aggression. Aggression is an act meant to oppose or attack someone, or something. Even though it is often intended to harm others, some individuals can use it to their advantage, whether in a creative or useful manner. It could occur in response to anything or not at all. Aggression in humans can result from a variety of factors, such as pent-up resentment over unmet expectations or apparent indifference. Human aggressiveness can be divided into two categories: direct and indirect aggression.

Dollard et al. (1939) proposed that frustration—defined as an unpleasant state brought on by any obstruction standing in the way of the goal that is experienced as gratifying—was what caused aggression. In further developing the framework of the frustration–aggression theory, Berkowitz suggested that aversive affect rather than frustration is the true instigator of aggressive proclivities and that all aversive experiences ultimately lead to negative affect and thus to both fear and aggressive tendencies. Apart from conditioned stimuli, Archer listed stimuli that might produce aggression (and fear) in three classes: pain, novelty, and frustration. He also referred to "looming," the term for an object approaching rapidly toward a subject's visual sensors, that might be another member of the class "intensity".

2. **Resignation:** Resignation behavior is excessive need elimination, lacking plans or future orientations, social withdrawal, solitude, and lack of interest in the environment. When one is extremely aggravated by a situation, they may try to escape or withdraw from it. It may also be due to the psycho-physical constituents.

The real point is that the overt behavior of bodily withdrawal or flight may be very clear, visible, and direct in its signaling and consequences. One cannot really have a psychologically driven physical withdrawal without a corresponding physical withdrawal. The organisms exhibit withdrawal reactions, and variable degrees of involvement with so-called physical and psychological processes are a part of the complicated stimuli.

3. **Fixation** When confronted with frustration as compared with verbal learning situations, there appears to be a vastly greater resistance of behavior. Maier, (1949, 1956) is of the opinion that concepts of learning do not go far enough to account for fixated behavior. He makes it clear that acts without a goal were driven to performance by dissatisfaction. This sort of behavior is not supposed to serve an end but is a response that is meant to be the act of extinction. He describes the behavior that is driven by frustration as being very persistent and stereotyped. The former resistance to change is shown, and the behavior repeated over and over again with no deviation. In other words, even obsessive behavior will continuously be



compulsive. A fixated individual struggles to create new attachments and adaptations, and their interests and emotional attitudes are typically associated with an early developmental stage.

4. Regression: Although Freud (1933) the frustration-regression concept postulated that frustration could cause a person to revert to the behavior patterns that characterized his earlier developmental stage. According to Lewin (1937) when behaviors are learnt at a younger age, they retreat to a more "primitive" level when the person is under stress. According to his theory, therefore it is frustration that results in regression behavior rather than previously taught behavior. It has been a well-known research on regressive behavior of humans by Barker, Dembo, and Lewin in 1941 based on the experiment with two-to-five-year-old children. The ratings and description of behavior revealed a decrease in the constructiveness of activity from the pre-frustration level to approximately around two years of age at the four and a quarter year age level. The amount of regression was directly related to the level of frustration. Regression is a backward movement in development and the constructiveness of activity declines. This may be apparent through different behavioral traits, for instance, bad speaking, homesickness, an escape-oriented mindset, lack of selfcontrol, nostalgic thinking, excessive prolonged fantasizing and so forth.

So, frustration is a dynamic system. Aggression, resignation, fixation, and regression are the four methods of responding to a situation. Aggression is the frustration dynamics in a belligerent milieu, Resignation is an advanced kind of escape from reality, Regression is the desire to go back, and Fixation is a compulsive behavior.

According to Kluckhohn (1951) and Tsirogianni & Gaskell (2011), social values are standards that people and social groups use to establish personal goals, and in a way, they affect the nature and form of the social system in a collective essence. Standards include that which is acceptable and unacceptable, what needs or is not to be, and what is beneficial or non-desirable. The quest for a happy and good life is central to human existence. The very first efforts to explain how this could be done come to the 6th and 7th centuries BCE, and since then, work on the ways and ends of human nature that would make it possible for people to live a happier life has been done by people like Aristotle and Cicero. Due to the social, political and economic flux of the day, it was consequently postulated that the virtues of the good life would include bravery, adherence to municipal regulations, diligence, honesty, nobility, reason and involvement in public affairs. Even if these values' relative importance and meanings have evolved over time, their purpose is still closely related to the accomplishment, protection, or improvement of life.

