

Study on Frustration Education of College Students from the Perspective of Adler's Individual Psychology

Shan Wang

Jiangsu Vocational Institute of Commerce
Nanjing, China 211168

Abstract—According to Adler's individual psychology, due to congenital genetic factors, individuals have defects in some aspects and lack the ability to cope with life independently. In the face of various setbacks and adversities, it is necessary to use family education to cultivate good psychological quality, to develop a healthy lifestyle through school education, and to withstand social re-education to strengthen their ability to face real difficulties. The enlightenment of Adler's individual psychology to college students' frustration education is to correctly treat the long-term nature of frustration, and cultivate positive personality traits and the ability to cope with frustration through family education, school education and social re-education, so as to realize the reversal process from frustration to success.

Keywords—Adler; individual psychology; college students; frustration education

I. INTRODUCTION

"Nine times out of ten things go wrong in life." The things that are unsatisfactory and the unsatisfactory situation are normal in the life. Everyone should have the right attitude to deal with them positively. Contemporary college student is mostly the only child. They have been spoiled by their parents since their childhood. They live in a comfortable and prosperous environment. They live a life of dignity and privilege. Once they encounter unpleasant things, they don't know how to deal with them. In recent years, extreme incidents such as suicide and homicide have occurred frequently among college students. These incidents further show that college students have poor psychological endurance, and lack knowledge and skills to deal with setbacks. Although frustration education has been widely carried out in colleges and universities in China, many achievements have been achieved. However, there are still many problems. For example, the content of frustration education is relatively empty; the form of frustration education is relatively single; and the frustration education effect is not obvious. At present, frustration education relies unilaterally on school education, and family education and social education are absent. At present, the society is in a period of deep transformation. Some bad concepts, such as money supremacy and the idea of "impoverished families hardly nurturing richer sons", penetrate into schools and families, and attack the enthusiasm and enterprising spirit of college students. Therefore, it is necessary to study the interaction of individual, family and society in order to

enrich and expand the path of frustration education for college students.

Adler, a famous psychologist, was very weak and sick at an early age. His early life had undergone various hardships, but he was not knocked down by reality. On the contrary, based on the experience of his early frustration life, he strived to tap his own potential, and explored positive and effective methods of family and school education. In the process of actively coping with difficulties, he constantly made the development and improvement. And then, he created individual psychology. [1] Adler's individual psychology reveals the internal and external causes of frustration from three dimensions: individual, family and social environment, and explores ways to deal with frustration positively. Individual psychological development starts from family. Individual personality traits are shaped by the way of education of native family. School education strengthens individual psychological quality. Complex social environment further tests individual psychological quality. By introducing and elaborating Adler's thoughts on frustration education in individual psychology, we can find new ways to improve the psychological endurance of contemporary college students and provide new ideas for frustration education of college students in China.

II. THE CAUSES OF COLLEGE STUDENTS' FRUSTRATION PSYCHOLOGY

A. Individual Reason

College students are in adolescence, and a series of physiological changes make them have many psychological contradictions and conflicts, such as self-confidence and inferiority, ideal and reality, emotion and reason, need and satisfaction, impulse and depression, etc., which cause their emotional ups and downs, and turbulence, and also lead to their physical and mental imbalance. As a special group in society, college students often feel various pressures from the outside world, such as the high expectations of families, the nervous anxiety of learning, the troubled conflicts of interpersonal communication, the contradiction between sexual confusion and love, and the confusion of career choice, etc. These contradictions and conflicts often cause varying degrees of frustration in the immature psychology of college students, and they are in a certain degree of tension and anxiety. Some college students suffer from self-

entanglement caused by external pressure and think that the difference between social reality and self-expectation is too large. Some college students feel that there is a clear inconsistency between their cognition and behavior, resulting in psychological instability. Even worse, they rashly embark on the road of suicide in the face of frustration. All these show that contemporary college students don't have the psychological preparation for frustration and even failures, lack the necessary survival training and hardship education, and lack the ability to withstand frustration.

