

# **THE PSYCHOLOGICAL INSIGHT INTO FRUSTRATION TOLERANCE DEVELOPMENT IN ADOLESCENCE**

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## **I. Introduction**

Late adolescence is a period which is characterized by the transition to the adulthood. According to changes in the perception of the world, young people start to realize their new roles in the society, strike up different types of interactions with their peers and adults, and make their first steps in their career ladder. The process of studying remains the main activity in adolescence which fosters young people's skills for the future profession. The crucial moment for adolescents is the development of their outlook and approach to life situations. At the same time, the process of becoming psychologically and mentally mature as a part of adaptation to the new roles in adulthood is also viewed as a period of emotional upheaval and turmoil. For example, young people experience an increase in the intensity of emotions, emotional lability or "mood swings", contradictions of self-image and an increase in experiencing valenced emotions, frustrations and stresses. The keynote to coping with emotional turmoil, frustrations and stresses in student's age is the formation of psychological tolerance (frustration tolerance) which is characterized by the ability to challenge frustrating situations and express flexibility in the approaches of overcoming difficult circumstances.

## **II. Statement of problem**

The main objective of the article is to analyze and determine the peculiarities of frustration tolerance development in adolescence. The process of optimal formation of frustration tolerance depends on the certain variables, including the age characteristics. Singling out the particular peculiarities of adolescence influencing the formation of the mentioned phenomenon will lead to the successful development of frustration tolerance in student's age. The scientific methods to be

used in the article include theoretical and methodological analysis, comparative method and method of synthesis.

### **III. Results**

According to E. Erikson, student's age has its age limitations from 17 to 21-22 years and is accompanied with the period of youth crisis. The mentioned age period is characterized as the stage of physical, sexual puberty, personal and professional realization, and development of self-consciousness, achievement of social maturity.

In other words, L. Bozhovych defines the adolescence as «the combination of individual processes linked with somatic changes which require adaptation, coping and social reactions» [3]. The scientific investigations have shown that in late adolescence young people experience the further psychological development, the complex restructuring of psychological functions, in particular, in the intellectual sphere. There can be also changes in the structure of personality in the connection of acquiring new, different social roles (I. Zurnya, G. Piaget, E. Erikson).

The definition of “ego-identity” and beginning of work are the crucial features of early adulthood which appear to be the foundation for the successful adaptation to adulthood and development of interpersonal relations [3].

Thus, «the process of identity» has become the important requirement to the successful entrance into adulthood and defines the ability of young person to find his place in life and adapt there. Optimal identity is defined as a person's feeling of psychosocial well-being. The main components of this phenomenon is the person's feeling of comfort in his body, his positive correspondence with his self-image, his awareness of his own life orientation and his inner assurance in the recognition by other important persons [6].

That's why, it is so important for students to actualize the decision regarding the identity at this period of time [10] and develop frustration tolerance in order to be successful in life.

The phenomenon of “frustration tolerance” (resistance to stress and frustrations) in adolescence is analyzed in the scientific works of Ukrainian and Russian scientists such as M.V.Vovk, Y.V.Popuk, L.S.Aseykina and L.M. Mitina.

The psychological aspects of "frustration tolerance" in adolescence is highlighted with a particular relevance in the conception of rational-emotive behavioural therapy which is represented by such scientists as A. Ellis, J. Brodie, D. Wilde, W. Knaus, W. Dryden.

The scientists Y.V. Popuk and L.M. Mitina define the frustration tolerance as the psychological resistance to the frustration which is based on the ability to adequately assess the frustrating situation and predict the way-out of it [1;5].

We absolutely share the opinion of N.D. Levitov and L. Asseyakina that the most constructive and desirable is the psychological state characterized, despite frustration, by thoughtfulness, resistance, willingness to use a stressful situation as a life lesson and rewarding experience. This variability, flexibility of thinking and creative approach to frustrating situations can turn a problem into an opportunity and a challenge for finding a new way-out of it [1].

At the same time, N.V. Tarabrina links frustration tolerance with the adaptive function of individual experiencing frustration without losing psychobiological adaptation [4]. L. Aseykina referred the mentioned phenomenon to the person's competence [1].

Russian researcher I.B. Grinshpun in determining frustration tolerance draws attention to the person's regulatory function and his interpersonal interconnections with other people in difficult circumstances and characterizes the mentioned phenomenon as the individual property determined by the ability to maintain self-control over frustrating effects of the environment [5].