Even if the relative importance and meanings of these values have changed over time, they still relate closely to the accomplishment, protection, or improvement of life. Understanding the proportionate weight that individuals assign to changes in their well-being and applying the knowledge we obtain to inform our decision-making are key components of social value. By considering this relative importance, we can make sure that the choices we make are centered on what people value. In doing this, we can begin to improve the positive effects, decrease the bad effects, and ultimately raise the value of our work as a whole. Social values that we will be considering here through our research are taken from Allport et.al., 1960 which are as follows: -

1. The Theoretical: The pursuit of truth is what occupies the theoretical man's mind. The typical way the theoretical man tries to achieve this aim is "cognitive." One that seeks after identities and distinctions; one that abstains from judgment about beauty. A philosopher or a scientist is a theoretical type of person. His main task in life is organizing and systemizing his knowledge.
2. The economic: Economic value is invariably in things that are useful. Interest in utilities originally was focused on the satisfaction of physical needs and then expanded to embrace the activities of the daily business world, such as production, marketing, and consumption of goods, the institution of credit, and the accumulation of wealth. In a market, economic value is established purely through effective demand base on labour and resources.
3. The Aesthetic: The main understandable motive of the aesthetic life for the guy is peace. Every particular aspect, whether it be grace, symmetry or fit, is judged as to how much it corresponds to the general requirements. To him life is one continuous experience, and he takes pleasure in every goosebumps, however small, for its own sake. He is a better aesthetic kind of person, if the main interest of his life is enjoying those peaceful, artistic moments, regardless of him being a creative artist or not.



4. The social: This area of the values is mostly inspired by the people to be with others, and they have the goal to improve their relations. Its source of motivation is to assist their relationship. The last category related to human qualities is, of course, people with the highest scores in these areas (for example, kindness, empathy, and generosity).
5. The Political: Is it not the type of variable that is seen in people that their motivation is having dominances over the behavior of others. It is also linked to good leadership.
6. The Religious: From the people who ranks high in their desire to emulate their spiritual heroes, their behavior has been based on their conviction with God while for these fellows, such act becomes their main inducement.

In some western US and European country researches as well as meta-analysis, have confirmed that although it is small, a genuine difference was found only in the adulthood expression of emotion between the sexes. In general, women are more comfortable and, furthermore, also more likely to communicate their feelings but particularly the positive ones, whereas men are more prudent and more likely to suppress emotions, such as sadness and anxiety (Badzakova-Trajkov, 2009). Nevertheless, when it comes to the cases of aggressive behavior between men and women, men turn out to be the most angry (Archer, 2004). It may be noteworthy to add that the males also demonstrate the same or even higher levels of their biological response, including higher blood pressure and cortisol reaction to emotionally stressful stimuli, although they are considered the ability to express the higher number of the overall emotions, mainly if we are speaking of the Western countries (Chaplin, Hong, Bergquist, & Sinha, 2008). What Buck and others posed is that this only reflects the side of the ideas that women are those who directly display their emotions while males, although they are emotionally stimulated, may keep their feelings inside them (Buck, 1977, 1984; Levensen, Carstensen, & Gottman, 1994). And starting from puberty, girls tend to experience more episodes of depression as well as some types of fear compared to boys. These disorders are differentiated from each other by pathophysiology and manifest high content of negative internalizing feelings including sadness, shame and anxiety (Chaplin, & Cole, 2005, Keenan, & Hipwell, 2005, Zahn-Waxler, Shirtcliff, & Marceau, 2008). Men on the other hand have been seen to be more reckless as compared to their counterparts as they often engage in antisocial behavior and abuse of alcohol (Nolen-Hoeksema & Hilt, 2006). This possibly culminates into being animated, mirroring anger (Chaplin & Cole, 2005) while also being linked to a reduced feeling of and expression of grief and anxiety (Chaplin et al., 2008). Understanding the relationship between gender frustration and social values is an important question which needs to be researched further as this will help in the development of understanding of the gender condition and equality of men and women in the society. When we realize and involve becoming aware of the way gender shapes people's responses to frustration, we can build a more receptive and equitable communion for all people. Gender inequality continues in a lot of the social spheres, starting with education, favoring a job and ending with the health sector. Having a awareness of how gender is connected to factuality of irritation and commitment to values can provide the key to solving the border line of this difference and create actions that can grapple with it. Yet, the ideas of social norms and expectations may be altered relying on gender. This means that how individuals respond to and deal with stress may be affected by these viewpoints. Using examples of how this issue is frequently intertwined with social values, we hope to demonstrate the nature of how these dictate the behavior and determine gender-based experiences in terms of frustration. People often show the maladaptive reaction to frustration and take the form of aggressive or isolationism what may lead to problems in the mental sphere. Genderized expectations may aggravate this category of reactions even further, amounting to higher mental health gap between men and women. Examining these fundamental causes, designing comprehensive strategies that are assessed, and implementing effective programs are vital for the purpose of achieving healthy mental states.

