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Attention to all applicants, post-graduate students, and young scientists from psychological and pedagogical universities.

ОСОБЛИВОСТІ ПІДВИЩЕННЯ РІВНЯ АДАПТАЦІЇ ЖІНОК-БІЖЕНОК ЗА КОРДОНОМ

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COMPARATIVE ANALYSIS OF GENDER-RELATED DIFFERENCES IN FRUSTRATION TOLERANCE LEVELS AMONG EARLY SCHOOL-AGE CHILDREN

Șterbeț R., Potâng A.

Moldova State University

In today's world, where young children face a growing array of emotional challenges, understanding how they deal with frustration is more important than ever. Our study takes a closer look at this issue, focusing specifically on whether boys and girls handle frustration differently during their early school years. Using the Rosenzweig Frustration Test, we've delved into the heart of these gender-related differences, contributing valuable insights to the ongoing conversation about child development and emotional coping mechanisms. The findings underscore significant gender-specific variations in the mechanisms of frustration management, revealing that boys and girls exhibit distinct profiles of frustration tolerance, positing that these differences may hold profound implications for educational practices and psychological interventions aimed at fostering emotional competence.

Keywords: *frustration tolerance, early school-age children, emotion regulation.*

In the dynamic and often challenging landscape of early childhood development, the ability of young children to navigate frustration effectively is increasingly recognized as a cornerstone of emotional health and social adaptation. It is no wonder that studies conducted lately, such as those conducted by Graziano et al. (2007) and Richiteanu-Năstase et al. (2024), suggest the importance of early emotional competencies as predictive of not only immediate behavioral outcomes but also longer-term psychological well-being and social success. The focus of our research emerges from the fact that despite the universal experience of frustration among children, yet

there are discernible and significant differences in how children of different genders respond to and manage these challenges.

Theoretical Framework

Frustration embodies a complex reaction that encompasses both behavioral and emotional components, thereby making it challenging to narrowly define in conceptual terms. From a psychological standpoint, frustration denotes a subjective state of dissatisfaction, tension, and irritation that arises as a reaction to encountering obstacles on the path to achieving a desired goal (Gelbrich, 2009). One of the earliest established approaches, from Rosenzweig (1978), views frustration as a conflict generated by barriers that prevent the fulfillment of certain needs or desires of the individual.

Frustration tolerance (FT) denotes an individual's capacity to manage setbacks or unfulfilled expectations constructively, serving as a measure of their readiness to overcome challenges (Huang, Lin, 2013). Consider a scenario where a team of students participating in a science fair encounters numerous obstacles in their experiment, from equipment failures to unexpected results. Despite these setbacks, they continue to approach the project with determination, viewing each obstacle as an opportunity to learn. This behavior exemplifies a high level of FT, as they remain positively engaged in the face of adversity. Prior studies have shown that an individual's ability to tolerate frustration is a predictor of academic success, with those possessing higher levels of FT typically displaying greater intelligence quotients (IQ) and enhanced self-discipline (Meindl et al., 2019). Research by Fabes et al. (1999) highlights the significant role of FT in social dynamics, indicating that individuals with higher tolerance levels are more likely to exhibit prosocial behavior, such as empathy and cooperation.

Materials and Methods

The aim of this study was to investigate the gender-related differences in mechanisms of FT management among early school-age children. With a focus on the challenges young children encounter that elicit emotional responses, particularly frustration, this research endeavors to discern whether there are distinct ways in which boys and girls manage frustration during their formative early school years.

Study Group

The experimental cohort consisted of 107 students, ranging in age from 8 to 10 years, originating from an urban environment. The composition of genders was nearly equal, comprising 52 girls and 55 boys, which facilitated a balanced representation and permitted detailed gender-based comparative studies.

Measures

In our study, we turned to the *Rosenzweig Frustration Test* as our main instrument to explore how children respond to frustration. This test, established by Rosenzweig in 1944, breaks down the ways we might react to frustration into three categories: (1) *extrapunitive*, where folks tend to point the finger at outside sources—like other people

or different circumstances—for their frustrations; (2) *intropunitive*, which is when individuals take the blame upon themselves, internalizing their frustration; and (3) *impunitive*, a response where individuals neither display aggression towards themselves nor externalize it, effectively showing a non-aggressive reaction to frustration.

Descriptive statistics

After conducting the Rosenzweig Frustration Test on the experimental cohort, we observed distinct patterns in how frustration was expressed: 14% of boys exhibited extrapunitive responses, in contrast to 6% of girls. This suggests that boys are more inclined to direct their frustration outwardly, attributing the cause and responsibility for their feelings of frustration to external people or circumstances. This difference might mirror a predisposition towards more aggressive behaviors in managing frustrations, as explored in studies examining gender differences in aggression expression (Archer, 2004). The majority of responses were impunitive for both genders, with 94% for girls and 86% for boys. This suggests an emotional maturity in managing frustration, indicating that most children prefer to approach conflict in a more reflective and less aggressive manner, serving as a reflection of the development of adaptive coping abilities, crucial for healthy psychosocial functioning (Compas et al., 2001). An intriguing finding from our analysis was the complete absence of intropunitive responses among the children. This outcome is surprising, considering that intropunitive responses are associated with the development of traits such as remorse and guilt, considered indicators of an emerging moral conscience (Freud, 1923/1961). According to J. Piaget, children at this stage are more oriented towards concrete rather than abstract thinking. This limitation in abstract thinking explains the inability of children to generate intropunitive responses, which require advanced introspection. Thus, the absence of intropunitive responses can be seen as a reflection of the developmental stage where children rely on external strategies for frustration management, such as seeking adult support or redirecting attention, rather than resorting to self-criticism (Eisenberg et al., 2001).

