Exploring the Relationship Between Peer Pressure and Frustration in Adults

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ABSTRACT

Peer pressure can be defined as the social influence that peers exert on an individual, compelling them to adopt certain behaviours, attitudes, or values to fit in or gain acceptance within a group. The influence can take many different forms, like pushing conformity, influencing the adoption of beliefs or ways of behaving, or persuading someone to do things they might not have otherwise chosen to do. This paper examines the complex interactions that individuals encounter in a range of social circumstances between peer pressure and frustration. A substantial positive association between frustration and perceived peer pressure was found through quantitative research. The findings suggest that there is a strong moderate correlation between peer pressure and frustration (r=0.348, p<0.001), indicating a significant relationship between the two variables. Additionally, research findings revealed the many ways in which peer pressure fuels frustration, such as perceived expectations, fear of rejection, and social comparison. To address the detrimental effects of peer pressure on individual well-being, specific interventions are required, as the study highlights the widespread influence of peers on adult behaviour and emotional experiences.

Keywords; Peer pressure, frustration

INTRODUCTION

Peer pressure still has an impact on adults, but it takes on more complex forms that interact with social, professional, and personal spheres. Adult peer pressure, in contrast to the more overt demands of adolescence, frequently centres on social acceptance in professional and social circles, job development, and financial success. Peers can shape people's behaviours and goals in professional environments by influencing decisions about projects, career routes, and ethical considerations. Because of their desire for approval or validation from their peers, individuals may experience social pressure to adhere to society norms regarding relationships, lifestyle choices, and personal accomplishments. Peer groups also have a big influence on financial and health-related decisions, which can affect people's stability and general well-being.

Peer pressure still has a big impact on people as adults in a lot of different areas of their lives. Peers at work can have a professional impact on choices about project management strategies and career paths. Colleagues may support approaches or philosophies, pushing for adherence to customs or novel ideas. An individual's professional identity and career path may be shaped by this pressure, which may have an impact on prospects for growth and job happiness. Social pressure affects adults in a variety of ways, ranging from expectations placed on them by society on marriage and family life to lifestyle decisions and recreational pursuits. In social circles, there is frequently an implicit pressure to adopt the attitudes and behaviours that other members of the group espouse, whether they are related to parenting practices,

spending patterns, or leisure pursuits. People may change their tastes or habits to fit in with their peers because of this social influence to fit in and be accepted by their social group. Peer pressure affects health-related behaviours even in adulthood.

Adults might be impacted by the views of their peers regarding alcohol usage, smoking, food, and exercise. Workplace cultures and social gatherings have the potential to either promote or prohibit specific health practices, which can have an impact on people's overall health and long-term health results.Numerous obligations and difficulties that come with becoming an adult can frequently cause frustration. The pressure to meet society's standards of success in relationships, employment, or personal achievements is a major source of aggravation. As individuals navigate competitive job markets, workplace interactions, and the ongoing desire to prove oneself, pursuing career objectives can be especially difficult. Trying to meet the demands of both personal connections and professional commitments while juggling work and personal life can sometimes lead to frustration. Stress related to money can be increased by financial obligations including debt management, saving for the future, or obtaining financial security. Adults may also become frustrated trying to manage complicated social dynamics, such as keeping up friendships, handling family issues, and feeling a part of their communities. Adulthood's diverse demands and difficulties can amplify emotions of discontent, exhaustion, and doubt, melding people's lives and affecting their general welfare.

As adults, the difficulties of juggling obligations and demands in several areas are frequently the root of frustration. A distinct feature is the psychological phenomena referred to as the "midlife crisis," in which people go through a phase of self-reflection and occasionally feel dissatisfied with their accomplishments and course in life. This might cause them to become frustrated as they struggle with existential issues of fulfilment and meaning, particularly if they believe they have not reached their goals by a particular age or milestone. The need to strike a balance between conflicting goals, like raising children and taking care of aging parents, can also be a source of frustration as it can put a drain on one's mental and physical resources. Furthermore, as adults adjust to new norms and expectations in quickly changing surroundings, societal shifts and technology breakthroughs may cause emotions of inadequacy or frustration. These subtle difficulties emphasize the vast terrain of adult frustration by illuminating the diverse aspects of resilience in the face of adversity and personal development.

Peer pressure may have an impact on the prominent emotional response of unfulfilled expectations or thwarted desires in adult social interactions. Nevertheless, little is known about the mechanisms by which adult populations' frustration is exacerbated by peer pressure.

Peer pressure in adulthood is complex and subtle, impacting choices in the social, professional, health, and financial spheres. Even though people have more freedom and life experience to deal with these pressures, peer dynamics and the need for acceptability still have an impact on their decisions and actions as they become older.

PEER PRESSURE

Peer pressure refers to the influence exerted by peers, individuals of similar age or social status, on an individual to conform to certain behaviours, attitudes, or values. Peer pressure is studied in terms of its impact on cognitive processes, emotional responses, and social interactions. It can shape attitudes and beliefs, influence risk-taking behaviours, and contribute to identity formation during adolescence and throughout adulthood. Researchers also examine how individuals perceive and respond to peer pressure, considering factors such as personality traits, social skills, self-esteem, and the quality of relationships

within peer groups. Understanding peer pressure in psychology involves exploring its dynamics, motivations, and consequences within different contexts, aiming to elucidate how interpersonal influences shape individual behaviour and development over time. Several factors contribute to the strength and impact of peer pressure. Peer pressure tends to be more significant during adolescence when individuals are forming their identity and seeking acceptance from peers. Adolescents may be more susceptible to peer influence as they navigate social dynamics and strive to fit in. Social norms within peer groups shape behaviour by defining what is considered acceptable or desirable. The dynamics within peer groups, such as leadership structures and group cohesion, can influence the degree of peer pressure exerted on individuals. Strong group cohesion may amplify the pressure to conform.

Humans have an innate need for social acceptance and belonging. Fear of rejection or isolation can drive individuals to comply with peer expectations, even if they conflict with personal beliefs or values. Perception of risk plays a role in peer pressure. Individuals may engage in risky behaviours if they perceive them as normative within their peer group or if they believe conformity will enhance their social status. Low self-esteem can make individuals more vulnerable to peer pressure as they seek validation from others. They may be willing to compromise their own values or judgment to gain acceptance or approval. Family dynamics and parental influence can shape how individuals respond to peer pressure. Strong family support and communication can provide a buffer against negative peer influences, whereas family conflict or neglect may increase susceptibility to peer pressure. Cultural norms and values influence the behaviours and attitudes endorsed within peer groups. Individuals may face pressure to conform to cultural expectations, whether regarding academics, appearance, or social activities. Media, including social media, can amplify peer pressure by promoting certain lifestyles, behaviours, or ideals. Exposure to idealized images or narratives can shape perceptions of normalcy and influence individuals' desire to conform. Individual differences in personality, values, and beliefs influence susceptibility to peer pressure. Strong personal convictions or a sense of autonomy can empower individuals to resist pressure to conform. Understanding these factors can help individuals and communities develop strategies to mitigate the negative effects of peer pressure and foster positive peer relationships. Encouraging open communication, promoting critical thinking skills, and building self-confidence are important steps in empowering individuals to resist harmful peer influences.

