

## EXPLORING THE ROLE OF PRINCE SATTAM BIN ABDULAZIZ UNIVERSITY IN ADDRESSING CAUSES AND CONSEQUENCES OF FRUSTRATION AMONG STUDENTS: A FIELD STUDY<sup>1</sup>

### *EXPLORANDO O PAPEL DA UNIVERSIDADE PRÍNCIPE SATTAM BIN ABDULAZIZ NA ABORDAGEM DE CAUSAS E CONSEQUÊNCIAS DE FRUSTRAÇÃO ENTRE ESTUDANTES: UM ESTUDO DE CAMPO*

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### **ABSTRACT**

Frustration among university students is a prevalent and often overwhelming emotion resulting from a variety of academic, personal, and social pressures, significantly impacting their overall college experience. This study aims to investigate the role of Prince Sattam bin Abdulaziz University in addressing the causes and consequences of students' frustration. We employed a descriptive research methodology and surveyed 87 faculty members from the colleges of Wadi Al-Dawasir and Al-Sukayyia using an 18-item questionnaire. Data were analyzed using appropriate statistical methods. The results indicated that, from the perspective of faculty members, the role of Prince Sattam bin Abdul Aziz University in addressing the causes and consequences of student frustration was moderate. The dimensions of this role were ranked as follows: first, the university's role in raising students' awareness about the causes and consequences of frustration; second, the university's educational role; and third, the university's preventive role in alleviating student frustration. The study proposes a conceptual framework to activate the preventive, awareness-raising, and educational roles of Prince Sattam bin Abdulaziz University in addressing the issue of student frustration.

**Keywords:** Causes, Consequences, Frustration, University students.

### **RESUMO**

A frustração entre os estudantes universitários é uma emoção predominante e muitas vezes avassaladora, resultante de uma variedade de pressões acadêmicas, pessoais e sociais, impactando significativamente a sua experiência universitária em geral. Este estudo tem como objetivo investigar o papel da Universidade Príncipe Sattam bin Abdulaziz na abordagem das causas e consequências da frustração dos estudantes. Empregamos uma metodologia de pesquisa descritiva e entrevistamos 87 professores das faculdades de Wadi Al-Dawasir e Al-Sukayyia usando um questionário de 18 itens. Os dados foram analisados utilizando métodos estatísticos apropriados. Os resultados indicaram que, do ponto de vista dos docentes, o papel da Universidade Príncipe Sattam bin Abdul Aziz na abordagem das causas e consequências da frustração dos estudantes foi moderado. As dimensões deste papel foram ordenadas da seguinte forma: primeiro, o papel da universidade na sensibilização dos estudantes sobre as causas e consequências da frustração; segundo, o papel educativo da universidade; e terceiro, o papel preventivo da universidade no alívio da frustração dos estudantes. O estudo propõe uma estrutura conceitual para ativar os papéis preventivos, de conscientização e educacionais da Universidade Príncipe Sattam bin Abdulaziz na abordagem da questão da frustração dos estudantes.

**Palavras-chave:** Causas, Consequências, Frustração, Estudantes universitários.

### **Introduction**

Adolescence is a significant life stage characterized by profound physical, emotional, and psychological transformations as individuals move from childhood to adulthood. During this transitional stage, adolescents may contend with the intricate web of societal norms, peer influences, and personal dreams. This journey through adolescence can be likened to a rollercoaster, featuring both exhilarating moments and frustrating challenges, as young people navigate the pressures and

frustrations inherent in this transformative phase (Al Zogbi, 2010; McCormick, 2020; Provensi et al., 2019; Xue et al., 2014).

Frustration is a significant issue in students' academic journey when they struggle to meet educational requirements, which can lead to negative feelings such as depression and hopelessness. Persistent academic challenges, combined with external social problems, can impede their progress and contribute to academic failure, leaving them feeling helpless and unproductive. Compared to the previous generations, today's adolescents have been experiencing higher stress levels, primarily due to economic hardships, heightened competition, and a lack of essential skills, resulting in a prevailing sense of disillusionment (Satija, 2016; Lone & Srivastava, 2014).