B. Family Reason

In contemporary society, people's living standards have improved significantly, and education has become a major investment project for parents. Parents generally agree with the concept of "success education". They believe that as long as children get good grades, everything else can be accommodated to them. Therefore, contemporary Chinese education presents the deformity. Family education attaches too much importance to achievements, and neglects the cultivation of social practical ability. And then, there have a group of students with "high scores and low abilities". These students will inevitably encounter various difficulties when they leave their families, enter schools and the society. If they lack the skills to deal with practical problems, they will encounter various obstacles and frustration. The frustration education can correct the one-sidedness and singleness of success education and the common psychological fragility of children. It is not only the need of children's survival and development, but also the need of implementing quality education in an all-round way, as well as the need of adapting to the development of the future era. The real purpose of education is to train children on how to behave and how to adapt to social development. The same frustration on different children will cause different results. Optimistic children with strong psychological endurance will quickly overcome difficulties, and frustration will enhance their psychological resistance and resilience. The children with low psychological endurance will take a long time to come out of frustration, and some will even commit suicide.

C. School Reason

College students are full of yearning for college life before entering school. When the campus environment, school characteristics and learning atmosphere of the school are inconsistent with individual interests, habits and growing backgrounds, college students are not adapted to college life, and then they will feel frustrated. In addition, college students live far away from their families alone. And interpersonal relationships, eating habits, dormitory environment, living habits and other factors can also cause college students' frustration. [2] Zhou Jing and others found that college students experienced the strongest frustration in academic and professional aspects, and were more sensitive to school management. Frustration experience exists widely among students of different genders and majors. In addition to facing a variety of learning and life problems, college students have to face severe employment problems. Contemporary college students have grandiose aims but puny abilities. They think that they can be competent for

positions with good pay, high salary and strong challenge. However, few companies are willing to hand over higher positions to newly admitted college students, which make a huge gap between college students' expectations of employment and reality. Thus, college student have a psychological state of frustration. [3] Song Yan pointed out that college students' employment frustration mainly focused on the shortage of jobs in the job market, the lack of market demand for specialty settings, the lack of knowledge and ability reserve of some students, the ambiguity of employment objectives, the influence of traditional family concepts and other aspects.

D. Social Reason

With the advent of the social transformation period, the survival competition is becoming fiercer, the rhythm of life is accelerating, the spiritual needs are rising, interpersonal relationships are becoming more and more complex, job switching is becoming more frequent, and the employment pressure is overloaded, which fill the life of modern college students from all perspectives. The psychological pressure that college students bear is increasing day by day, and the resistance pressure of college students is declining day by day. And then, college students' psychological problems are increasing day by day. In addition, there are bad phenomena, such as loss of moral belief, deviation of value coordinates, imbalance of behavior choices, etc. The original values and moral ethics have been impacted to varying degrees, while the new values and behavioral norms have not been fully established. Some unhealthy tendencies, such as money worship, individualism and hedonism, have a negative impact on college students, which make college students have psychological imbalance, and shoulder more tasks.

III. THE VIEW OF FRUSTRATION BASED ON ADLER'S INDIVIDUAL PSYCHOLOGY

Adler's individual psychology is a theory based on human nature, exploring how people recognize their own shortcomings, seeking ways of self-development, and making up for self-shortcomings and developing self-advantages through family education and social re-education. Adler's individual psychology interprets the causes of life frustration from three aspects: individual factors such as the limitations of the individual, family factors such as bad parenting style, and social factors such as heavy social tasks. The theory points out that the internal cause of frustration is lack of ability and self-deprivation, which makes it impossible to overcome difficulties smoothly, resulting in frustration mentality. Bad family education not only fails to cultivate effective coping styles of individuals, but also strengthens their bad lifestyles. Heavy social tasks further test and hone their endurance ability and resistance mentality.