Positive peer pressure refers to positive influences exerted by peers that encourage individuals to adopt constructive behaviours, attitudes, or values. Unlike negative peer pressure, which can lead to risky or harmful behaviours, Positive peer pressure fosters positive development and growth among individuals. One significant aspect of Positive peer pressure is its role in promoting academic success. Peer groups can motivate students to excel academically by sharing study techniques, participating in group study sessions, and setting academic goals together. This positive reinforcement from peers creates a supportive environment where learning becomes a collaborative effort, enhancing overall educational outcomes.

In social settings, Positive peer pressure encourages prosocial behaviours and healthy habits. Peers can influence each other to engage in activities that promote physical well-being, such as exercising regularly, eating nutritious foods, and avoiding substance abuse. Additionally, positive peer pressure fosters empathy, kindness, and inclusivity within social interactions, contributing to the development of strong interpersonal skills and supportive relationships. Career development is another area where Positive peer pressure plays a beneficial role. In professional environments, peers can inspire individuals to strive for excellence, take on leadership roles, and pursue continuous learning and skill development. Positive peer

pressure within the workplace encourages collaboration, innovation, and mutual support among colleagues, fostering a productive and motivated work environment.

Moreover, Positive peer pressure contributes to personal growth and self-improvement. Peers can serve as role models, providing constructive feedback, encouragement, and guidance to help individuals overcome challenges and achieve their personal goals. By promoting positive attitudes and behaviours, Positive peer pressure reinforces a sense of responsibility, self-confidence, and resilience, empowering individuals to make informed decisions and navigate life's complexities with maturity and integrity. Positive peer pressure exemplifies the beneficial influence that positive social interactions can have on individuals' development and well-being. By cultivating supportive relationships and encouraging constructive behaviours, peers contribute to creating nurturing environments where individuals can thrive academically, socially, professionally, and personally.

Negative peer pressure refers to the influence exerted by peers that leads individuals to engage in behaviours or adopt attitudes that may be harmful, risky, or contrary to their own values and best interests. This type of pressure can manifest in various forms across different contexts, such as adolescence, social groups, workplaces, and even in online communities.

In adolescence, negative peer pressure often revolves around activities like substance abuse, underage drinking, reckless driving, or engaging in delinquent behaviours. Peers may encourage these behaviours to fit in, gain acceptance, or alleviate social insecurities. The fear of being ostracized or ridiculed can compel individuals to conform, even if they personally disapprove of or feel uncomfortable with such behaviours. This can lead to negative consequences such as legal issues, health problems, and damaged relationships with family and friends. In social settings, negative peer pressure can influence individuals to adopt harmful lifestyle choices, such as unhealthy eating habits, excessive spending, or involvement in toxic relationships. Peers may pressure others to conform to societal norms of appearance or behaviour, leading to feelings of inadequacy or low self-esteem when unable to meet unrealistic expectations. In the workplace, negative peer pressure can manifest through unethical practices, workplace bullying, or peer rivalry that undermines teamwork and productivity. Peers may pressure colleagues to compromise on professional integrity or engage in office politics, creating a stressful and hostile work environment.

Moreover, negative peer pressure can extend to online platforms, where individuals may face cyberbullying, online harassment, or pressure to participate in risky online behaviours. The anonymity and wide reach of the internet can amplify the negative impact of peer pressure, leading to psychological distress and social isolation. Negative peer pressure undermines individual autonomy, promotes conformity at the expense of personal values, and contributes to unhealthy behaviours and outcomes. Recognizing and resisting negative peer pressure requires developing strong self-awareness, assertiveness skills, and cultivating supportive relationships that prioritize positive influences and mutual respect. By fostering a culture of empathy, respect, and responsibility, individuals can mitigate the harmful effects of negative peer pressure and promote healthier social dynamics in their communities and workplaces.

FRUSTRATION

Frustration is a common emotional response to obstacles or unmet needs, and it can arise from various factors. Here are some factors that can contribute to frustration: When individuals fail to achieve their desired goals or expectations, they may experience frustration. This could be due to external obstacles, personal limitations, or unforeseen circumstances. Feeling powerless or lacking control over a situation can lead to frustration. This could occur in personal relationships, work environments, or other areas of

life where individuals feel constrained or unable to influence outcomes. Conflict with others, whether in personal or professional relationships, can result in frustration. Communication breakdowns, misunderstandings, and differing viewpoints can all contribute to feelings of frustration. Being under time constraints or feeling rushed can increase stress and frustration. Deadlines, tight schedules, and competing demands on time can all contribute to a sense of pressure and frustration. Feeling unfairly treated or experiencing injustice can trigger frustration. This could occur in situations were individuals perceive bias, discrimination, or unequal treatment. Continual setbacks or failures can wear down an individual's resilience and lead to frustration. This may occur in personal or professional endeavours, where repeated efforts do not yield desired results. Unclear expectations, ambiguous instructions, or uncertain outcomes can create frustration. When individuals lack clarity or direction, they may feel anxious or frustrated about how to proceed. Physical discomfort, such as pain, illness, or fatigue, can exacerbate feelings of frustration. When individuals are not feeling well, they may have reduced patience or tolerance for challenges. Striving for perfection or setting unrealistically high standards can set individuals up for frustration. When they inevitably fall short of these ideals, they may feel disappointed and frustrated with themselves. External circumstances beyond an individual's control, such as economic downturns, natural disasters, or global crises, can contribute to frustration. These large-scale events can disrupt normal routines and create additional stressors. Understanding the factors that contribute to frustration can help individuals develop coping strategies and problem-solving skills to manage and mitigate these feelings. Techniques such as mindfulness, assertive communication, and seeking social support can be effective in dealing with frustration and promoting emotional well-being.

Frustration refers to an emotional state that arises when an individual is thwarted from achieving a desired goal or fulfilling a need. It is characterized by feelings of disappointment, frustration, or anger resulting from the perceived inability to reach a desired outcome. Frustration can occur in various situations, ranging from everyday challenges to significant life events, and its impact can vary based on individual coping mechanisms and the context in which it arises. Frustration typically occurs when an obstacle or barrier prevents an individual from achieving their goals or fulfilling their needs. This obstacle can be external (such as physical barriers, rules, or social norms) or internal (such as personal limitations or conflicting desires). Frustration is accompanied by a range of emotional responses, including feelings of disappointment, irritation, impatience, and sometimes anger. These emotions arise from the perceived thwarting of one's efforts or expectations. Frustration often motivates individuals to persist in their efforts to overcome obstacles and achieve their goals. This persistence can be adaptive, driving problem-solving behaviours and resilience in the face of challenges.

