

Psychological Features Of Experiences Of Frustration Situations In Youth Age

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Abstract: The main goal of this study was to identify psychological features of frustration situations in youth age. The research was conducted under the among students of various institutes aged 17 to 23 years, full-time students in the first and fourth courses in various professional orientations. It was found that about half of Experimental Group 1 (48% of respondents) and a third of Experimental Group 2 respondents (35%) identify as the most significant in their lives frustration situations that are related to the satisfaction of social needs. There is a striking difference in the levels of frustration between first-year and fourth-year students: first-year students experience greater frustration. With the increase in the level of frustration, there is a noticeable increase in the feeling of loneliness among the respondents of both experimental groups. For students of both experimental groups in frustrated situations are more characterized by increased fixation on the frustration situations themselves. It was found that with a decrease in the level of frustration tolerance, the level of frustration of a person increases and vice versa. The results of the study suggest that the psychological consequences, level and breadth of the manifestations of experiences of frustration situations are closely related to the level of frustration tolerance.

Index Terms: frustration, youth, adolescence, frustration tolerance, crisis.

1. INTRODUCTION

In everyday life, a person has to face various difficult situations that one must overcome, find one way or another way of activity to solve the current problem. Overcoming difficulties accompanies a person throughout life. Socio-political transformations taking place in society, in particular, instability and high stressfulness of life, lead to increase in personality frustration, increase in stress, conflict, frustration, and their experiences and their negative consequences. All of that requires activation of personal potential to overcome them. The youth, with its characteristic of impulsiveness, moral instability, increased suggestibility, turned out to be in difficult conditions of self-determination, which helps to increase the level of personality frustration. In the process of personality formation in adolescence, frustration of significant social needs contributes to the growth of experiences of frustration situations and their consequences, which are manifested in aggressiveness, conflict, depression, rigidity etc. Frustration situations are one of the common types of situations that a person encounters during one's activities. They arise if it is impossible for a person to satisfy the needs in practical activities, or in the sphere of interpersonal relations. The systematization of the directions of studying emotional experiences from the point of view of the analysis of their phenomenology indicates the ambiguity of assessing the role of emotional experiences in determining emotion as a process, property and state [28]. At the same time, whatever the causes and sources of frustration, they arise in approximately the

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same way, with significant options.

The analysis of experiences in psychological literature is multifaceted and multilevel. This, firstly, is associated with the study of the nature of experiences, their functional purpose, and secondly, with a multi-sectoral orientation and the identification of various levels (general-psychological and application level) learning experiences. A comparative characteristic of the distinguished characteristics of psychological approaches and stages to determining the psychological content of frustration is presented in Table 1.

TABLE 1
PSYCHOLOGICAL APPROACHES TO DETERMINING THE
PSYCHOLOGICAL CONTENT OF FRUSTRATION

Psychological approaches	Determining the psychological content of frustration	Representatives of the scientific approach
Personalized approach	Frustration is a mental state in which a person is, a negative psychological state due to the inability to satisfy certain needs. This condition manifests itself in feelings of disappointment, anxiety, irritability, and despair. Wherein, the efficiency of operations decreases	G.S. Abramova, F.U. Vasiluk, M.D. Levitov, L.P. Grimak, N.A. Loginova, I.P. Manoha, V.A. Romenec, S. Rosenzweig and others.
Phenomenological approach	Frustration is a psychological phenomenon, an internal state of frustration, which the subject perceives as an irresistible feeling	L.Berkovic, J. Brown, J. Dollard, L. Dub and others.
Determinant approach	Frustration is the collapse of the hopes that a person has regarding certain circumstances, while losing reason to achieve a goal	M. Deutsch, G. Zimmel, D. Myers, N. Timashev, K. Wright T.G. Rumyantseva and others.
Active approach	Frustration is an event that manifests itself in specific experiences, behavior, etc., which are caused by objectively insurmountable difficulties on the way to achieving the goal	L.B. Donska, D.V. Evdokimov, L.E. Kandibovich, A.M. Leont'ev, L. Marishchuk, N.I. Nayenko and others.

