

Frustration Features of City Students

S.T. Dzhaneryan, D.I. Gvozdeva, I.N. Astafyeva and Yu.V. Obuhova
Academy of Psychology and Pedagogy, Southern Federal University,
M. Nagibina Avenue 13, Rostov-on-Don, Russia

Abstract: The study presents the results of a personality social frustration among 266 representatives of local students, the students of the 10th grade at the regular school, college students, high school students, who work and receive the additional education of young people. The aspects of frustration study are summarized. The possibility of a person social frustration study and the empirical criteria of its expression are substantiated: the high values and the relationship between of frustration values under external (interpersonal) and internal (intrapersonal) frustrators, the relationship of a person frustration values and the values of social adaptation. The dynamics of social frustration expression, depending on a social status of young people is proved empirically; the increase of highly frustrated young people among the students and workers, compared with students and college students. The presence of individual frustration among school children and college students and the availability of social frustration among students and young working people is demonstrated. The leading frustrators of a personality in each of several groups of young people and the individual psychological characteristics that influence the expression of social frustration are revealed. The conclusion about the most pronounced social frustration among students and young working people is substantiated. The peaks of this frustration occur among 20 and 31 year old men.

Key words: Personality frustration, social frustration, expression of a personality social frustration, the 10 grade students of a secondary school, college students, high school students, working young people

INTRODUCTION

The results of the lifestyle ideals study among young people indicate a high severity of their claims in different spheres of life: career, family and leisure. These claims are short period claims. They are based on a self-motivation combination with the motives of security, stability and especially the motives of material security which are associated with the desired possibility of their realization by the respondents often outside the country of residence (Dzhaneryan and Gvozdeva, 2011). It is obvious that there are various obstacles in this way that restrict or block the implementation of these motifs which lead to the frustration of subjects.

The theoretical basis for the study of frustration and its derivative phenomena are the interpretations of it as a mental state (Levitov, 1967) an act of blocking (Myers, 1997) or behavior interruption aimed at the achievement of meaningful goals; the frustration chain "goal-desire, frustrating situation, personality, protective behavior" (Nalchadjyan, 2010) living situation types which become critical at an irresistible obstacle at the way of motif reasonable purposes (Vasylyuk, 1984), the reflection of activity breakdown by a subject according to a psychological distress type (Yermolayeva, 1993).

The analysis of these theoretical considerations leads to the following conclusions. The frustration subject is a person, despite the fact that the frustration may be based on considerable but not implemented needs, motives and values of different levels (including impersonal ones). Frustration as a mental state is manifested by intense negative emotions of different modalities, the distortion of cognitive processes, the actualization of a security and anti sublimation behavior including envy, lies, careerism, the worst cases of conformity (Nalchadjyan, 2010).

A prolonged, chronic frustration affects the career decisions of a personality (Angela, 2009; Gareth and Jones, 2012), leads to anxiety (Jana *et al.*, 2015), neurotic disorders (Anna *et al.*, 2015; Rongjun *et al.*, 2014), the dominance of pessimism, depression, hostility, sadistic or masochistic development of character, a personal helplessness, associated with the reduction of a personality social adaptation (Nalchadjyan, 2010). Because of the possible threats to the transition of some aggressive actions into a habit (Mescherina *et al.*, 2014) as the result of frustration the civil society has an interest in a specific monitoring of subjects frustration, especially during the period of social transitions, reforms and innovations.

Facing during the study of frustration with its derived phenomena and noting the possibility of self-study of each of them, the researchers use ambiguously interpreted notions: a frustrating situation, frustration, frustrator. We share the point of view (Nalchadjyan, 2010), according to which the frustrating situation is a kind of life situation in particular of a problem and social by origin leading to the blockade of meeting the needs, the collapse of personal hopes and plans. It is developed by material and ideal barriers, perceived by a subject as self-evident (Vasylyuk, 1984) and irresistible one and continues to frustrate a person without an external perception of a frustrator (Nalchadjyan, 2010). The concept of “frustrator” reflects an overwhelming obstacle for a person or a frustrating situation aspect, blocking the achievement of the set goal. The frustration of a personality means the process unfolding in the mind with the beginning of a frustrator exposure and a personality frustration means its mental state that arises as the result of frustration (Nalchadjyan, 2010). We believe that the frustration of an individual, allowing the measurement, means the intensity of frustration expression, confirmed by pronounced negative emotional evaluations and the adaptation deadadaptation of a person.