Frustration can lead to a variety of behavioural responses, ranging from increased effort and determination to aggression, withdrawal, or avoidance behaviours. These responses depend on individual coping strategies and the perceived likelihood of achieving the desired goal. How individuals perceive and interpret frustrating situations plays a crucial role in their emotional response. Factors such as perceived fairness, controllability, and the significance of the goal influence the intensity of frustration experienced. From a developmental perspective, frustration is a natural part of learning and growth, particularly in childhood and adolescence. Children often experience frustration when they encounter tasks or challenges beyond their current abilities, which can foster perseverance and skill development over time. In adulthood, frustration may arise in professional settings, personal relationships, or when navigating complex life decisions.

Psychologically, chronic, or unresolved frustration can have negative consequences on mental health and well-being, potentially leading to stress, anxiety, depression, or feelings of helplessness. Effective coping strategies, such as problem-solving skills, emotional regulation techniques, and seeking social support, are crucial in managing and mitigating the impact of frustration. Frustration in psychology encompasses the emotional and cognitive responses to obstacles that hinder goal attainment. Understanding its causes, manifestations, and adaptive responses is essential for promoting resilience, effective coping, and overall psychological health in individuals across various stages of life.

Frustration can arise from a variety of factors and situations, both internal and external. Understanding these causes is crucial for managing and mitigating its impact. Recognizing the specific causes of frustration is the first step in developing effective strategies to cope with and manage these emotions. By addressing underlying factors and adopting adaptive coping mechanisms, individuals can reduce the negative impact of frustration on their well-being and navigate challenges more effectively. When individuals fail to achieve their goals or expectations, whether personal, professional, or academic, they may experience frustration. This can occur due to obstacles, setbacks, or difficulties in reaching desired outcomes. Frustration often stems from encountering obstacles or barriers that impede progress towards a goal. These obstacles can be physical (e.g., traffic jams), logistical (e.g., bureaucratic procedures), or interpersonal (e.g., conflicts with others). Feeling powerless or unable to influence a situation can lead to frustration. This includes situations where individuals perceive limited control over outcomes or decisions that affect them. Perceived unfair treatment, discrimination, or injustice can evoke strong feelings of frustration, especially when individuals feel they are not receiving equitable treatment or recognition.

Dealing with uncertainty, unpredictability, or ambiguous situations can be frustrating, as individuals may struggle to make decisions or plan effectively without clear information. Conflicts with others, whether in personal relationships, social groups, or professional settings, can lead to frustration. This includes disagreements, misunderstandings, or unmet expectations in communication or interactions. Physical discomfort, pain, or illness can exacerbate feelings of frustration, particularly when these conditions interfere with daily activities or personal well-being. When individuals feel pressured by deadlines or time constraints, they may experience frustration if they perceive insufficient time to complete tasks or meet expectations. Feeling overwhelmed by multiple responsibilities, tasks, or demands can lead to frustration, as individuals struggle to manage competing priorities or maintain a work-life balance. Individual differences in personality traits, such as perfectionism, impatience, or intolerance for uncertainty, can predispose some individuals to experience frustration more frequently or intensely. Similarly, ineffective coping strategies or difficulty regulating emotions can exacerbate feelings of frustration.

Frustration, have several negative consequences that affect individuals' well-being and functioning. Persistent frustration can lead to heightened levels of stress and anxiety. The ongoing struggle to overcome obstacles or achieve goals can create a sense of pressure and uncertainty, impacting both mental and physical health. Instead of motivating individuals to persist, prolonged frustration can lead to feelings of helplessness and decreased motivation. The perceived inability to make progress or achieve desired outcomes may result in apathy or disengagement from goals and activities. Frustration often manifests as increased irritability, impatience, or anger. Individuals may become more prone to outbursts of frustration or aggression, particularly in interpersonal or stressful situations. Under the influence of frustration, individuals may make impulsive or irrational decisions. The emotional distress associated with frustration can cloud judgment and impair the ability to weigh options or consider consequences effectively.

Persistent frustration can erode self-esteem and self-confidence. Individuals may internalize perceived failures or setbacks as personal shortcomings, leading to feelings of inadequacy or self-doubt. Frustration can strain relationships with others, particularly if individuals express their frustration through conflict, criticism, or withdrawal. Misunderstandings or disagreements arising from frustration may damage trust and communication within interpersonal networks. Chronic frustration can contribute to physical health problems such as headaches, digestive issues, or sleep disturbances. The prolonged activation of stress responses in the body can weaken the immune system and increase susceptibility to illness. In response to frustration, individuals may avoid or procrastinate tasks or responsibilities perceived as challenging or unachievable. This avoidance behaviour can perpetuate cycles of frustration and hinder personal or professional growth. Frustration may undermine individuals' ability to set and achieve goals effectively. The emotional toll of repeated setbacks or obstacles can deter individuals from pursuing long-term aspirations or aspirations. Frustration can lead to negative thinking patterns, such as catastrophizing or overgeneralizing, which amplify feelings of distress and further hinder problem-solving efforts. Recognizing the negative consequences of frustration is essential for developing effective coping strategies and resilience. By cultivating self-awareness, seeking support from others, and adopting adaptive responses to challenges, individuals can mitigate the adverse effects of frustration and foster healthier emotional well-being.

While frustration is often viewed negatively due to its emotional discomfort and challenges, it can also lead to positive outcomes and growth under certain circumstances. Frustration can serve as a powerful motivator, driving individuals to persist in their efforts to overcome obstacles and achieve their goals. When faced with challenges, frustration can fuel determination and resilience, encouraging individuals to continue striving for success despite setbacks. Dealing with frustration requires individuals to engage in problem-solving and critical thinking. It prompts them to analyse the situation, identify barriers, and explore alternative strategies to achieve desired outcomes. Over time, this process enhances individuals' problem-solving skills and adaptability.

Managing frustration involves learning to regulate emotions effectively. Individuals develop skills in emotional awareness, self-control, and coping strategies to navigate challenging situations without becoming overwhelmed or reactive. This fosters emotional resilience and enhances overall emotional intelligence. Overcoming frustration can contribute to personal growth and resilience. It strengthens individuals' ability to cope with adversity, adapt to changing circumstances, and bounce back from setbacks. Through perseverance and learning from experiences of frustration, individuals cultivate inner strength and confidence in their abilities. Frustration prompts individuals to reflect on their goals, expectations, and reactions to obstacles. It fosters self-awareness by highlighting strengths, weaknesses, and areas for personal development. This self-reflection can lead to greater clarity of purpose and alignment with core values. Frustration in collaborative or social settings can enhance communication skills, empathy, and conflict resolution abilities. It encourages individuals to seek support from others, collaborate effectively, and negotiate solutions that benefit all parties involved.

