

The interconnection of self-esteem with frustration tolerance in students

Nowadays young people are trying to achieve success in studies, personal lives and find a prestigious job. Achievement of goals and satisfaction of needs require great efforts, abilities and positive self-perception in student's age. As a consequence, students perceive their new challenges may be accompanied by tensions, conflicts, unmet needs, blocked goals and disappointments in their abilities and lead to a form of emotional stress, frustration.

Frustration is investigated in the mainstream of interpretation of the frustration in psychology (N.D. Levitov), in the discourse of pathopsychology (V.M. Mysyshev, A.I. Ploticher), in the education process (E.I. Kirshbaum, L.M. Mitina, V.M. Chernobrovkin), in the empirical study of frustration (S. Rozenveig, N. Tarabrina).

Frustration is the blocking of goal directed behavior. Personal frustration is produced by some personal characteristics of an individual; often a discrepancy between a person's level of aspirations and his or her capacity to perform. Environmental frustrations produced by something physical or by other people who prevent us from achieving our goals.

Considering the phenomenon of frustration, we can state that the individual who can stand a great deal of severe frustration without breaking down under the stressed conditions are said to have high frustration-tolerance. The term "breaking down" 'when goes into pieces' indicates maladaptive reactions to frustration and as a result- low frustration tolerance. Different individuals show marked differences in the degree to which they are able to tolerate frustrating circumstances and wide variations also appear in the same individual at different times and under different kinds of stress.

We absolutely share the opinion of N.D. Levitov and L. Asseyakina in which they mean by frustration tolerance the state characterized, despite frustration, by thoughtfulness, prudence, 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 challenge for finding something new.

Analysis of frustration tolerance has shown that frustration tolerance depends to some extent on the individual's traits of character and self-esteem which is the object of our study.

According to foreign researchers, namely M. Bernard, A.Ellis, W.Knaus, self destruction tendencies and low frustration tolerance are very important in the context of mental health. Knaus stresses that low frustration tolerance with high probability goes along with low self-esteem and creates destructive effects (A.Ellis, M. Bernard, 2006).

The self-esteem theory developed by Coopersmith states that person with higher self-esteem has better personal and social adjustment, better task performance better achievement motivation and more internal locus of control. Backman supported the finding of Coopersmith that people who attributes internal cause to their success and failure have higher self-esteem. On the contrary people who attribute external causes to their success and failure have lower self-esteem. Jones and others suggest that self-esteem is based on the extent to which we attain our personal goals, failure may harm self- esteem. Failures attributed to personality or lack of ability was associated with feeling of incompetent and inadequate such attribution may be most damaging to self-esteem. Self-esteem, an individuals judgement of personal worth and variously termed self - acceptance self-confidence and self-ideal.

As noted by Burns, the students must be prepared to cope with emotional problems in studies and personal life and then their level of self-esteem is not lowered. Besides, constructive coping, and a deeper awareness of themselves lead to natural transition from a lower level to a higher level of positive self-esteem. The mentioned scientist points out that self concept captures the cognitive, emotional and potential behavioral components. Burns also states that in the narrower sense of self-concept is the self-esteem (Burns R, 1986, 2).

Thus, developing positive self-image promotes students' ability to cope with emotional, stressful and challenging situations. In our opinion, low frustration tolerance and negative self-perception in students' age affect the level of their personal growth, self-actualization and lead to the psychological imbalance and reduces self-esteem and therefore all this prevents from overcoming frustration effectively.

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