However, achieving gender equality requires looking for the core issues that cause gender inequality, for example, the barriers people face and hinder them from finding solutions to the problems. Through the analysis of the connection between gender, frustration, and their social values, we are in a position to find techniques to enhance gender equality and create more accommodating societies.

Beyond the gender framework, the emergence of other social identities like race, ethnicity and socio-economic status add to the intricacies of the individuals' coping abilities due to conflictual feelings towards social defined values. In particular, any such exploration may give a more coordinated explanation of what takes place at that point where different spheres of identity converge to affect broad behaviors and social outcomes.



REVIEW OF LITERATURE

Some studies on the subject had established relevant information on frustration and the behavior describing the main coping strategies that are the most effective. On the one hand, yet scant efforts have been made to grasp how gender may sway the reactions to frustration, which is at the same time backed up by the evidence that social stereotypes and expectations vary from gender to gender and thereby People experience and react to frustration differently. Adding to that, research has showed that some societal values including collectivism and individualism might shape the way in which frustration is related to behavior. Analysis of this relationship on genders basis makes possible to overcome gender imbalances to achieve social harmony.

Critical Theories of Frustration

- **Frustration- Regression Hypothesis:** The observation that among other things, 'instability' mood can easily trigger someone to regress in terms of the behaviour that is characteristic of early developmental stages was put forward by Barker, Dembo, and Lewin (1941), almost simultaneously with that of Sigmund Freud.
- **The Frustration - Fixation Hypothesis:** Maier's contribution helps us determine that people's behavior cannot be explained by the methods of using traditional learning and motivation theory if they are not so dissatisfied. The same, in reverse, occurred with the relaxed discharge theory, for instance, that also was targeted to one of the main learning theories of the period. To say it in short, no other action than stationary was seen as a destination in particular and, by definition, differentiated from a situational problemsolving one.
- **Rosenzeig's Theory of Frustration:** Strongly like this heuristic, according to Saul Rosenzweig, whose 1934 article categorized forms of frustration reactions, was published in 1934. The primary hypothesis was composed of three main parts. At first, the term obstacle covers the broad scope which represents the presence of the hindrance for the goal achievement. The second, and arguably most well-known, aspect of this method was the categorization of three different kinds of responses to frustration: nonpunitive, compoundness, and supra-punitive. Lastly, Rosenzweig discussed the concept of tolerating things that you stay having irritation with.

Gender and Frustration

The World Health Organization (2018) states; "Gender means that it is socially constructed that women, men, girls, and boys have the characteristics that are related". This is the ethics, habits, styles of behavior and roles related to masculinity or feminism also, it represents the relationships between girls/boys and men/women. It is fair to assume that Gender, as a social construct, does vary from society to society and can change over time."

As the gendered system is layered with the other challenges involved in the society and economy, it systematically perpetuates unfair opportunities. Other discriminatory criteria, e.g. age, area, ethnicity, force, social status, handicap, gender identity, and sexual orientation are also inseparable with gender-based discrimination. What is summarized here as is intersectionality. Sex, the biological and physiological traits of women, men, and the intersex people that comprise chromosomes, hormones, and reproductive organs, is closer in relation, but is separate, from gender. The gender identity is another form of the gender and the sex; however, they are related by default. The expression of gender that an individual experiences within himself or herself in a profoundly felt, internalized, and personal manner is called their gender identity. Now you see the role of genetics in creating an Impact or not between the assigned sex (Birth assigned sex and my physiology). In her research of how gender responds to frustration Amanda M. Richno, 2015 concluded that unlike it is commonly if a man of many likes, then there are the definite ways how gender of many express their emotions. When under pressure in deals, men tried to pull themselves together from within and turned to violence towards others when things didn't work out. While performing the task, males did not rely on outsiders for support and encouragement except for the times when things did not work out as planned and they (males) were having a hard time with attention.