Frustration can be defined as an emotional state characterized by feelings of failure and disappointment (El Sayed, 2010). It results from the purposeful efforts to achieve a goal being obstructed by obstacles, leading to both emotional and physical consequences such as feelings of defeat and disappointment (Diab, 2010). This emotional state encompasses feelings of irritation, anger, and annoyance when obstacles hinder an individual's progress toward their objectives (Jahan & Khan, 2018). Frustration is operationally defined in this study as the degree achieved by the student on the scale measuring the causes and consequences of frustration, using the study's instrument.

Frustration has a detrimental impact on university students in various aspects. Physically, it can result in issues such as insomnia, anxiety, fatigue, muscle tension, weight gain, headaches, and sleep disorders (Sahay, 2021; Massey et al, 2009; Balter et al., 2021; Ayub et al., 2022). Academically, frustration negatively affects academic achievement (Jadhav, 2018; El Salmi, 2020; Archambault et al, 2009; Sudler, 2014). Psychologically, it can exacerbate mental health problems like anger, sadness, substance abuse, anxiety, depression, and even suicidal thoughts (Jeronimus & Laceulle, 2017, Fagbenro et al., 2019; Jeronimus et al., 2017; Abdel Fattah, 2017). These psychological challenges may lead to behavioral consequences, including aggression and deviant behavior (Gulzar et al., 2012).

Frustration has a notable impact on the mental health of university students, with the extent of this impact depending on the intensity of frustration. Mild frustration can often be overcome through persistence, but moderate to high levels of frustration lead to more significant obstacles that may cause depression, anxiety, aggression, and various mental health risks among students (Hussien & Hussien, 2006; El Sayed, 2010; Dasinger & Gibson, 2022).

Frustration can yield both positive and negative outcomes. In a positive context, it can serve as a motivating force, pushing individuals to engage in healthy competition and enhancing their problem-solving abilities (Gulzar et al., 2012). Frustration can be a catalyst for productive efforts, inspiring students to explore innovative solutions and ideas. However, if frustration persists over time, it can lead to adverse, long-term consequences (Sivakumar, 2018).

Recognizing a frustrated student involves identifying various symptoms and negative emotions associated with frustration (Filippello et al., 2014). These emotions include guilt, shame, jealousy, and envy. Frustration can also lead to a depressed mood, bouts of crying, loss of interest, diminished self-esteem, and physical symptoms like pain, anxiety, and distress. Frustrated individuals may exhibit resistance, withdrawal, and a lack of emotional control. These signs can help in identifying students experiencing frustration and its associated emotional and physical challenges (Bessiere et al, 2006; Gulzar et al, 2012; Zajenkowska et al, 2019; Goel & Narang, 2012; Balter et al., 2021).

Frustration can take on various forms, originating from both internal and external sources. Internally, it arises from personal challenges in achieving goals, desires, motivations, and basic needs. Externally, it can result from circumstances beyond an individual's control, such as financial constraints, challenging tasks, or societal and legal barriers (Kumar, 2021; Bessiere et al., 2006). Frustration can also be categorized into negative frustration, which occurs when progress toward a specific goal is obstructed without an imminent threat, and positive frustration, which involves recognizing a threat or danger while facing an obstacle hindering the satisfaction of a need or motivation. Furthermore, there is primary frustration, indicating dissatisfaction when a specific need emerges independently of its subject,

and secondary frustration when an additional obstacle impedes the fulfillment of the need (Zariq, 2018; El Sayed, 2010; Abdul Allah, 2004; Banawan et al., 2015).

Individuals employ various defense mechanisms in response to frustration, aiming to shield themselves from the psychological and physical consequences of unmet goals. These mechanisms can be beneficial when used moderately to cope with everyday frustrations. However, overreliance on these mechanisms can have detrimental effects, disconnecting individuals from reality. Responses to frustration can be categorized as simple, including increased efforts, improved strategies, seeking alternatives, withdrawal, compliance, and resignation. They can also manifest as aggressive responses, either directed inward or outward, involving self-directed and outward aggression (Gulzar et al., 2012; Tripathy, 2019; El Nashar et al., 2019; Ratiba, 2017).