Having examined a significant number of theories that demonstrate various manifestations of frustration experience, it is worth paying attention to one more plane of frustration analysis that are social factors. A significant amount of research indicates the role of social factors in the emergence and development of frustration. Thus, J. Flavell believes that frustration arises where the subject encounters obstacles in the performance of social roles [7]. M. Levitov, L. Mitina and others emphasize that the causes of frustration are mainly socially determined [11, 15]. However, the problem of the conditionality of the manifestations of emotional experiences at different levels (personality, individual levels) and the features of the manifestation of experiences in complex, traumatic situations of everyday life that are not associated with pathological mental disorders, remains insufficiently developed. To describe such phenomena, certain terms are used such as: conflict experiences, crisis experiences, frustration experiences, stressful experiences. That is, we can say that frustration experiences are a type of experience that transforms the experiences of frustration situations into a life experience (positive or negative) [1, 8, 14, 25, 26]. The basis of research and study of the characteristics of adolescence by foreign scientists is nature-centric and culture-centric models of youth [9, 10, 23]. An attempt to theoretically substantiate the main problems regarding the definition of youth as age, the characteristics of the mental, cognitive, behavioral, emotional and motivational problems of youth is widely covered in the works of such famous foreign psychologists as E. Erickson, A. Maslow, G. Allport, G. Tome, E. Fromm and many others. The analysis of the contradictions inherent in personality in late adolescence is very specific and interdependent on the social situation of an individual's life. So, for example, the concept of youth by the authors of the life path's "deed model" characterizes youth as a search for the fundamental principles of consistent behavior, as time for creating "frustration tolerance", as a desire for absolute integrity, which is incompatible with the values of the real world [22]. The phenomena of centralization and tolerance characterize the inconsistency of this stage by the driving forces that form a subconscious craving for decentration, "merging" with the whole world, the desire to process the real world so that it becomes closer to the ideal [19]. Mental instability, according to researchers, largely characterizes this period and manifests itself: in passionate love and a sudden breakdown in relations with the object of one's love; reliable obedience to the demands of adults and at the same time a sharp contradiction; indifference and inattention to others and at the same time resentment, if things concern them personally, etc. It is during this period that interest in sexual life grows, which is accompanied by outbreaks of sexual drives. The frequency and intensity of aggressiveness, possibly destructive behavior, increase [4, 12, 20]. Contradictions are a necessary condition for the development of personality and his/her driving forces. However, they can be both destructive and constructive in nature, depending on the strength of the "I" of the individual, the social situation, and many other factors. With the positive development of contradictory tendencies, as we have already said, the strength of the "I" of the personality is strengthened, the personality is transferred to a new more progressive round of development, professional or personal, and neoplasms are formed. As for the negative consequences of the action of contradictions, their spectrum is quite wide - from the formation and exacerbation of internal experiences, to neurotic reactions, neurosis and other obsessive states.

TABLE 2

CHARACTERIZATION OF THE ESSENCE OF THE STAGES AND CONTENT OF FRUSTRATION SITUATIONS [2, 5, 7, 11, 16, 17, 18, 27]

Stages	Sub-stages of frustration situations	Essence of the sub-stages of frustration situations and their features
I	1. The incubation hidden stage	The person expresses negative thoughts in a narrow circle, one's own feelings, complaints and discontent
	2. Open manifestations of discomfort and dissatisfaction	The demands of society, the interests of others express opposition and this is perceived as a threat to dignity and self-interest
	3. Frustration interaction	Constructive characteristic is about the search for ways to further interaction; destructive feature is about aggravation of counteraction.
II	1. The occurrence of an objective frustration situation	Potentially hidden frustration situation becomes open
	2. Awareness of the objective frustration situation	Frustration situation is not realized as frustrating or not realized correctly, which leads to "inadequately understood" frustration.
	3. Transition to frustration behavior	Frustration is able to change and to complicate the initial frustration situation, a structural analysis of behavior makes its own incentives for further actions
	4. Escalation of frustration situation	Stage of escalation (deployment) of frustration, which is possible due to the transformation of images of the frustration situation in a personal representation. Partial or complete resolution of the frustration situation is possible.
III	1. Balance in behavior	Overcoming crisis situations during frustration becomes too difficult, however, actions are being taken to achieve internal stability
	2. The solution to the frustration situation	The application of a problematic approach to solving frustration, the participation of an intermediary