The large number of frustrating situations (economic, political, sexual frustrations, the frustrations of expectations) generates not only the irony about such a frustrator as a faulty machine labeled “Soft drinks” (Myers, 1997), but also the search of criteria for the situations of difficulties, the situational individual reactions on a frustrator and an expressed frustration. A high research interest is provided by a social frustration, which is considered as a socially determined critical situation in the life of social actors, the situation of impossibility (the gap between the motif of activity and its result) concerning the meeting of the significant social and psychological needs, values by a subject accompanied by the emergence of negative emotions. It has its determinants (meta, intra and inter area of a social subject), a group of social-psychological frustrators reflecting its basic needs of a person, the stages of development. It is manifested in the reduction of social adaptation. It is characteristic for the periods of society historical renewal (Yermolayeva, 1993).

The considered treatment of social frustration does not exclude the possibility of its regularities studying in relation to an individual as a subject of social frustration expressed not in the collective experience of difficulties and the same type of social behavior, but by a personal and typical for a particular individual form.

In another interpretation (Mescherina *et al.*, 2014) social frustration is defined as a set of experiences and the

attitudes of a person, arising in response to the frustrator actions associated with the system of life goals and values and an individual experience. A special attention is paid to the dissonance between expectations, meanings, values of a subject and the possibilities of their implementation on the social frustrator mediation by a subject belonging to an ethnic group and its personal regulatory features.

The economic, social and political relations act as its major determinants, the unity of a general scope by a traumatic impact of a social subject in both interpretations of a society and social group social frustration by its major determinants and the expression of social frustration is supported by the statistics of summed responses to psychosocial frustrators.

The social frustration of a person is considered by us as an individual and personal form of social frustration expression that occurs when the implementation of personally significant needs, motives and values are blocked under the influence of cumulative interpersonal and intrapersonal factors accompanied by a high dissatisfaction of a person and the reduction of its social adaptation. The psychological research of students (Mihai *et al.*, 2013; Simona and Carmen, 2012) and the representatives of socio and other profession (Mescherina *et al.*, 2014; Maisak and Yakovets, 2013) frustration have been activated recently. However, this does not eliminate the relevance of the frustration research among young people at the age from 14-30 or to 35 years. Young people are among the most vulnerable social groups, differing by a set of specific problems in the areas of financial situation, employment, interpersonal communication, conditioned by the frustration of needs, mainly in respect of economic and physical security (Pfetser *et al.*, 2014). It is clear that the knowledge of a personal social frustration laws among young people are needed not only for the organization of a state youth policy, but also for an adequate psychological support. For example, it is difficult to raise the motivation for learning among the subjects with blocked basic needs by psychological measures.

This study presents the results of research carried out at the Department of Personality Psychology at the Academy of psychology and pedagogy SFU under an initiative of research topics: “social frustration among the representatives of the urban youth in the Southern Federal District: factors, determinants, types of coping strategies”.

Objective: To determine the severity of a person social frustration among the representatives of urban students in relation to their social status and personal characteristics.

MATERIALS AND METHODS

A survey (a questionnaire to assess the socio-demographic, physical (health state) and economic (income level, financial dependence, satisfaction with material wealth) status of respondents); testing (the questionnaire of social frustration written by L.I. Wasserman, B.V. Iovlev, M.A. Berebin; the method of Socio-Psychological Adaptation diagnostics (SPA) written by K. Rogers, R. Daymond; Q4 factor "relaxation-tension" 16Pf test by R. Cattell, the statistical methods (multiple linear regression (R^2 , $p < 0.01$), Shapiro-Wilk criteria, Spearman rank correlation coefficient (r , $p < 0.05$), the procedure of quartiles distribution, binomial distribution). The intensity of Q4 16Pf factor (R. Cattell test) is directly related to the measurement of a personality strong irritation at the presence of a minor obstacle, reflecting personal frustration. The method of integrated social adaptation diagnostics is regarded as an adequate tool for the study of the difficulties experienced by students (Osnitsky, 2004).

Object of study: Urban young students in Rostov-on-Don (25, 10th grade students from the regular school, 49 students from the college building, 137 university students, 55 working representatives of various professions, receiving additional education in a high school).

The satisfaction of family relationships, social environment, education, profession, economic sphere was regarded as external (interpersonal) frustrators; The individual characteristics (physical condition, psychological and emotional state, performance and lifestyle) were considered as internal (intrapersonal) frustrators. Concerning, a family the schoolchildren, the college students and the students evaluated only the

satisfaction of relationships with parents and family in the field of education and profession the students assessed the satisfaction with the levels of education and training.

According to the results of statistical processing very low (< 1.65), low (> 1.65 and < 2.06), high (≥ 2.06 , < 2.45) and very high (≥ 2.45) indicators of total (the mean value of the frustration expression for all spheres of life) and partial (the average value of the frustration expression in every sphere of life) frustration (Table 1). The empirical criteria of a person social frustration severity were the high values and the relationship of frustration indicators under external (interpersonal) and internal (intrapersonal) frustrators, the relationship of frustration indicators (leading frustrators) and the indicators of a person social adaptation.