University students experience frustration due to a combination of individual, external, social, and academic factors. Physiological changes during late adolescence result in psychological conflicts and emotional fluctuations. External pressures, such as family expectations and career-related concerns, also contribute to their frustration. Social factors, including a decline in moral beliefs and tendencies like social isolation and self-centeredness, play a role. Academic factors come into play when the university environment conflicts with individual interests and upbringing. Students may lack the coping skills needed to adapt to these challenges, leading to frustration (Tripathy, 2019; Kumar, 2021; Sahay, 2021; Morillo-Rivero et al., 2020; Jerominus & Laceulle, 2017; Wang et al., 2019; Singh & Kaur, 2015; Vovk et al., 2020; Sierpinska, 2008).

Several studies investigated the causes and consequences of frustration among university students. Gulzar et al. (2012) focus on the identification of reactions, emotions, and causes of frustration among university students in Pakistan. The findings indicate that increased academic expectations from parents and the loss or death of loved ones are the primary causes of frustration among students. Furthermore, a range of feelings during frustration was observed, including persistent sadness, bouts of crying, reduced interest or pleasure, decreased cognitive ability, feelings of fatigue, and a sense of anger or vengeance. In

response to frustration, many students struggle to make the right decisions and some distance themselves from friends and family. The study also found that most students experience frustration for less than a month.

Hilmi's (2015) study results highlighted the array of challenges that university students encounter during their pursuit of education and the subsequent impact on their motivation and learning experiences. These challenges include unfair or unhelpful behavior from academic staff, potentially leading to learned helplessness, as well as physical or verbal harassment from peers and disruptive classroom behavior, fostering a negative learning environment. Inconvenient schedules and unfavorable classroom conditions, like overheating, further hinder the learning experience. Some students also face obstacles in the form of unhelpful non-academic staff and outdated or irrelevant study courses, ultimately diminishing motivation and enthusiasm for learning.

Universities play a critical role in confronting and alleviating academic frustration among students. This entails clear communication, readily available support networks, and a culture of open dialogue to address student concerns and improve academic programs. Incorporating innovative teaching methods and personalized learning approaches can further engage students and reduce frustration. Ultimately, universities must proactively manage academic issues, prioritize student well-being, and continually enhance their educational practices to create a positive and productive learning environment (Wu et al, 2023; Luo et al, 2014)

While numerous studies have delved into the issue of frustration among university students, a significant gap in the existing literature is the limited focus on the role of universities in addressing this frustration from an academic standpoint. These studies often highlight the myriad challenges students face in their academic journeys, such as coursework demands, academic pressure, and the transition to higher education, but few have systematically examined how universities themselves can contribute to, or alleviate, this frustration. A more comprehensive understanding of the university's role in managing academic frustration is crucial

for developing effective support mechanisms and policies that can enhance the overall student experience and promote success in higher education.

Hence the current research aims to answer the following questions:

- 1 What is the preventive role of Prince Sattam bin Abdulaziz University in addressing the causes and consequences of frustration among its students?
- 2 What is the awareness-raising role of Prince Sattam bin Abdulaziz University in addressing the causes and consequences of frustration among its students?
- 3 What is the educational role of Prince Sattam bin Abdulaziz University in addressing the causes and consequences of frustration among its students?
- 4 What is the proposed approach to activate the role of Prince Sattam bin Abdulaziz University in addressing the causes and consequences of frustration among its students?

## **Methodology**

### ***Research Design***

This study is based on the descriptive methodology, which focuses on describing and interpreting the causes and consequences. It seeks to identify the conditions and causes that lead to it. The purpose of using this methodology is to monitor the causes and consequences of frustration among students, describe it, and link it to the methods and solutions advocated by Islamic jurisprudence to combat it, and to implement these within university institutions.