In a similar study, which was carried out by Dr. Binu, G. Verghese & Jose John, 2020, a chest Xray showed the left-sided lung was partially filled with unspecified fluid. Significant difference has been decoupled by the statistics of physical education teachers who are male and female at the level of subscales of adjustment, obsession and withdrawal, in case of frustrations. Data demonstrated that the imagined situation of female physical education teachers would be higher than the male physical education teachers. Thus less creativity and resourcefulness is found in female physical education teachers, for instance there is an over-acceptance, of living by the day, lack of future aspirations, hibernating from social activities or contacts, disinterest in the environment, e. t. c. The



respondents exhibited a higher level of dependency than the male teachers on attachment and adaptation, representing female teachers as less tolerant than the male teachers.

Articulation of Societal and individual values

Exertially the first research on gender-based varieties in ethical values is from the philosophical writings of misanthropic important writers like Nietzsche, Weininger as well as Kant. They asserted the same thing, which is Plato's supposition that, women can easily be disrupted in performing the services for everyone and those things which are common to men and women are mostly assigned to women. Weininger, in fact, stated that a woman who "contains all the greatness of femininity" is impossible to reason morally (Noddings, 1990).

In his research in 1990, Callahan and Keller (1988) noted the opposite ways of becoming moral in men vs. women. Men proclaim to respect ones they find in federal and state regulations and aspire to be just and moral leaders. In the words of Callahan (1990), women arrive at their judgments mainly through the process of context and with a greater emphasis on the emotional and interpersonal elements. It is therefore likely that these are among the major factors that define the psychological differences between the male and the female. A handful of researchers who we find support thinking and reasoning notionally differently has this intuitive appeal as to there being biological distinctions as the cause of this disparity (P. Role of women in society determine that their identity lies in the family affair (marriage, childbirth, motherhood) (Okin, 1990).

Aim of the Study

To investigate the correlation between frustration and social values with an emphasis on gender **Objectives of the Study**

1. To assess the differences in frustration between male and female participants.
2. To examine the influence of gender on adherence to social values in response to frustration.
3. To investigate the role of values in moderating the relationship between gender and reaction to frustration.
4. To identify implications for interventions aimed at promoting healthy coping mechanisms and reducing gender disparities in response to frustration.

Hypotheses

1. **H₁** - Male participants will exhibit higher levels of outwardly directed expressions of frustration (e.g., aggression) compared to female participants.
2. **H₂** - Female participants will demonstrate higher levels of inwardly directed expressions of frustration compared to male participants.
3. **H₃** - Gender will significantly predict variation in adherence to social values in response to frustration, with male participants more likely to prioritize individualistic values and female participants more likely to prioritize collectivistic values.
4. **H₄** - Social values, such as collectivism and individualism, will moderate the relationship between gender and reaction to frustration, with individuals who endorse collectivistic values exhibiting more socially oriented responses to frustration regardless of gender.
5. **H₅** - The relationship between gender, reaction to frustration, and adherence to social values will be influenced by contextual factors such as cultural background and situational cues.

METHODOLOGY

Research Design:

This study will utilize a quantitative research design to examine the correlation between reaction to frustration and social values based on gender by using Spearman rho correlation through S.P.S.S., and Mann Whitney U test to study gender differences. A cross-sectional approach will be employed to collect data at a single point in time, allowing for the assessment of associations between variables.



Inclusion criteria:

The study will recruit a diverse sample of adults from various demographic backgrounds, including different genders (male, female,), ages 18 to 24, ethnicities, and socio-economic statuses. The inclusion criteria are strictly based on the above-mentioned parameters and informed consent of participants to be a part of the study.

Exclusion Criteria:

Consent of participants if not given, and age is lesser than or above than the limits covered were the exclusion criteria for the participants.

Sampling-

The study consists of 100 students of graduation and post-graduation classes from different streams. For studying the emphasis of gender 50 males and 50 females were taken ranging from 17 to 26 years of age by using quota sampling method because we wanted to study both the gender making sure that they get equal representation.

Measurements used in the study-

Reaction to Frustration Scale by Dr. B.M. Dixit and Dr. D.N. Srivastava published by National Psychological Corporation, Agra to measure frustration among the sample. This test consists of 64 items measuring four reactions to frustration namely- Aggression, Repression, Regression, Fixation on a six-point Likert scale of 0 to 5 with 20 positive and 20 negative items each. The test has high validity and reliability scores.