The percentage distribution of respondents (the respondent attitudes in percentage with the varying severity of frustration to the total number of respondents in this group) with different expressions of frustration varies depending on a social status of young people (Table 2).

During the involvement of young people in an increasingly wider context of social life relationships an increase in their frustration is noted, the peaks of which is observed at the age of 20 years. The values of total frustration demonstrate, its low expression among schoolchildren, the increase of highly frustrated subjects among college students, the polarization of students into high and low frustrated ones, the tendencies to the domination of highly frustrated subjects among young working people. The leading frustrators are substantively different (Table 3).

The pupils had low values of the total and partial frustration, the lack of (not determined) relations between the severity of frustrators as well as the relationship between the severity of each of them and the indicators of

Table 1: Indicators of general and partial frustration in various spheres of young people life

Indicators of general and partial frustration in different spheres of life						
Respondents	Family	Social environment	Education, profession	Economic sphere	Individual characteristics	General frustration value
School children	1.64	1.62	1.87	1.6	1.8	1.69
College students	1.58	1.88	2.12	1.91	1.73	1.84
Students	1.82	1.98	2.28	2.25	2.36	2.13
Workers	1.99	1.98	2.36	2.69	2.27	2.26

Table 2: The percentage of respondents with different expressions of social frustration

Respondents	Very low values	Low values	High values	Very high values
School children	40.0	44.0	8.0	8.0
College students	32.7	34.7	24.5	8.1
Students	18.3	29.9	19.7	32.1
Workers	14.5	27.2	20.1	38.2

Table 3: Leading frustrator in various spheres of life for young people groups

Respondents	Leading frustrator in different spheres of life				
	Family	Social environment	Education, profession	Social aspects	Individual traits
School children	Parents	Classmates	Not determined	Material condition	Efficiency
College students	Relatives	Administration	Professional activity	Leisure time	Psychological and emotional state
Students	Parents	Opposite gender	Professional activity	Material condition, leisure time	Psychological and emotional state
Workers	Parents	Colleagues	Professional activity	Living conditions	Operability

Table 4: Correlation coefficients values ($p < 0.01$) between the intensity of leading frustrators and the general adaptedness of students and working respondents

Respondents	Parents	Opposite gender	Colleagues	Profession	Financial situation	Psychological and emotional state	Efficiency
Students	-0.18	-0.26	Absent	-0.18	-0.19	-0.417	Absent
Workers	Absent	Absent	-0.34	-0.26	Absent	Absent	-0.46

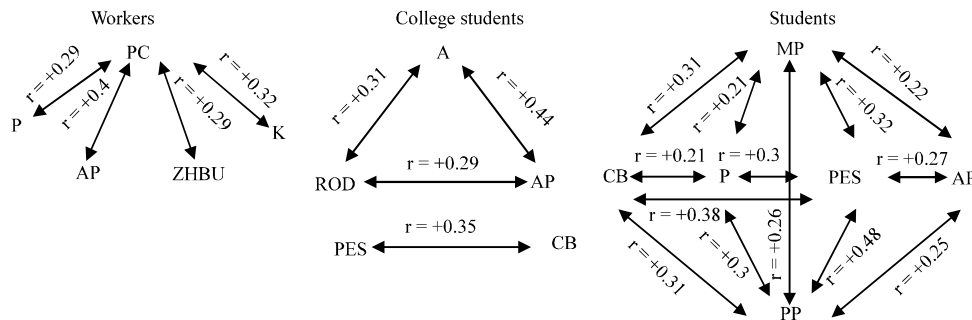


Fig. 1: Relationship (value r) of the frustrator leading indicators severity among workers, college students and students: K = Colleagues; P = Parents; A = Administration; ROD = Family; PC = Performance; PP = Opposite gender; MP = Financial situation; ZHBU = Living conditions; CB = Leisure time; PES = Psychological and Emotional State, AP = Professional Activity

social adaptation, excluding the relation between the inner frustrator, performance and the expression of a general adaptation ($r = -0.51$). This indicates the presence of difficulty situations among schoolchildren (Vasylyuk, 1984) which generate a situational response to the target distance increase. Such situations include the relationships with parents (family) and classmates (social sphere), the current dissatisfaction with the financial situation (economic sphere). The individual frustration (in the range of low values) is caused by an internal dissatisfaction with his own operation capacity associated with low social adaptability of students.

College students in general have low rates of total frustration, the indicators of leading frustrators are interconnected selectively (Fig. 1), but only the indicator of an internal frustrator, the psychological and emotional state is associated with the severity of the respondents overall adaptation ($r = -0.47$).