A. Individual Congenital Scarcity

Frustration is a tense state and negative emotional experience when an individual is engaged in purposeful activities and meets obstacles and interference that he or she can not overcome or think he can not overcome, resulting in failing to achieve their goals or satisfy the need. [4] The

frustration easily causes the individual to have self-denial and self-doubt, reduce self-confidence, and produce inferiority complex. The inferiority complex was first proposed by psychologist Adler. He believes that the individual is very fragile after birth, lacks the basic survival ability, and extremely needs the help and care of others, and the disparity between self and others in strength makes the individual feel helpless and incompetent. This sense of inferiority is deeply embedded in the individual heart, and it is the most important psychological characteristic of the individual. This inferiority complex makes the individual face problems, difficulties and dilemma with no hands and feet. They can not build strong self-confidence, can not take positive and effective measures, and bow down in the face of frustration. Viewing from the perspective of Adler's psychology, due to the limitation of congenital factors, there are more or less deficiencies or defects at birth. This limitation limits the scope of individual cognition and ability development, and make the individual unable to deal with various problems and difficulties well, thus forming frustration experience and frustration psychology. Adler's psychology reveals the root of individual frustration, that is, frustration comes from the lack of ability and psychological deficiency caused by congenital factors. That is to say, because of the congenital deficiency in some aspects, individuals are limited in their development degree. They lack the ability to survive independently in real life, can not face frustration independently, and can not solve problems better.

B. Bad Family Education

Family education is an important part of frustration education. Good family education is conducive to fostering children's self-confidence, optimistic psychological quality and ability to adapt to society. Bad family education will lead to children's dependence, arrogance and cowardice, avoidance and evasion when they encounter things. The children are unable to take positive measures to cope with, and difficult to adapt to changes in the external environment. Adler's individual psychology points out that due to a certain congenital deficiency, parents pay great attention to the individual. Parents tend to overprotect and indulge in the process of family upbringing. Although the purpose of these parenting methods is to protect children and make them have a good environment, their development direction has deviated, which causes many problems in children's growth. According to Adler's psychology, over-indulgent children tend to develop self-centeredness habits, require others to serve themselves, instead of developing and enhancing their awareness and ability to deal with problems independently. Over-neglected children feel being neglected. Their own values are not being recognized, and they are indifferent to others and society, lacking the initiative to participate in society. Individuals with bad experience lack the psychological preparation and practical skills to deal with problems independently. Bad parenting style not only does not correct the bad personalities, but also further strengthens the behavior habits and ways of thinking, making them go further and further on the road of avoiding self-independence.

C. Heavy Social Tasks

According to Adler's psychology, human beings are responsible people with social functions. Finally, everyone should go out of the family umbrella, face and deal with various social problems with their own experience and ability. There are three major social problems in life, namely, developing friendship, seeking employment and establishing a family. In the process of dealing with these three problems, the individual develops psychological quality, corresponding psychological function and professional ability. In fact, due to the insufficient self-ability and inferiority complex, many people often feel frustrated when facing complex social challenges, and some people choose to escape from reality. From the external cause of the development of things, the external environment is unpredictable and uncontrollable. The individual is unable to cope with complex social problems, and has always been in a variety of troubles. In social practice, frustration education for individuals is more intuitive, typical and specific. Practice has proved that people with abundant social experience and more social practice tend to be more resilient to frustration than those with less social experience and less social practice. Undergraduates with shallow social experience and few social practices can not correctly recognize and effectively deal with frustration. They are often at a loss when they encounter difficulties and frustration. It is necessary to guide individuals to actively participate in social practice, deepen their understanding of the society, enhance their resilience, experience the sense of accomplishment in overcoming difficulties, and improve the ability to cope with frustration. Only by withstanding frustration in practice can individuals cultivate good environmental adaptability and strong psychological endurance, develop strong will and character, and face difficulties and frustration with a positive attitude.