Successfully managing frustration often results in the achievement of meaningful goals and milestones. The persistence and effort invested in overcoming challenges can lead to a sense of accomplishment, fulfilment, and satisfaction. Frustration can stimulate creativity and innovation as individuals explore unconventional solutions or approaches to problems. It encourages thinking outside the box, experimenting with new ideas, and pushing boundaries to achieve desired outcomes. While frustration initially presents challenges and discomfort, it can lead to positive consequences that foster personal

growth, resilience, and achievement. By reframing frustration as an opportunity for learning and development, individuals can harness its potential to cultivate valuable skills and experiences in various aspects of life.

LITERATURE REVIEW

The study by Shamshir et al., (2015) (4), was to examine the relationship between violent behaviour and peer attachment, as well as the role that emotional self-efficacy in regulation plays in moderating this relationship. A total of 1171 Chinese adolescents—582 males and 589 females—completed self-reported questionnaires measuring aggressive behaviour, emotional regulation self-efficacy, and peer attachment. Path analysis revealed that self-efficacy in controlling negative emotions acted as a mediator in the negative relationship between adolescent violent behaviour and peer attachment. Nonetheless, there was no statistically significant mediation impact of self-efficacy in expressing pleasant feelings. Furthermore, there was no discernible difference between male and female respondents in the previously indicated indirect channels. These results point to a possible mechanism connecting adolescent aggressive behaviour with peer attachment: self-efficacy in regulating negative emotions.

According to Satija (2016) (3), frustration is a profound, long-lasting feeling of unease and discontent that results from unmet demands or unresolved issues. Adolescents and children have distinct social and developmental needs. They are a part of an unreliable, unpredictable, and unsteady world. Their troubles and circumstances in life are layered on top of their evolving growth and development. It makes sense that today's teenagers have mental health issues given their harsh reality. In young people, there is a substantial correlation between mental health issues and other health and developmental challenges. Various common behaviours are the result of frustration in people. One of them is perseverance, or carrying on with attempts to avoid whatever is upsetting you. The frustration aggression theory refers to the idea that violence might arise as a response to frustration. The tense and dissatisfied adolescent's mental health is impacted by the complicated web of frustration that is woven by unmet expectations, ongoing demands, and pressures. For our future generation to live in perfect harmony and good mental health, this study aims to shed light on these complicated concerns and alert parents, educators, legislators, and society's stewards.

During a qualitative investigation by Ungar, (2000) (5), the factors influencing the mental health of forty-one at-risk teenagers and concept of peer pressure was looked at. Adults can use the idea of peer pressure to explain the problematic actions of young people, but content analysis of the participant narratives showed that peer pressure is a myth. The young people said that imitating peers' appearance and behaviour was a deliberate tactic used to increase one's social and personal influence. Peer association helped them create and preserve identities that promoted health and resisted the stigmatizing labels that others had placed on them. This identity-construction process was shown to go through three developmental stages. Vulnerable youths acquire the ability to uphold a unique self-definition through peer contact during stage one. During the second stage, young people deliberately experiment with several identities by using their peer relationships. In the third stage, young people work together as equal partners to construct one or many identities that they can be accepted for.

In research conducted by kismet al., (2024) (2), emerging adults' mental health depends on their friendships. Perfectionism that is socially mandated, in which people feel under pressure to be flawless by others, can be harmful and result in problematic drinking, depressed symptoms, and interpersonal conflict. Its effect on friendships has not been thoroughly studied, though. This study used a 4-wave, 4-month dyadic design to look at 174 newly formed adult friendship dyads. Longitudinal actor-partner

interdependence models were used to examine the data. We discovered that a person's perceived expectation to be perfect from a friend was positively correlated with higher levels of depressive symptoms and problematic drinking in the individual, as well as with increased conflict between friends. This was determined using a novel friend-specific measure of socially prescribed perfectionism. The results confirm long-standing theories and case studies that show socially enforced perfectionism has negative effects on people's relationships and individuals, and they also apply to the setting of friendships.

In a study by browned al., (1986) (1) 373 students in grades 7–12 was asked to describe their personal attitudes and behaviour in areas that corresponded to index items, as well as to indicate, on a 12-item index, the degree and direction of peer pressures they perceived from friends and acquaintances. This was done to examine the nature of peer pressures perceived by early adolescents. Analysis showed that compared to other kinds of behaviour, peers were perceived as encouraging wrongdoing less. In terms of social participation and compliance to peer standards, females reported more peer pressure than boys did; however, there was no difference between the sexes' views of wrongdoing or pro-adult pressures. Significant but small relationships were found between perceived pressures and individual attitudes or behaviours; these relationships were occasionally mediated by gender or grade level.

METHODOLOGY

1. Objective
The aim of the study is to investigate the relationship between peer pressure and levels of frustration in adults. This could involve exploring how peer pressure impacts various aspects of adult life, such as decision-making, emotional wellbeing, and stress management. This could involve examining factors such as social dynamics, individual coping strategies, and the role of perceived social norms.

2. Hypothesis:
H_0: There is no significant relationship between peer pressure and frustration

3. Methods
The study employed a questionnaire-based methodology, distributed online via Google Forms, to gather responses from young adults across India. 100 Participants were asked to fill the questionnaire through various channels including social media platforms and university networks, ensuring a diverse sample. The questionnaire consisted of structured items designed to assess coping strategies and demographic information, with ethical considerations such as informed consent and confidentiality upheld throughout the data collection process.

4. Sample Details
The sample for this study consists of young adults aged between 18 to 40 years residing in India. Snowball Sampling method was used to collect the data. Inclusion criteria encompass individuals within the specified age range who are either students or employees. Participants were chosen from diverse age groups, socio-economic backgrounds, and educational levels to ensure a fair and representative sample.

Inclusion Criteria:
- Ages between 18 to 40 years.
- Individual who is either a student or works a full-time job.

Exclusion Criteria:

- People who cannot provide informed consent or decline participation in the study
- People without educational qualification
- People having any major disorder or disability
- People who are Unemployed

By adhering to these criteria, the study aimed to capture a comprehensive understanding of the relationship between peer pressure and frustration in young and working adults while ensuring considerations and the validity of research findings.

Product description

5.Tools Used

5.1. Peer Pressure Scale Questionnaire-Revised (PPSQ-r)

The Peer Pressure Scale Questionnaire-Revised (PPSQ-r) is a self-report measure consisting of 25 items that evaluates peer impacts in daily life scenarios. The Likert scale has five points, ranging from 1 (strongly disagree) to 5 (strongly agree). The scale is composed of five subscales, with a high score indicating increased peer pressure on each subscale. The task of translating the English version of PPSQ-r into Malay fell to two translators who were fluent in both languages. The final translated versions were reviewed in a discussion among expert panels comprised of a psychologist, public health specialist, and psychiatrist. During this phase, issues with word choice, overall questionnaire comprehension, and discrepancies from the original English version were resolved. Two statements, "I sometimes commit violent acts to keep up with peers" and "There is always peer pressure for dating," were referred to a linguist for assistance on better word usage after the debate. Cronbach's α was used to determine internal dependability, and a value of 0.7 or higher was considered acceptable.[20] Principal component analysis was used to evaluate the construct validity.