Data analysis

Data were statistically processed using Pearson correlation analysis (r) to elucidate the associations between age and the different mechanisms of managing FT. To examine Hypothesis 1 (H1), which conjectured that mechanisms of FT management vary between genders in early school-age children, the independent samples t-test was utilized.

Results

Within the context of the investigation into age-related variations in FT response mechanisms, the statistical analysis yields nuanced insights. The Pearson correlation coefficient delineates a subtle negative association between age and extrapunitive responses ($r = -.147$), although this association does not achieve statistical significance ($p = .130$). The relationship between age and intropunitive responses, which

encapsulate the internalization of frustration, is similarly tenuous and non-significant ($r = -.128$, $p = .188$). This suggests that the inclination to direct frustration inwardly does not vary significantly with age in the sampled population. Contrastingly, *the relationship between age and impunitive responses*, characterized by a tendency to disregard feelings of frustration, manifests as a small yet statistically significant positive correlation ($r = .281$, $p = .003$). That indicates that with advancing age, there may be an increased likelihood of children adopting impunitive response strategies, suggesting that as children grow older, they are slightly more likely to adopt strategies that involve disregarding or minimizing feelings of frustration.

The statistical analysis of gender-based responses to frustration reveals that boys tend to have a higher mean in extrapunitive responses ($M = 5.67$, $SD = 3.221$) compared to girls ($M = 4.25$, $SD = 2.786$), a difference that is statistically significant as shown by the Independent Samples T-Test ($t = -2.438$, $p = .016$). This indicates that boys are more likely to express their frustration outwardly. In contrast, girls exhibit higher intropunitive responses ($M = 5.33$, $SD = 2.572$ for girls; $M = 4.49$, $SD = 2.098$ for boys), with the T-Test also reflecting a significant difference ($t = 1.847$, $p = .034$), suggesting they are more inclined to internalize their feelings of frustration. While impunitive responses, which relate to minimizing or dismissing frustration, were higher in girls ($M = 15.38$, $SD = 3.465$) than boys ($M = 14.38$, $SD = 3.493$), the difference was not statistically significant ($t = 1.490$, $p = .139$). These findings have important implications for how we approach emotional education, emphasizing the need for gender-sensitive interventions, addressing these distinct coping mechanisms.

Conclusion

This investigation elucidates the impact of gender on FT in early school-age children, uncovering a predilection for boys to externalize and girls to internalize frustration. The anticipated gender disparities in impunitive responses were not substantiated, highlighting the multifaceted nature of emotional coping mechanisms. This study underscores the imperative for nuanced, gender-aware approaches within educational frameworks to cultivate effective emotional regulation skills, thereby fostering an environment conducive to the development of socio-emotional competencies.

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CAREER COUNSELING AND PLANNING - CONCEPTUAL CLARIFICATIONS DEFINITIONS, ASSUMPTIONS, THEORIES

Ovidiu F.

Moldova State University

Abstract: The article proposes a detailed foray into the world of career counseling and planning, focusing on conceptual clarification in this essential area of personal and professional development. By exploring definitions, assumptions and theories in the field, it aims to provide a comprehensive perspective and shed light on the informational maze. First, the article develops the concept of career counseling, highlighting its multiple dimensions and roles in guiding the individual in navigating career choices and transitions. Definitions of career counseling are examined, highlighting the diversity of interpretations and approaches in the specialized literature. Second, career planning is analyzed in its conceptual context, exploring its specific stages, processes and tools. The importance of strategic planning in the development and management of individual careers is highlighted, as well as the implications of this process in the context of contemporary socio-economic and technological changes. Through its holistic approach and in-depth analysis of definitions, assumptions and theories in the field, the article aims to provide a solid platform for understanding and effectively practicing career counseling and planning in an ever-changing and complex environment.

Key-Words: Career counseling, Career planning, Career development, Planning processes, Career intervention, Professional identity

Definition of terms. Currently, a number of concepts related to career can be found in the specialized literature. For a better understanding and clarification, we present the meaning of the most used of these (apud Lemeni and Miclea, 2004): Career reflects a person's development path through learning and work. In this sense, the career can become accessible to all people, imposing itself as an important component in the development of their personality.

The concept of **career guidance** is the term that covers the widest range of activities, from information and assessment, to career counseling and education, and thus becomes the "umbrella concept" for activities in this field.

Career counseling aims to develop the skills of an individual or a group of individuals to solve a specific career-related problem (indecision, career-related anxiety, academic dissatisfaction, career plan, etc.) and is essentially a psychological intervention.