The measurement of values was done by Study of Values by Dr. R.K. Ojha and Dr. Mahesh Bhargava Revised version 2010, The test had two parts- first part consists of 30 items and second part with 15 questions of four alternative answers. The test was valid and reliable in each aspect.

Administration of tests for data collection-

Participants were made to sit in a comfortable room, briefed about the study that they are going to be a part of, and the consent of the participants was taken, the tests were administered as instructed in the manual.

Scoring of the tests-

The scoring of both the scales i.e., Reaction to frustration scale and Study of Value scale was done based on instructions given in the manual.

RESULT AND DATA INTERPRETATION

Descriptive statistics

To have a clear understanding of the data we analyzed measures of central tendencies like finding the arithmetic mean, median, mode of the descriptive set of data as given below.

Table 1: Depicting the measures of central tendency and variability of sample taken

		gender	age	residence
N	Valid	100	100	100
	Missing	0	0	0
Mean		.50	21.59	.49
Median		.50	21.00	.00
Mode		0 ^a	21	0
Std. Deviation		.503	2.301	.502
Variance		.253	5.295	.252
Range		1	9	1
Minimum		0	17	0
Maximum		1	26	1

a. Multiple modes exist. The smallest value is shown



Inferential Statistics

Non-parametric methods of inferential statistics were used because the scales used in the study are of ordinal/rank level and hence better computed statistics could be available as an alternative to parametric tests.

- **Speraman Rank Correlation:** In order to understand the correlation between two ordinal sets of data like frustration and values it is best to use a non-parametric test for correlation like Spearman’s Rank Correlation denoted by rho like all the other tests of correlation it also tests for the strength and magnitude of relationship between variables. Using the following formula-

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

ρ = Spearman's rank correlation coefficient
 d_i = difference between the two ranks of each observation
 n = number of observations

Courtesy: Google images.

The computation of which yielded following results from the data given that the significance level of 0.01 (2 tailed) were as follows where correlations that were found to be significant were marked with **-

Table 2: Showing the correlation between frustration and social values

		Correlations							
		frustration	theoretical	economic	aesthetic	social	political	religious	
Spearman's rho	frustration	Correlation Coefficient	1.000	-.339**	.104	-.388**	-.443**	.440**	.052
		Sig. (2-tailed)	.	.001	.303	.000	.000	.000	.607
		N	100	100	100	100	100	100	100

Based on the above results it is to be mentioned that four out of six dimensions of values shows statistically significant correlation with frustration except economic and religious values which would mean that there are other factors not related to the ones under study in this paper that affect the relationship between economic value and frustration, religious value and frustration. Although we can see there lies a weak positive correlation for the two pairs, data remains insufficient to reject the null hypothesis.

As evident by the results derived above the correlation between frustration and theoretical aspect of social value was found to be statistically significant at 0.01 level and negative at -.339 which means that there is an inverse relationship between both values. Hence, as the level of theoretical value decreases a person tends to experience more frustration and vice versa.

When it comes to the aesthetic value and frustration there seems to be another statistically significant negative correlation of -.388 which would again imply an inverse relationship between the two. As aesthetic social values are defined as an expression of individuality, that would suggest that the frustration experienced higher in people with low sense of self-awareness and low self-awareness might lead to higher levels of frustration.

When we see the correlation between political aspect of value and frustration it seems that they exhibit statistically significant positive correlation of .443 which entails that both variables move in the same direction that by the increment of one the other increases as well and if one of the variables has a lesser value the other one would have a lesser value as well.

Now, when it comes to studying the correlation between social dimension of value and frustration there seems to be statistically significant negative correlation between the two with a value of -.443 which suggest that there lies an inversely proportional



relationship which means as we connect more with people, increasing social bonds would lead to lesser amount of frustration and lesser amount of frustration can lead us to form social connections more rich in nature.