5.2. Frustration Discomfort Scale (feds).

The Frustration Discomfort Scale (fds) has 28 components and was created by Harrington (2005b). On a 5-point Likert-type scale, participants are asked to rank the degree to which they hold views (1: absent, 2: mild, 3: moderate, 4: strong, and 5: very strong).

Albert Ellis examined the scale's content validity (personal communication, 1999). A five-point Likert scale was used to rate the strength of belief for each item. Four factors emerged from factor analysis: achievement, entitlement, discomfort tolerance, and emotional intolerance. 47 items were obtained by item-total correlation-based item reduction. Subsequently, the items were changed to enhance readability and simplify the question format. After the FDS was re-administered, it was pared down to 28 items based on further psychometric evaluations, and the same four-factor solution was obtained. The subscales' alpha coefficients varied from 0.84 to 0.88.

RESULTS
DESCRIPTIVES

This chapter contains the result of the statistical analysis of the study hypotheses. Short interpretation was given below each table. The collected data were analyzed using the version 3.5 of the JAMOVI and Microsoft excel.

PEER PRESSURE

PEER PRESSURE	
Mean	65.07
Standard Error	1.49931
Median	64.5
Mode	55
Standard Deviation	14.9931

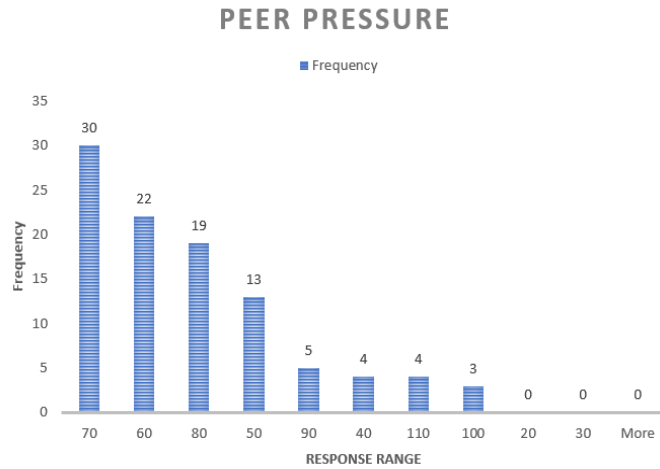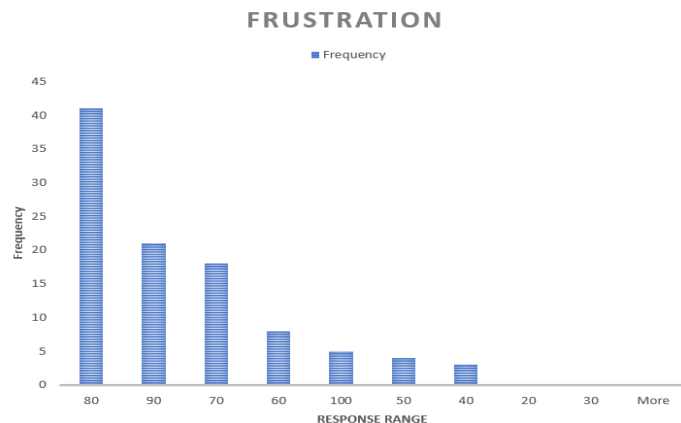**TABLE 1**   **FIG.1**

Table 1 revealed that the average/mean score of peer pressure is 65.07 and standard deviation is 14.99. Figure 1 representing the histogram depicts that the highest response range of young adults for peer pressure is 55

FRUSTRATION

FRUSTRATION	
Mean	73.41
Standard Error	1.237715
Median	75
Mode	76
Standard Deviation	12.37715

TABLE 2   **FIG.2**

Table 2 revealed that the average/mean score of frustration is 73.41 and standard deviation is 12.377. Figure 2 representing the histogram depicts that the highest response range of young adults for peer pressure is 76

CORRELATION MATRIX

TABLE 3,Correlation Matrix

		PP	F
PP	Pearson's r df	—	
	p-value	—	
		—	
F	Pearson's r	0.348	—
	df	98	—
	p-value	< .001	—

The Pearson correlation coefficient in Table 3

Pearson correlation demonstrated in Table 3 suggested that peer pressure had moderate positive correlations with frustration (r=0.348, p< .001), thus rejecting H_0 indicating that peer pressure and frustration are significantly correlated. This depicts that peer pressure increases frustration also within young adults.

LINEAR REGRESSION

TABLE 4.1, Model Fit Measures

Model	R	R²	Adjusted R²	F	df1	df2	p
1	0.348	0.121	0.112	13.5	1	98	< .001

TABLE 4.2, Omnibus ANOVA Test

	Sum of Squares	df	Mean Square	F	p
F	2691	1	2691	13.5	< .001
Residuals	19564	98	200		

Note. Type 3 sum of squares

TABLE 4.3 Model Coefficients - PP

Predictor	Estimate	SE	t	p
Intercept	34.149	8.540	4.00	< .001
F	0.421	0.115	3.67	< .001

To test for the influence of peer pressure on frustration, linear regression analysis was used The summary of the analysis in Table 4.1,4.2,4.3 showed that there was significant predicting influence of peer pressure on frustration among young adults $F(1,98) = 13.5$; p<.0.001,R² = 0.121.The correlation coefficient (Multiple R), indicating the strength and direction of the linear relationship between the dependent variable and predictor is approximately 0.348, suggesting a moderate positive correlation. The coefficient of determination (R^2), representing the proportion of variance in the dependent variable explained by the independent variables accounts for 11.2% of the variance explained. The F-statistic tests the overall significance of the model. With a Significance F value of 13.5, we reject the null hypothesis, indicating coefficient is statistically significant. The intercept of the regression line, has a moderate significant p-value, indicating its importance in predicting the dependent variable. Therefore, the hypothesis (H_0) which stated that peer pressure has no impact on frustration is rejected.

DISCUSSION

The study was conducted on Peer pressure and Frustration's sample for the study was randomly selected using the inclusion and exclusion and most of the participants participated from various private and public universities in Kolkata, India. Informed consent was taken from young adults for the study. For the study, 100 young adults between the ages of 18 and 25 were chosen. This investigation was carried out using quantitative descriptive methods.

The study investigated the impact of peer pressure on frustration of young adults enrolled in undergraduate programs at several public and private universities located in Kolkata, India.The study investigates the possible association between peer pressure and frustration demonstrates the moderate correlations between the two variables. Peer pressure can have a substantial impact on dissatisfaction, influencing people differently depending on their vulnerability and coping methods.