### ***Research Sample***

The research population consists of all the individuals or persons who are the subject of the research problem. The current research population includes the faculty members of the colleges at Prince Sattam bin Abdulaziz University. The study sample consisted of 87 members of the faculty at Prince Sattam bin Abdulaziz University in Wadi Al Dawasir and Al-Sulayil.

### **Data Collection Tool**

The study employed a questionnaire on the role of Prince Sattam University in raising awareness and preventing the causes and consequences of frustration (prepared by the researchers) to collect data. The questionnaire underwent several steps before reaching its final form, as follows: Theoretical frameworks related to the research topic were reviewed, and some questionnaires in the research field were examined. The goal of the questionnaire was then determined by capturing the perspective of the study sample regarding the key actions that Prince Sattam bin Abdulaziz University should undertake to address the causes and consequences of frustration.

The questionnaire consisted of closed-ended questions, and after revisions made by the experts, it included a total of 18 statements. These statements were evenly distributed across the three domains of the university's roles (preventive, awareness-raising, and educational), with six statements allocated to each domain.

To ensure the validity of the questionnaire, the researcher initially presented it in its preliminary form to seven faculty members specializing in education and psychology. According to the researcher, the agreement rate among the reviewers on the questionnaire statements was 86%, and the clarity of the instructions reached 100%. Modifying, adding, or deleting statements had an agreement rate of 86%. Consequently, the questionnaire is considered valid, with an acceptable level of agreement among the experts.

After applying the scale to the survey sample consisting of 32 faculty members, the internal consistency of the scale was calculated by determining the correlation coefficient between each statement in the questionnaire and the total score for the respective domain, as shown in Table 1. Then, the correlation coefficient between the total score for each domain and the overall questionnaire score was calculated, as presented in Table 2. The following table illustrates the correlation coefficient values and their statistical significance for each statement in the questionnaire.



Table 1 – Correlation Coefficients between the Questionnaire Items and the Dimension Overall Score to Which the Item Belongs

Dimension	N.	Correlation Coefficient	Sig.	N.	Correlation Coefficient	Sig.
Preventive Role	1	0.57	0.01	4	0.83	0.01
	2	0.84	0.01	5	0.78	0.01
	3	0.91	0.01	6	0.87	0.01
Awareness-Raising Role	7	0.85	0.01	10	0.81	0.01
	8	0.73	0.01	11	0.71	0.01
	9	0.81	0.01	12	0.75	0.01
Educational Role	13	0.82	0.01	16	0.92	0.01
	14	0.84	0.01	17	0.77	0.01
	15	0.92	0.01	18	0.76	0.01

Table 2 – Correlation Coefficients between Each Domain’s Overall Score and the Questionnaire’s Overall Score

Domain	Preventive Role	Awareness-Raising Role	Educational Role
Correlation Coefficient	0.91	0.94	0.94
Sig.	0.01	0.01	0.01

Table 1 shows that the scale exhibits complete internal consistency, with a significance level of 0.01 for all scale indicators. Table 2 reveals that the questionnaire enjoys complete internal consistency for all domains, with a significance level of 0.01. This indicates that the questionnaire has a high degree of internal consistency. Cronbach’s alpha internal consistency was calculated in the pilot study indicating that the questionnaire has high validity and reliability.

### **Data Analysis**

The research used the mean, and standard deviations to identify the role of Saudi Universities in addressing the causes and consequences of frustration among university students using SPSS V. 16.

## Results

To answer the research question regarding the preventive, awareness-raising, and educational roles of Prince Sattam University in addressing the causes and consequences of frustration among its students, the researchers calculated the means and standard deviations for the roles of Prince Sattam University in combating student frustration as perceived by its faculty members, with considerations given to ranking the domains in descending order based on their means, as presented in Table 3.

Table 3 – Means and Standard Deviations of the Role of Saudi Universities in Addressing the causes and consequences of Frustration (as a whole) and Its Dimensions

Dimension N.	Rank	The content of the frustration questionnaire items according to their fields	Mean	SD.
1	3	The Preventive Role of the University in Addressing the causes and consequences of Frustration.	10.724	2.83
2	1	The Awareness-Raising Role of the University in Addressing the causes and consequences of Frustration.	12.034	3.19
3	2	The Educational Role of the University in Addressing the causes and consequences of Frustration.	11.344	3.79
The whole questionnaire			34.103	9.09

It is evident from Table 3 that, from the perspective of the faculty members at Prince Sattam University, the university's role in addressing the causes and consequences of frustration is considered to be of moderate significance.