- **Mann Whitney U test:** The Mann-Whitney U test (it is also called the Wilcoxon rank sum test) is a non-parametric test that is used to compare outcomes of two independent groups. It checks whether the intersection of two population distributions is considerably determined according to their ranks. The z statistic quantifies how many standard deviations from the expected mean under the null hypothesis the U statistic is away from its sample value. The calculation of Z-score is done by using the following formula

Formula

$$Z = \frac{x - \mu}{\sigma}$$

Z = standard score

x = observed value

μ = mean of the sample

σ = standard deviation of the sample

Courtesy: Google images

The result derived from which using S.P.S.S. are as follows-

Table 3: Showing the results of Mann Whitney U test

Ranks				
	gender	N	Mean Rank	Sum of Ranks
frustration	male	50	73.89	3694.50
	female	50	27.11	1355.50
	Total	100		

Test Statistics ^a	
	frustration
Mann-Whitney U	80.500
Wilcoxon W	1355.500
Z	-8.422
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: gender

The Z-score as depicted above is -8.42. A negative Z-score indicates that the observed U statistic is significantly lower than expected. The magnitude of the Z-score reflects the strength of evidence against the null hypothesis. Since the Z-score is large (in absolute terms), it suggests strong evidence against the null hypothesis. A small p-value indicates that the observed difference between the groups is unlikely to occur by chance alone. Based on the Z-score of -8.42, we can conclude that there is strong evidence to reject the null hypothesis. In practical terms, it means that the two groups being compared that is male and female have significantly different distributions.

DISCUSSION AND FUTURE IMPLICATIONS

From the findings stated above it is very clear that the objectives of the study were completed. We found that there is enough evidence to believe that the way both the gender that is male and female react to frustration are significantly different from one



another. From a biological standpoint such evidence about differences between man and women is clearly far inconsistent. The electromyography (EMG) studies concerning the measurement of facial muscle movement as a result of evocative stimuli are illustrated to show different results. To elaborate, the female gender has been found to respond more muscularly, specifically to strong or emotionally negative stimuli (Bradley et al., 2001; Sharp et al., 2006). On the other hand, albeit considerable differences in the electromyography (EMG) response of the faces to negative and challenging situations were not present in the earlier research (Read et al., 2016). The autonomic nerve system (ANS) that responded differently in male and female patients, as shown in several research. The standardization of emotional process arousal of ANS activity has been found to be different in most studies, in terms of heart rate variability (HRV), especially by using Koenig and Thayer (2016) as the meta-analysis. The research conducted in different jobs and situations, women showed higher HRV (e. g. On the other hand, during exercise, women have significantly higher autonomic adjustments than males as measured in breathing rate baselines, or mean heart rates than men (Pham and Rosen, 2002 and Zhang, 2007). Using the social cues and norms as reference, men and women in society develop perceptions about their emotions in an effort to either confirm with the social role that prevails in their society or vice versa. The result of this sequence will be the missing of the actual emotional representations as they were felt. (Barrett et al., 1998).

The theoretical value of social aspects defines a person as someone whose primary interest is the “discovery of truth” who is quite an intellectualist person, base judgement on empirical evidence, logic, cognition and tries to find reason behind everything. Hence, a variable such as this having an inverse relationship would suggest that a theoretical person experiences lesser levels of frustration or, the lesser amount of frustration can lead a person to become more intellectually sound. The inverses relationship between social which is defined having the willingness to create bond with others, making a harmonious living and having good amount of people around you and someone who is deprived of that is bound to express frustration more than people who are surrounded by others and a correlation between these two could also explain why having higher amounts of frustration in a person could make them not to form social bonds.

In summary we can say frustration while emanating gender differences also affects social values. People with higher frustration tend to not form proper social harmony, search for meaning or have an aesthetical background. While the relationship with economic and social aspects of social values seems to be affected by more factors than gender, or frustration only for which further investigation could be set accord to. While this study shows the need for implementation of more gender-sensitive policies. The research paper contextualizes beliefs about gender in society in relation to reactions to frustrations and adherence to accepted societal values. This can foster a more profound understanding of gender dynamics. This education serves to be the foundation of gender equality, combating the gender disparities in our societies, and challenging the gender stereotypes in our lives. These findings can be an input in the development of psychological interventions which will promote healthy coping mechanisms and decrease the negative outcomes that are linked to frustration. The study of the ways in which social values and gender is working separately or together in the development of individual reactions to frustration can help to design interventions taking into account the target group gender and the prevailing social values of the community.

This approach points out the role of gender in forming reactions to unpleasantness and readiness to follow the established norms. Therefore, the research paper has the capability to contribute to the process of gender equality promotion. It can enlighten policies and programs tailored to correct gender gaps in education, employment, healthcare systems, and other sectors by coming up with the complicated effect of frustration and gender roles on men and women.

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