Peer pressure frequently drives people to conform to habits, views, or standards that are prevalent in their social circle. This temptation to fit in can be frustrating when people feel obligated to go against their own principles or preferences to earn acceptance. They may sense inner tension between their desire for approval and their personal identity, which leads to frustration. Peer pressure can instil excessive expectations in people, whether it is about academics, attractiveness, social standing, or lifestyle choices. When people feel pressed to achieve these expectations, especially if they believe they are unreachable or clash with their own goals, they may become frustrated due to feelings of inadequacy or failure.

Adolescence is the stage between childhood and adulthood. During this period of development, individuals tend to be impulsive and lack self-control, which can lead to aggressive behaviours. Studies have demonstrated that adolescents' aggressive conduct may be influenced by peer factors. Peers can have both beneficial and negative effects on adolescents' behaviour. These interactions can be described in terms of peer attachment, which is an emotional connection that a person develops in a long-term relationship with a peer. This relationship provides adolescents with intimacy, warmth, and social support, but it also serves to compensate for the bad effect of their families. Poor attachment ties with peers have been identified as a significant driver of adolescents' problem behaviours, and strengthening peer attachment has been shown to increase adolescents' prosocial conduct. Another study discovered that peer exclusion can cause adolescents to lose control over their surroundings, resulting in aggressive conduct. Individuals with insecure attachments tend to be emotionally distant from others due to their intense emotional reactions to difficulties in personal relationships, which can lead to deviant behaviours and animosity. As a result, it is possible that a lack of peer bonding is a significant cause of teenage aggressiveness.

In the current era of science and technology, our nation's youth are facing more and more issues related to dissatisfaction, rage, and the emergence of low self-esteem. Adolescent inferiority mentality is becoming an increasingly serious issue these days. The inferiority complex is a type of psychological barrier that typically manifests in adolescence. It has complex causes and detrimental repercussions. Adler states that when a person experiences rejection or denigration of his abilities and attitudes from others, it can lead to an inferiority complex. An inferiority complex arises when attempts to overcome feelings of inadequacy are significantly impeded. It is a magnifying of natural feelings of inferiority. An inferiority complex is caused by anything about the person that makes him feel inadequate or unworthy, or that is below average. Teens who retake or fail classes on a regular basis are known to acquire an inferiority complex and a backward mindset toward peers and education.

Students' intrinsic motivation might be lowered by frustration since it can reduce their happiness and interest in learning. When assignments become too difficult or unrealistic, students may lose their innate interest in the subject. Extrinsic motivation can also be impacted by frustration, which reduces the effectiveness of prizes and outside recognition in inspiring pupils. The allure of incentives like awards or grades may not be enough to motivate consistent effort and engagement when frustration levels are high. Students' self-efficacy views can be undermined by frustration, which makes them question their skills and competency. This low self-esteem can make them doubt their ability to overcome obstacles, which lowers their will to take on new projects or stick with them when things go tough.

Students who are highly frustrated may set easier-to-achieve goals or give up on difficult ones completely. Students who are frustrated may choose to focus on assignments that seem simpler to them, which might limit their learning goals and lower their desire to perform well overall. Students who are frustrated may be less resolute in their learning endeavours.Students may become more prone to give up easily when faced with ongoing difficulties and dissatisfaction because they lack the willpower to persevere through difficulties and failures.Because frustration produces a negative emotional state, it can have a major impact on student involvement. Students are less likely to actively participate in class discussions, interactive exercises, or group projects when they are frustrated. Students who are frustrated may get disengaged from their studies and stop participating in class activities. Their motivation may be further reduced by this break from the learning process, which could start a vicious cycle of dissatisfaction and disengagement. It is essential for educators and policymakers to comprehend these implications. Through an understanding of the ways in which frustration affects motivation, self-efficacy, goal setting, and engagement, educational institutions can put in place support systems and tailored treatments. A happy and motivated learning environment can be created by addressing students' emotional well-being, offering suitable challenges, and supporting their self-belief. This can help lessen the negative effects of frustration.

The persistent pressure to conform or fulfil peer norms can lead to increased stress and anxiety. Chronic stress can lead to frustration over time, particularly when people feel overwhelmed by the apparent need to reconcile social approval and personal fulfilment.Peer pressure can exacerbate underlying self-esteem difficulties by causing people to internalize unfavourable feedback or judgments from their peers. Feeling worthless or insufficient in comparison to others can lead to dissatisfaction and self-doubt, exacerbating the effects of social pressure on mental health. In some circumstances, peer pressure can cause conflict within social groupings as people assert their autonomy or question conventional norms. This interpersonal friction can lead to a hostile or uncomfortable environment, increasing frustration and intensifying feelings of isolation or alienation. There is fierce competition among adolescents in our nation right now in all areas of life, including school and employment. Peer pressure and parents' unreasonable expectations and demands on their children can result in the teenagers' emergence of emotions of inadequacy.People who struggle with inferiority complex tend to overreact and overcompensate. Adolescents that experience inferiority complex or low self-esteem tend to engage in risky or bad behaviours.

Age and life stage are examples of developmental characteristics that might affect how people perceive and react to peer pressure. For instance, adolescents may be more vulnerable to peer pressure as they work through the process of forming an identity and a sense of social belonging. Younger people may be more easily frustrated as they struggle with the demands of making friends and defining themselves in social groupings. The environment in which peer pressure arises can affect how frustrated it makes you feel. People's emotional reactions can be influenced by a variety of factors, including the degree of peer pressure, the makeup of the social group, and the perceived costs of resistance or conformity. Peer pressure from close-knit friendship groups, for instance, could be seen differently than peer pressure from more competitive or hierarchical settings.Frustration arises when goal-seeking activity is disrupted. The individual's knowledge of his failure to meet his desires and his inability to meet the objectives he has set for himself renders him impotent; this damages his pride, which breeds resentment. Aggression, resignation, fixation, and regression is some of the ways that frustration manifests itself. Freud believed that anger is a sign of frustration. Aggression increases when someone believes they are being prevented from reaching their objective. Teenagers who are frustrated also tend to become negative in outlook. These days, frustration is a frequent feeling for students. Students' learning is impacted by frustrating situations.

Students are more irritated these days because of the demands of the classroom, ongoing difficulties, and other barriers to their education. These circumstances cause students' mental health to suffer, as well as their motivation, self-worth, and academic accomplishment. This essay investigates the connection between students' academic success and frustration and how it affects their motivation.

The interrelation between peer pressure and frustration lies in how social influences from peers can contribute to or exacerbate feelings of frustration in individuals. Peer pressure refers to the influence exerted by peers to conform to certain behaviours, attitudes, or norms within a group. When individuals experience pressure from their peers that conflicts with their personal beliefs, goals, or values, it can lead to frustration for several reasons. Peer pressure often involves situations where individuals feel compelled to align their actions with group norms, even if those norms contradict their own values or principles. This conflict can generate internal tension and frustration as individuals struggle to reconcile their personal identity with the expectations of their peer group.