We examined several basic approaches: personified, phenomenological, determinant, active. Based on them, we assumed our own understanding of this phenomenon. This is a person's state, that is manifested in the characteristic manifestations of feelings and behavior that arise as a result of the appearance of objectively insurmountable difficulties on the way to achieving a goal or solving a problem. We also consider frustration as a multidimensional phenomenon that requires different viewing angles. A major role in the emergence of this phenomenon is played by the social components of the individual existence. Frustration situations are understood as a certain type of critical situations that a person encounters in one's life, which affect various areas of the person and are manifested in specific psycho-emotional states and behavior. We define a frustrated personality as a

person who is heightened vulnerable to frustration situations and acute experiences. Based on the concept of self-determination as a central neoplasm of adolescence, it is important to direct the adolescent frustration experiences into a constructive way. It is the formation of skills to transform all critical events of one's life into a positive experience. The highest level in the process of experiencing frustration situations is the development of frustration tolerance, which acts as a factor in the student's personal growth. 300 people took part in our study. The study was conducted among students of various institutes aged 17 to 23 years, full-time students in the first and fourth courses in various professional orientations. During the study, two groups of subjects were identified (Experimental group 1 - first-year students (150 people), Experimental group 2 - fourth-year students (150 people). For experimental determination of the types of frustration situations that occur in young people, we developed a special profile which is «Types of frustration situations». To determine the level of frustration of young people, the methodology "Diagnosis of the level of frustration" was carried out by L.I. Wasserman (modification of V.V. Boyko). The need to study precisely social frustration is due to the emergence of the very phenomenon of frustration in young people. To determine the consequences of the effects of frustration in the cognitive sphere, we used the "Crisis Profile" methodology [13, 21], which makes it possible to determine the degree of complication in the functioning of the cognitive sphere. To determine the effects of frustration in the emotional-volitional sphere, we used techniques: "Diagnosis of the level of subjective feelings of loneliness" method (by D. Russell and M. Ferguson); "The technique of differential diagnosis of depressive conditions (Zung Self-Rating Depression Scale)" To determine the effects of frustration in the behavioral sphere, we used a technique: "Study of frustration reactions" method by S. Rosenzweig (adapt. at the V.M. Bekhterev Research Institute); "Methodology for the study of frustration reactions" by S. Rosenzweig refers to the projective type of techniques. To determine the consequences of the impact of frustration in the personal sphere, we used the technique: "Self-assessment of personality traits" method (by G. Eysenck), "Psychodiagnostics of the level of formation of frustration tolerance and the use of strategies to overcome the consequences of experiences of frustration situations" provided for the use of 2 questionnaires: "Determining the degree of irrationality of thinking" method by A. Ellis, "Copying test" by R. Lazarus. To determine the connection, we used the computer package of statistical programs SPSS, for Windows, (version 17), in particular, the method of "crosstabs" and the criterion χ^2 by K. Pearson. As a result of a substantive analysis of respondents' answers and based on a theoretical analysis of the problem, the following types of frustration situations were identified:

1. Frustration situations related to physiological needs;
2. Frustration situations related to the need for security;
3. Frustration situations related to material needs;
4. Frustration situations related to social needs.

As a result of the study, based on the results of a substantive analysis of the questionnaire to determine the types of frustration situations, it was found that about half of Experimental Group 1 (48% of respondents) and a third of Experimental Group 2 respondents (35%) identify as the most

significant in their lives frustration situations that are related to the satisfaction of social needs. (Table 3).

TABLE 3
TYPES OF FRUSTRATION SITUATIONS IN STUDENTS
(AS A PERCENTAGE OF TOTAL RESPONSES)

Types of frustration situations	Experimental Group 1	Experimental Group 2	General indicator
Frustration situations related to physiological needs (hunger, thirst, sleep, etc.)	5%	12%	8,5%
Frustration situations related to the need for security (security, stability, the need for structure and order, laws, etc.)	12%	22%	17%
Frustration situations related to material needs (housing, money)	35%	31%	33%
Frustration situations related to social needs (friendship, intimacy, group membership)	48%	35%	41,5%

The results obtained using the method "Diagnosis of the level of social frustration" by L.I. Wasserman shows that 1st year students (Experimental group 1) are characterized by a greater severity of manifestations of frustration: 10% of 1st year students have a too high level of frustration compared to 1% of 4th year students (Experimental group 2) (Fig 1).