In addition to the information presented, the researchers calculated the means and standard deviations for the individual items within the domains of Prince Sattam University's role in addressing the causes and consequences of frustration,

as perceived by its faculty members. The items were ranked based on their means, as shown in Table 4.

Table 4 – Means and Standard Deviation of the Questionnaire Items of the Role of Saudi Universities in Addressing the causes and consequences Frustration from the Point of View of Faculty Members

Dimension	Item N.	Rank	The content of the frustration questionnaire items according to their fields	Mean	SD.
The Preventive Role of the University in Addressing the causes and consequences of Frustration.	1	4	The university focuses on developing and preparing special programs for awareness and education about the dangers of frustration.	2.172	0.59
	2	1	The university collaborates with civil society institutions to combat the causes and consequences of frustration.	2.069	0.52
	3	5	The university involves its faculty members in awareness programs about the causes and consequences of frustration.	2.034	0.61
	4	3	The university allocates a center for the care and prevention of frustration.	1.551	0.62
	5	6	The university works on establishing an information network to help students identify prevention centers.	1.517	0.67
	6	2	The university conducts regular medical check-ups on students to prevent frustration.	1.439	0.55
The Awareness-Raising Role of the University in Addressing the causes and consequences of Frustration.	1	8	The university invests in opportunities to intensify prevention and awareness programs about frustration.	2.310	0.65
	2	7	The university supports scientific research related to the causes and consequences of frustration among faculty members and students.	2.214	0.77
	3	9	The university designs cooperative programs to increase student awareness about frustration.	2.172	0.53
	4	10	The university utilizes available media channels to educate students about the harms of frustration.	1.896	0.76
	5	11	The university distributes numerous brochures and publications explaining the risks of frustration.	1.827	0.75

	6	12	The university organizes educational caravans to raise awareness about the causes and consequences of frustration and prevention.	1.689	0.59
The Educational Role of the University in Addressing the causes and consequences of Frustration.	1	17	The university trains students and faculty members to identify frustrated students early.	2.206	0.76
	2	13	The university utilizes the services of social and psychological specialists within the university to work with frustrated students.	2.000	0.74
	3	16	The university holds workshops and seminars that address the causes and consequences of frustration.	1.928	0.70
	4	14	The university teaches academic subjects that include knowledge and concepts related to frustration.	1.896	0.84
	5	15	The university directs extracurricular activities toward protecting students from frustration.	1.827	0.79
	6	18	The university works on strengthening the faith and resilience of its students against frustration.	1.551	0.62

The results from Table 4 can be summarized as follows:

Regarding the preventive role of the university in addressing the causes and consequences of frustration, the results fall within the "moderate" level. Concerning the educational role of the university in addressing the causes and consequences of frustration, the results are also categorized as "moderate.", while, the awareness role of the university in addressing the causes and consequences of frustration, the results also fall within the "moderate" level. These findings indicate that, according to the faculty members, the university's efforts in the areas of prevention, education, and awareness about frustration are perceived as moderate.

## Discussion and Conclusion

It is noticeable that the role of Prince Sattam Bin Abdulaziz University in addressing the issue of frustration, from the perspective of its faculty members, has been rated as "moderate" in the areas of prevention, education, and awareness about frustration.

Regarding the preventive role of the university in addressing the causes and consequences of frustration, the results fall within the "moderate" level. The researcher explained this result indicating that the university needs to exert more effort in investing in various events to intensify preventive and awareness programs about the causes and consequences of frustration. Scientific research approaches the problem in a way that saves time and effort, yielding the desired results in a proper scientific manner. Besides, addressing the problem requires the collaboration of all efforts, especially with specialists and experts. Various media outlets play an active role in combating the causes and consequences of frustration, necessitating the university's cooperation with different media outlets to address this issue. The university needs pamphlets, brochures, posters, and booklets to play an educational and awareness-raising role in solving the problem and spreading awareness about the causes and consequences of frustration. This result agrees with various study results indicating the danger of this phenomenon and the need to prevent it (Tripathy, 2019; Kumar, 2021; Sahay, 2021).