Frustration can arise when individuals perceive themselves as having limited autonomy or control over their decisions due to the influence of peer pressure. The pressure to conform may overshadow their ability to make independent choices that align with their own preferences or aspirations. Frustration can stem from the perceived inability to meet the expectations or standards set by peers. Whether it involves academic performance, social behaviours, or lifestyle choices, individuals may experience frustration when they feel they are falling short of peer group expectations or facing disapproval for not conforming. The fear of social rejection or exclusion can intensify feelings of frustration when individuals believe they must comply with peer pressure to maintain acceptance within their social circle. The pressure to conform becomes a means of avoiding perceived social consequences, even at the expense of personal discomfort or dissatisfaction.

Prolonged exposure to peer pressure and the resulting frustration can have negative effects on emotional well-being. It may lead to stress, anxiety, or feelings of inadequacy as individuals navigate the complexities of social dynamics and strive to balance acceptance with personal authenticity. Frustration can influence behavioural responses to peer pressure, ranging from compliance and conformity to resistance or withdrawal. These responses may shape individuals' social interactions, decision-making processes, and overall adjustment within peer groups.

During early adulthood, individuals often experience significant pressure to establish themselves in careers or professions. Peer influence in professional settings can impact career choices, job satisfaction, and workplace dynamics. Frustration may arise when individuals feel pressured to conform to expectations set by peers or supervisors, particularly if these expectations conflict with personal career goals or values. This can lead to feelings of frustration if they perceive barriers to achieving their desired career outcomes due to peer-driven pressures or competition. In social contexts, peer pressure continues to influence decisions related to relationships, lifestyle choices, and social behaviours. Adults may feel compelled to conform to peer norms regarding dating, marriage, parenting styles, or social activities. Frustration can occur when individuals experience conflict between their personal aspirations and the expectations of their peer group, such as pressure to settle down versus pursuing personal goals or aspirations.

Peer pressure can also impact financial decisions and lifestyle choices in adulthood. Individuals may feel pressured to match the financial status or consumption patterns of their peers, leading to frustration if they perceive financial constraints or difficulties in achieving financial independence. This pressure can influence spending habits, saving behaviours, and overall financial stability.

Frustration can arise from the struggle to assert personal identity and values amidst peer pressures. Adults may experience frustration when they perceive themselves as lacking autonomy or authenticity in decision-making, particularly in contexts where peer expectations challenge their sense of self or personal beliefs. Prolonged exposure to peer pressure and the resulting frustration can contribute to stress, anxiety, and mental health concerns among adults. The pressure to meet social expectations or conform to peer norms may exacerbate feelings of inadequacy or dissonance, impacting overall well-being and resilience. Developing effective coping strategies is crucial for managing the interplay between frustration and peer pressure in adulthood. Adults can benefit from cultivating self-awareness, assertiveness skills, and healthy boundaries to navigate peer influences while maintaining personal autonomy and well-being. Seeking support from trusted mentors, friends, or professional networks can also provide guidance and perspective in managing challenges related to peer pressure and frustration.

CONCLUSION

These days, frustration is a typical feeling among students. It has a big influence on how they learn. Many times, these days, scholastic expectations, enduring difficulties, and roadblocks in the classroom cause children to get frustrated. These circumstances may cause emotional strain, demotivation, low self-esteem, and a drop in academic performance. Emotions are a major factor in determining how kids learn and what kind of results they achieve. Of these feelings, frustration is one that sticks out as having a substantial impact on students' motivation and academic achievement. According to the current study, there is a significant correlation between peer pressure and frustration, meaning that adults who experience peer pressure also experience dissatisfaction.

Frustration might result from the pressure to perform academically well. High standards set by peers, parents, and instructors may overwhelm students, causing worry and anxiety. Frustration might arise from the desire to live up to social norms and expectations. Students' wellbeing might be impacted by peer pressure to meet expectations or compete with peers. Frustration might surface when students struggle to comprehend tough material or run into problems in their academic pursuits. This mental condition is exacerbated by strict deadlines, challenging schoolwork, and the pressure to do well. Motivation suffers when one is frustrated. Frustrated students could find it difficult to focus on their academics and hence not be able to perform to the best of their abilities. Researchers, educators, and policymakers should think about ways to help kids feel less frustrated, which will improve the learning environment and increase their chances of success. By addressing dissatisfaction, we can enable students to go past challenges and prosper in their scholarly endeavours.

LIMITATIONS

Numerous research on the subject of peer pressure and dissatisfaction uses particular populations, such as teenagers or college students. It is possible that the results do not apply to larger populations or other cultural contexts. To improve the findings, researchers should aim to obtain representative and diverse samples. Cross-sectional designs are used in the majority of research to collect data at a single point in time. They are helpful in examining relationships, but they are unable to prove causation. It is necessary to use experimental or longitudinal designs to study causal effects and temporal correlations. Self-reported data, which might be impacted by memory recall problems or social desirability bias, is frequently used in research. The robustness of results can be increased by combining self-reports with objective

measurements (such as behavioural observations and physiological markers). Frustration and peer pressure function in particular circumstances (e.g., school, family, internet environments).

The depth of understanding may be limited if contextual details are ignored. Scholars ought to investigate the ways in which contextual factors mitigate the impacts of peer pressure and frustration. Frustration and peer pressure are mutually reinforcing. People are affected by their surroundings and their peers in equal measure. Examining reciprocal connections can give a more thorough overview. Although we are aware that peer pressure and dissatisfaction have an impact on behaviour, little is known about the underlying brain and psychological processes. To understand these pathways, future studies should explore cognitive, emotional, and neurological processes. Distinct cultural manifestations of peer pressure and frustration exist. These experiences are shaped by social institutions, cultural norms, and values. Studies that draw comparisons between various cultural situations might deepen our comprehension.

IMPLICATIONS AND FUTURE GUIDELINES

The research has the potential to enhance comprehension of the psychological processes that underlie emotional experiences and social impact in adulthood. It clarifies the effects of peer pressure on people's emotional health and emphasizes the significance of considering social influences in psychological studies. The study's finding that peer pressure and frustration are related can help guide programs and tactics meant to support resilience and personal well-being in individuals. Creating assertiveness in social situations and learning coping mechanisms to properly handle peer pressure are two possible examples of this. Gaining knowledge about how peer pressure affects frustration levels can help one better understand more general social dynamics like social norms and group adherence.

It emphasizes how crucial peer interactions are in influencing adults' emotions and conduct. The results could have an impact on clinical and educational environments where people may be subjected to different kinds of peer pressure. With the findings, experts can create interventions that target the negative effects of peer pressure on academic achievement and emotional well-being. In general, knowing how adult frustration and peer pressure are related has significant ramifications for fostering psychological health, improving social connections, and guiding individual, interpersonal, and societal solutions. Policies and preventative initiatives aiming at lessening the detrimental impacts of peer pressure can be informed by the study's insights, especially for high-risk groups like teenagers and young adults. This can entail putting anti-bullying initiatives into place in schools or encouraging wholesome peer connections in public places. The findings could lead to more research on related subjects, like how individual differences affect a person's vulnerability to peer pressure, how culture affects social conformity, or how peer pressure affects mental health outcomes over time.