We have already mentioned that the phenomenon of frustration tolerance is in the focus of investigation of the rational emotive-behavioral therapy representatives such as A. Ellis, J. Brodi, D. Wilde, W. Knaus, W. Dryden, W. Froggat. We would like to analyze this approach more precisely. This complex approach reveals the emotional and behavioral aspects of person's functioning in frustrating circumstances and focuses attention on the importance of mental component in coping with them.

According to E. Ellis, the essential premise of rational emotive behavioral

therapy is that people cause themselves distress and dysfunction by their habitual irrational beliefs and these maladaptive thinking patterns can be changed, with resultant improvement in emotional states and functioning. So, the mentioned above approach is based on the scientific method. According to this method, thoughts, beliefs and values directly affect our senses and perception [8].

The concept of rational-emotive behavioral therapy differentiates the high and low frustration tolerance. High frustration tolerance is regarded as the ability to deal with frustration by the recognition of problem expressing the readiness for coping with it. The keynote to finding the way out of it lies in the application of the flexibility of cognitive thinking [12].

On the other hand, such scientists as W. Dryden, W. Froggat define low frustration tolerance (LFT) as the state when an individual gets very frustrated, very easily and has an unwillingness or inability to tolerate the necessary short-term discomfort that is sometimes required for long-term gain [13].

A. Ellis also emphasizes the importance of unconditional self-acceptance on the way to the high frustration tolerance development. By unconditional self-acceptance, A. Ellis understands the person's willingness to take responsibility of himself and his actions, his desire to be the master of his own destiny and to accept himself and his weaknesses. This enables the individual to cope with stressful life situations and to accept and adapt to the ones that can not be changed [6;8].

In our opinion, the Ukrainian and Russian scientists consider the phenomenon of "frustration tolerance" in terms of resistance which is defined as an integral individual's characteristic, property, competence, ensuring his stability in frustration and stressful circumstances (.V.Popuk, L.S.Aseykina and L.M. Mitina), adaptive (Tarabrina, Rozenzveig) and regulatory (I.B. Hrinshpun) functions. At the same time, the foreign scientists A. Ellis, J. Brodi, D. Wilde, W. Knaus, W. Dryden investigate the frustration tolerance in the light of mental component's importance and in the concept of unconditional self (others, life) acceptance.

We define the frustration tolerance as a psychological resistance which is based on the rational thinking, unconditional self (others, life) acceptance, will

power, self-regulation and self-control which lead to the individual's ability to evaluate the situation and anticipate the way out of it.

Foreign researchers A. Ellis, W. Knaus, D. Wilde stress that the individual characteristics of adolescence defines the choice of approaches to the formation of conditions of frustration tolerance during psychological sessions. For example, adolescence in the contrast to the childhood requires a differentiated approach in planning strategies of psychological correctional programs [6; 9;10].

Foreign researcher W. Knaus emphasizes the relationship between frustration tolerance with self-esteem and unconditional self (other, life) acceptance. Young people with low self-esteem have difficulty with adequate analysis and understanding of frustrating situations. At the same time, persons with high-esteem are flexible and able to adapt to frustrating situations. Thus, it is reasonable to consider the processes of identity and characteristics of the self-image in the formation of frustration tolerance in adolescence.

According to J. Wilde, the most important difference in different age groups is the ability to understand and use the rational thinking to overcome the stress and frustration in the adolescence. Thus, the level of development of higher mental functions such as thinking in adolescence should be taken into account in forming frustration tolerance. It is quite natural that adolescence has its problematic aspects and not all young people have the prevailing optimum level of frustration tolerance. As a result, young people are more prone to aggressive or depressive behaviour patterns than adults. Rozenzweig stresses that frustration tolerance increases with maturity. In the opinion of the mentioned researcher that adults have more experience in life and show greater variety in revealing frustration tolerance. On the other hand, the foreign scientific studies confirm effects of frustration tolerance on self-control and coping strategies of the individual. Thus, the earlier young people form their frustration tolerance, the easier they exercise control over their lives and find the way-out of difficult situations and are prepared to enter into adulthood with such an important resource as frustration tolerance [7].

#### **IV. Conclusions**

The significance of the formation of student's frustration tolerance is tremendous. Taking into account the individual peculiarities of adolescence, we can define the frustration tolerance as a tool that allows maintaining a positive self-concept, determining the optimal identity and enhancing adaptive capacity in student's age. In a conclusion, we would like to emphasize that the development of frustration tolerance in adolescence will be the most effective and constructive under the conditions of considering all psychological factors affecting the mentioned phenomenon, including the individual peculiarities of adolescence:

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