Results also illustrated the educational role of the university in addressing the causes and consequences of frustration, the results were also categorized as "moderate.", while, the awareness role of the university in addressing the causes and consequences of frustration, the results also fall within the "moderate" level. This problem requires special training for both students and faculty members to help them identify early signs of frustration in students. Social workers and psychologists play an active role in addressing the causes and consequences of frustration, and students are in desperate need of someone close to them who understands their concerns and problems. Activating workshops and seminars related to the causes and consequences of frustration convinces students and changes their attitudes

toward it as indicated by previous study results (Morillo-Rivero, 2020; Jerominus & Laceulla, 2017; Novk et al, 2020).

Academic courses also have an effective role in combating the causes and consequences of frustration by supporting it with religious evidence and highlighting the health risks associated with it. Extracurricular activities play an important role in raising awareness about the causes and consequences of frustration by utilizing the free time of young people through sports, arts, and various beneficial hobbies. The university also needs more recreational and leisure programs, including sports programs and various cultural activities that engage and occupy the leisure time of its students, especially in branches of the university that are considered relatively new. Religious motivation also plays a fundamental driving force for human actions in general, and the nature of Saudi youth tends to have a religious inclination influenced by sound Islamic doctrine. The university needs to activate educational campaigns to introduce the causes and consequences of frustration, especially among religious scholars and specialists with expertise.

The raising awareness role of the university in addressing the causes and consequences of frustration, results were also categorized as "moderate". The University needs to put more effort into developing and enhancing specialized programs in this field. While the danger facing society is singular, the efforts to combat it are scattered and require a certain level of coordination and collaboration to confront and address it. The university needs to harness the capabilities of its faculty members and activate their roles to stand against this phenomenon. The university should allocate resources for prevention and care centers within its branches for addressing mental health issues. The university should establish an information network that allows students and faculty members to become aware of prevention, treatment, and care centers. The university should conduct regular medical check-ups for students to protect them from frustration. Different studies emphasized the role of universities in encountering frustration (Wang, 2019; Singh & Kaur, 2015; Folkman, 2002; Bilge et al, 2012).

According to the results of the current research, a suggested proposal was presented to activate the role of Saudi universities in confronting the causes and consequences of frustration

**A. *The Preventive Dimension***

The university should take steps to develop and prepare specialized programs to raise awareness and educate about the dangers of frustration. It involves actively engaging faculty members in the development and implementation of these programs.

**B. *The Educational Dimension***

1. The university's curriculum is designed to include academic vocabulary that encompasses knowledge and concepts related to frustration.
2. The university directs extracurricular activities toward student well-being, aiming to protect them from frustration. Planning to occupy students' free time during summer and semester breaks with beneficial activities helps safeguard them from idle leisure time, strengthening their connections with the mosque, religious seminars, and lectures.
3. The university works on fostering the religious faith of its students by guiding them to activate self-discipline and instill religious motivation within them.

**C. *The raising-awareness dimension***

1. The university supports scientific research related to the causes and consequences of frustration through its faculty members and students.
2. The university designs cooperative programs with healthcare organizations aimed at increasing student awareness, educating them about frustration, and fortifying them against it.
3. The university activates available media channels and social media platforms to educate its students about the harms of frustration.
4. The university distributes a significant number of brochures and pamphlets that outline the dangers of frustration.

## Recommendations

Based on the previous findings, the study recommends the following:

1. It is essential to include a specific course or academic vocabulary within certain academic programs to educate students on preventive concepts related to mental health disorders.
2. Extracurricular activities should incorporate recreational and leisure programs that educate students about the harms of frustration.
3. It is imperative to activate the roles of social counselors and mental health counselors in each college within the university.

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