APPENDICES
THE PEER PRESSURE SCALE QUESTIONNAIRE-REVISED (PPSQ-R)

Confidential Consumable Booklet of   Code:

PPSQ - Revised
Sunil Saini and Sandeep Singh

Age: Gender: Educational Qualification:

Instructions: Please read all the statements carefully and give the first natural answer as it comes to you. It is compulsory to answer all the statements by marking a 'tick' (√) in the given circle in front of each statement.

1	2	3	4	5
Strongly Disagree	Disagree	Can't say	Agree	Strongly Agree

① ② ③ ④ ⑤

1. Sometimes I miss classes because my friends urge me to do so. ○○○○○
2. I cannot resist going for a late night party with friends. ○○○○○
3. I go for a date with my friend despite parental warnings. ○○○○○
4. Sometimes I do things because my friends want me to do so. ○○○○○
5. I feel pressure to chat long hours on internet. ○○○○○
6. Sometimes I do something wrong just to be good on friends view. ○○○○○
7. I cannot say 'NO' to my friends even if my parents do not agree. ○○○○○
8. There is always a peer pressure for dating. ○○○○○
9. At times I feel peer pressure to smoke. ○○○○○
10. Sometimes I do violent acts to keep up with peers. ○○○○○
11. In close relationships, we have to approve pressures of peers. ○○○○○
12. I know my limits when with friends. ○○○○○
13. I find it difficult to escape from peer pressure. ○○○○○
14. Sometimes I have to undergo peer pressure to be liked in a group. ○○○○○
15. Many times I put off my homework and other important assignments for friends' party. ○○○○○
16. Sometimes I have to appease my peers by doing things that I don't want to do. ○○○○○
17. To maintain a status in a peer group, sometimes I pressurize my parents to buy an expensive item. ○○○○○
18. I do not take advice from my parents about peer group activities. ○○○○○
19. It is difficult to think about the negative consequences of what we do with peers. ○○○○○
20. There is no harm in doing one wrong with friends when we do a number of good things with them. ○○○○○
21. It is very difficult for me to deny friend's request to drink in a party or on other occasions. ○○○○○
22. Sometimes I do risky and harmful acts to get acceptance in the peer group. ○○○○○
23. When I feel uncomfortable in a group I do not know how to say NO. ○○○○○
24. I usually compromise with peers' request for a movie, party, etc. ○○○○○
25. At times I feel peer pressure to watch pornography. ○○○○○

FRUSTRATION DISCOMFORT SCALE

TURKISH ITEMS OF FRUSTRATION DISCOMFORT SCALE BEFORE REVISION

Turkish Version	English Version
Bir problemle uzun süre uğraşmaya dayanamam, en kolay çözüm yoluna ihtiyaç duyarım.	I need the easiest way around a problem; I can't stand making a hard time of it.
Hemen olmasını istediğim şeyler için beklemek zorunda olmaya tahammül edemem.	I can't stand having to wait for things I would like now.
Rahatsız edici duygulardan mümkün olduğunca kısa sürede ve tamamen kurtulmalıyım, bu duyguların devam etmesine katlanamam.	I absolutely must be free of disturbing feelings as quickly as possible; I can't bear if they continue.
Kapasitemin tümünü gerçekleştirmekten alıkonulmaya dayanamam.	I can't stand being prevented from achieving my full potential.
Çok zor gibi görünen işleri yapmaya tahammül edemem.	I can't stand doing tasks that seem too difficult.
İnsanların benim isteklerimin aksine davranmalarına dayanamam.	I can't stand it if people act against my wishes.
Aklımı kaçırıyorum duygusuna katlanamam.	I can't bear to feel that I am losing my mind.
Amaçlarıma ulaşamamanın yaşattığı hayal kırıklığına katlanamam.	I can't bear the frustration of not achieving my goals.
Keyfim yerinde olmadığında, görevlerimi yapmaya tahammül edemem.	I can't stand doing tasks when I'm not in the mood.
İstediğim yolda diğer insanların engel çıkarmasına dayanamam.	I can't bear it if other people stand in the way of what I want.
Bazı düşünceleri aklımdan geçirmeye katlanamam.	I can't bear to have certain thoughts.
Benim için faydalı olsa bile standartlarımı düşürmeyi hoş göremem.	I can't tolerate lowering my standards even when it would be useful to do so.
Bir iş yaparken kendimi zorlamaya katlanamam.	I can't stand having to push myself at tasks.
Çantada keklik gibi görülmeyi hoş karşılamam.	I can't tolerate being taken for granted.
Bir işi tamamen içime sinmeden bırakmaya dayanamam.	I can't stand situations where I might feel upset.
Beni tam olarak tatmin etmeyen işlere devam etmeye katlanamam.	I can't bear to move on from work I'm not fully satisfied with.
İşleri hemen yapmak zorunda olmanın sıkıntısına tahammül edemem.	I can't stand the hassle of having to do things right now.
Başka insanların taleplerine boyun eğmek zorunda olmaya tahammül edemem.	I can't stand having to give into other people's demands.
Rahatsız edici duygulara katlanamam.	I can't bear disturbing feelings.
Bir işi iyi yapamıyorsam, o işi yapmaya tahammül edemem.	I can't stand doing a job if I'm unable to do it well.
Çok fazla sıkıntı içeren şeyleri yapmaya tahammül edemem.	I can't stand doing things that involve a lot of hassle.
Başkaları hatalı olduğunda değişmek zorunda olmaya tahammül edemem.	I can't stand having to change when others are at fault.

TURKISH ITEMS OF FRUSTRATION DISCOMFORT SCALE BEFORE REVISION

Turkish Version	English Version
Bir şeyler değişmedikçe hayatımı yoluna koyamam ya da mutlu olamam.	I can't get on with my life, or be happy, if things don't change.
İşlerime hakim olamadığım duygusuna katlanamam.	I can't bear to feel that I'm not on top of my work.
Hoşlanmadığım işleri sonuna kadar sürdürmek zorunda olmaya tahammül edemem.	I can't stand having to persist at unpleasant tasks.
Özellikle haklı olduğumu bildiğim zamanlarda eleştiriyi hoş göremem.	I can't tolerate criticism especially when I know I'm right.
Duygularımın **kontrolünü** kaybetmeye tahammül edemem.	I can't stand to lose control of my feelings.
Kendimi **kontrolde** herhangi bir aksamayı hoş göremem.	I can't tolerate any lapse in my self-discipline.

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AUTHOR BIOGRAPHY

Sumbula Rahman just received her Bachelor of Arts (Honors) in Applied Psychology from Amity University Kolkata. She also did internships at Fortis Metal Health Hospital and Anubhav Positive Psychology Clinic, two esteemed clinical settings. She is eager to have additional expertise in this subject because she has a strong interest in research.

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