Thus, the expressed social frustration among college students is absent. The difficulties arise mainly of the issues associated with the access to vocational education and the relationships with family members and administrators. An expressed personal frustration (in the

range of low values) as the dissatisfaction with one's own state helps to develop the college students dissatisfaction with the sphere of leisure.

The students have the relation of indicators among leading frustrators (Fig. 1) and the expression of each frustrator (except for the frustrator "leisure") is accompanied by the decreased indices of general adaptation (Table 4).

The similar regularities are also established for working young people but they have less closely expressed relationship between the indices of their leading frustrators (Fig. 1) and the indexes of general adaptability are associated with such frustrators as colleagues, professional activity, performance (Table 4). Each of these groups of respondents has an expressed frustration and the presence of a significant number of highly frustrated subjects. Then, the leading frustrators were analyzed. They were marked by high frustrated students and young working people.

Highly frustrated students (mostly women) are dissatisfied with a financial position (the largest contribution), the relationships with parents, their own physical condition ($R^2 = 0.678$). The highly frustrated working young people (mostly women with the total work

experience of 9.8 years and the mean age of 31) are frustrated with the features of professional activity (the largest contribution), their professional education and the relationships with the opposite sex representatives ($R^2 = 0.927$). The facts of dissatisfaction with a financial situation, the organization of leisure time, etc., among young people were repeatedly recorded at the study of social frustration (Maisak and Yakovets, 2013). The data concerning a chosen field of profession that does not meet college students and high school students needs which puts the graduates desire to develop an appropriate professional career under doubt provides a certain interest.

Thus, a student sample is characterized by a high expression of social frustration, the peak of which is observed among 20 year old respondents. It is also characterized by the summary of external (family, social environment, profession, education) and internal (individual characteristics) of frustrators and by the increased frustration of those subjects who are not satisfied with a financial situation, the relationships with parents and their own physical condition. The sampling of young working people is also characterized by a high expression of social frustration, the peak of which is observed among 31 year old women, under the influence of external (social environment, education, occupation) and internal (individual characteristics) frustrators; the increasing frustration of those subjects who are not satisfied with their chosen profession, professional education and the relationships with the opposite sex representatives.

RESULTS AND DISCUSSION

The results of studying the effect of individual (physical and socio-economic status) and personal (personality traits tension, the peculiarities of self-awareness) features on the performance of general frustration among respondents indicate the following. The general frustration (difficulties) among pupils are influenced by low levels of emotional comfort, mark sheets, the desire to dominate and high demands to the level of income, the rejection of others, external control and self-acceptance ($R^2 = 0.665$) with the dominant role of the latter.

College students develop their general frustration by low personal estimations of income level and health state, the high ratings of material dependence and intensity ($R^2 = 0.39$) with the dominant value of a health state personal estimation. The high values of others non-acceptance, the emotional discomfort and the low values of material and emotional comfort personal

estimates ($R^2 = 0.523$) with the dominant role of the latter are observed among the university students during the development of their general frustration. The performance of general frustration among working respondents is influenced by low personal estimations of material satisfaction (they are dominating ones), the high values of stress and the non-acceptance of others ($R^2 = 0.501$).

With regard to the criteria of social frustration severity one may assume that the students with a high self-acceptance, under the influence of intrapersonal frustrators (efficiency), threatening their positive attitude towards themselves develop an individual frustration. The college students, who assess their own physical well-being at low level under the influence of intrapersonal frustrator (psychological and emotional state), the effect of which is supported by the dissatisfaction of leisure time organization. An individual frustration appears.

The social frustration under the influence of interpersonal (dissatisfaction with the relationships in the family, in the social environment, education, economic sphere) and intrapersonal (emotional state) frustrators occurs among the students with severe emotional discomfort. The most pronounced social frustration influenced by interpersonal (non satisfactory relationships with the socio-professional environment and the chosen profession) and intrapersonal (health) frustrators occurs among working respondents characterized by low personal estimations of a financial situation.

The resulting regularities may be evaluated in terms of leading frustrators content blocking the satisfaction of human needs at different levels for a biological, a social individual and a personality. The expression of social frustration among highly frustrated students reflects the blocking of physiological comfort and love needs and above all, the need for security, while the highly frustrated working young people express the need for love and above all, the need for recognition. The confirmation of this hypothesis will be the aim of our next study.

CONCLUSION

During the involvement of young people in an increasingly wider context of social relationships the increase of highly frustrated persons is observed and the peaks of social frustration expression among the students and young working people occur among 20 year old and 31 years old ones. The expression of young people social frustration is conditioned by their personal characteristics.

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