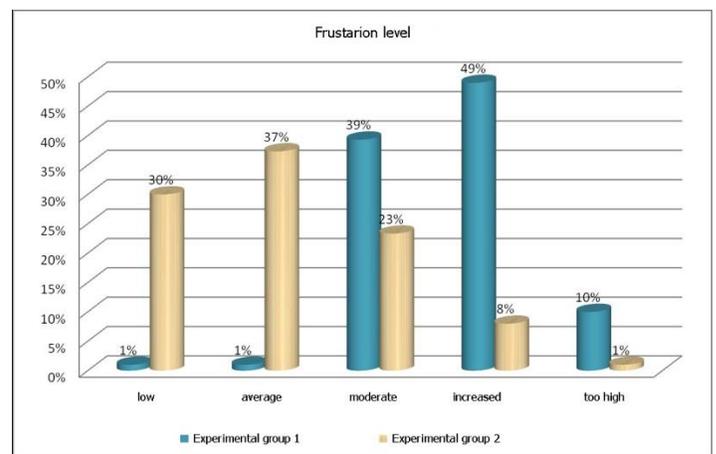


Fig. 1. Comparative characteristics of student frustration levels

It was also experimentally established that an increased level of frustration is a characteristic of 49% of respondents in Experimental Group 1 (first year) and 8% of respondents in Experimental Group 2 (fourth year). That is, it can be argued that there is a striking difference in the levels of frustration between first-year and fourth-year students: first-year students experience greater frustration. The experimental results obtained by the "Crisis Profile" method showed that 50% of students of Experimental Group 1 and 35% of students of Experimental Group 2 have a high level of complications in the functioning of memory, attention, thinking, and perception. During the analysis of the obtained research results using the

method of "crosstabs" and the criterion χ^2 by K. Pearson, a high ($p < 0.001$) statistically significant relationship was found between the levels of complications in the functioning of cognitive processes and the level of frustration in students in the two experimental groups. These data indicate that in young people with an increase in the level of frustration, the level of complications in the functioning of cognitive processes increases. Analyzing the consequences of the level and manifestations of frustration in the emotional-volitional sphere using techniques «Diagnosis of the level of subjective feelings of loneliness» by D. Rassel and M. Ferguson and «The technique of differential diagnosis of depressive conditions» by U. Zung, it was found that too high level of loneliness is inherent in 30% of 1st year students and 19% of 4th year students. Diagnosis of the level of depression revealed a low level of depression in 69% of 1st year students and in 42% of 4th year students. An analysis of the results of the study using the method of "crosstabs" and the criterion χ^2 by K. Pearson, a high ($p < 0.001$) statistically significant relationship was found between the manifestations of the emotional-volitional sphere and the level of frustration. That is, with the increase in the level of frustration, there is a noticeable increase in the feeling of loneliness among the respondents of both experimental groups, in addition, the severity of the mentioned indicators is higher for 1st year students (Experimental group 1). The results obtained by «Methodology for the study of frustration reactions» by S. Rosenzweig showed that for young people a very high indicator of the "impulsive" orientation of frustration reactions is characteristic (for 60% of 1st year students, and for 53% of 4th year students against 30% in average). The frustrating situation is considered by respondents as something insignificant, subjectively insignificant, overcoming later, which may be an indicator of the social immaturity of the subjects. Regarding the type of response to frustration situations, there is a high rate of "fixation on the way" (80% of 1st year students and 61% of 4th year students show), which means, together with other indicators, for students of both experimental groups in frustrated situations are more characterized by increased fixation on the frustration situations themselves. Researchers show reduced opportunities in self-defense of their position, strive and are not able to solve problems, are not able to seek outside help in solving them. That is, such data, as S. Rosenzweig noted in the interpretation of his own methodology, indicate a low frustration tolerance of the subjects. The determination of the relationship between the levels of complications in the behavioral sphere and the level of frustration revealed a high ($p < 0.001$) positive correlation between the types of reactions "fixation on self-defense" and "fixation on the way" with a high level of frustration and revealed that young people of both Experimental groups show more "intropunitive" (the reaction is directed at oneself with the acceptance of guilt or responsibility for correcting the situation) and "extrapunitive" (the reaction is directed at the living or non-living environment, is condemned outside the last reason for frustration and its degree is emphasized, sometimes a resolution is expected from another person) direction in responding to frustration, and thus contribute to its escalation and increase of feelings. The obtained experimental results of the consequences of frustration in the personal sphere using the method of «Self-assessment of personality traits» by G. Eysenck showed that the level of manifestation of mental properties that were analyzed (anxiety, aggressiveness, frustration, rigidity) tend to

be more pronounced in 1st year students and a tendency toward a medium level of expression in 4th year students. The most pronounced are frustration (50% - 1 course, 23% - 4 course) and rigidity (60% - 1 course, 28% - 4 course).. The study of the level of frustration tolerance in adolescents was carried out using the technique «Determination of the degree of irrationality of thinking» by A. Ellis. (Fig. 2).

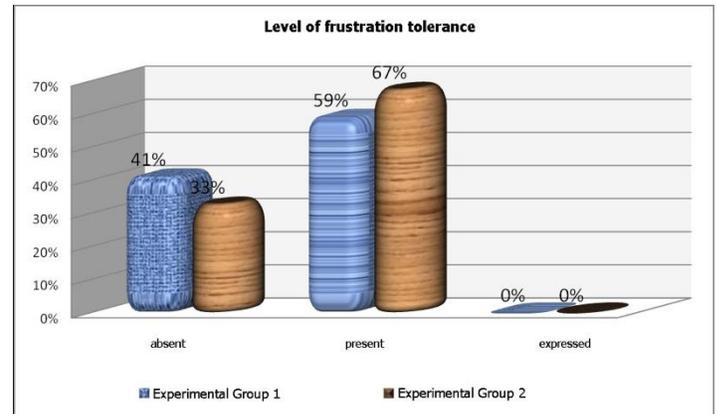


Fig. 2. Comparative characteristics of the levels of frustration tolerance in students

The results revealed that 41% of 1st year students and 33% of 4th year students have practically no frustration tolerance. That is, they are characterized by inability to resist the frustration influence of the environment on their personality. Studying the relationship between the level of frustration tolerance and the level of frustration in young people, it was found that with a decrease in the level of frustration tolerance, the level of frustration of a person increases and vice versa ($p = 0.4$ for the 1st year and $p < 0.001$ for the 4th year). Analyzing the results obtained with the method of "Copy-test" by R. Lazarus, it was experimentally discovered the level of formation of skills of young people to use copy-strategies in frustration situations. These results showed that with the use of copy-strategies in situations of frustration, the tendency of 1st year students (Experimental group 1) to "leave" and "distance" from such situations is generally noticeable. 4th year students (Experimental group 2) take a more active position. There is a noticeable increase in the percentage of students compared to 1st year students (Experimental group 1), who are independent in solving problems due to "taking responsibility", creating "strategies of problems solving" and the ability to "overestimate one's own experience". The analysis of the obtained results also found that 4th year students are more pronounced (compared to the 1st year) exhibiting adaptive coping strategies when solving frustration situations: "finding support", "planning for solving problems", "positive reassessment". But they do not show them enough. First-year students are characterized by a low level of application of the above adaptive strategies to overcome frustration. Therefore, it is important to create a special program that uses the training for the above strategies to form the ability to overcome frustrated situations. Studying the relationship between socio-demographic indicators and the level of frustration in young people, the following was revealed: students of both experimental groups living separately from parents who have work, participating in public organizations have a low level of frustration. Thus, for a

significant percentage of students, a high level of personality frustration is inherent, and in the process of training and general adaptation, a decrease in the level of frustration and the psychological consequences of experiences of frustration situations is observed. The results of the study suggest that the psychological consequences, level and breadth of the manifestations of experiences of frustration situations are closely related to the level of frustration tolerance, which indicates the need to develop a special program of frustration tolerance to overcome the psychological consequences of experiences of frustration situations in adolescence. The study does not exhaust the entire depth of the problem. We see the prospects for further research in the study of the development of psychological mechanisms for the development of frustration tolerance in adolescence, the study of gender specificity and the consequences of experiences of frustration situations.

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