IV. THE ENLIGHTENMENT OF ADLER'S INDIVIDUAL PSYCHOLOGY ON FRUSTRATION EDUCATION

A. Viewing the Frustration of Life Correctly

Whether in terms of the history of human race development or in terms of personal life history, human survival and development are not flat, sometimes full of twists and turns. Undesirable life is a kind of normal life, and the dilemma of life exists objectively for a long time. Everyone needs to realize this fact soberly. Therefore, we must establish this understanding from the ideological level and firmly imprint the long-term nature, essence and root cause of frustration in our minds. Only realizing that frustration is the normal state of life, we can have a stable and even good mentality in the face of various complex problems. Adler's psychology points out that in the face of frustration education, we should pay full attention to the subject status, mobilize individual initiative, motility and creativity, enable individuals to face up to all kinds of frustration in life, study and work, consciously form a correct understanding of frustration, treat frustration with a positive attitude, constantly accumulate frustration experience, correctly attribute frustration, and learn to transfer, catharsis, compensation, sublimation and other psychological defense mechanism to eliminate bad emotions. [5] At the same time,

we should encourage them to perfect and develop self-psychological adjustment mechanism, strengthen self-training, transform education into self-education, gradually form the self-education power of the educated, realize the internalization process of frustration education, and improve the efficiency of frustration education. Based on the understanding of Adler's psychology, college students in adolescence are eager to perform themselves, but not everyone can achieve their goals. When they realize that they have deficiencies in some aspects, they should turn their attention to other things and compensate for the things they can't do with the things they can do, so as to satisfy their self-esteem and realize their self-worth.

B. Cultivating Positive Personality Traits

Frustration has two sides, both negative and positive. Everyone should face up to the positive significance of frustration and turn the unfavorable factors into positive ones. According to Adler's psychology, human beings are not passive receivers of heredity and environment, but can combine the influence of heredity and environment into a part of themselves. Despite the same genetic and environmental conditions, there are still many differences among people. The main reason for the differences is the individual self-selection, and everyone has the right and ability to decide the way of life. The creative power of the ego can lead one's life and be responsible for one's actions and goals. Individuals have different ways and strategies to cope with difficulties in different environments and conditions. These strategies and means are constantly summarized in the process of life, and gradually fixed on the individual, eventually becoming the unique and persistent life style of the individual. [6] Life style is a method and mode for individuals to face frustration experience. Individuals who form healthy lifestyles actively deal with practical problems through mutual help and cooperation, change their original coping styles according to the requirements of the environment, and flexibly cope with environmental changes. On the contrary, individuals with unhealthy lifestyles lack courage and social interest in life. When being exposed to external threats, anti-social behavior can reduce anxiety and increase security. When facing life problems, they lack the sense of response and coping strategies. They can avoid the danger of facing failure by avoiding problems.

The purpose of frustration education for college students is to improve their determination, confidence and perseverance to overcome difficulties, enhance the endurance and resilience, and cultivate their psychological quality education to improve their personality. In real life, the personality characteristics of some college students who do things halfway and lack patience can be attributed to the lack of frustration exercise to a large extent. These college students live in greenhouse for a long time. From primary school to university, the difficulties in study and life are arranged by their parents or teachers. They seldom experience "frustration", and they are naturally unable to have frustration endurance to overcome difficulties. In Bao Xingmin's opinion [7], exploring the methods that college

students like to see, especially their skills that can improve the ability to deal with frustration, can make frustration education play a real role, such as developing psychological drama activities, outward bound training, social practice activities, and setting up psychological self-help groups for college students. Through frustration education for college students, supplemented by various frustration education and training activities, it plays an irreplaceable role in cultivating college students' strong will quality and psychological quality. For contemporary college students, to form a healthy lifestyle and give full play to their creativity can help them develop good learning habits and behavior patterns. The college students can actively cope with unknown difficulties in life and even future adversity life.

C. Constructing a Trinity Education Network

School education plays a leading role in frustration education. Zhao Jianping and Ye Huasong [8] believe that as the main body of college students' education, colleges and universities need to carry out frustration education of college students in an effective way, carry out quality education of college students, improve their ability to resist frustration, and guide students to form good will quality. According to Adler's individual psychology, schools should put forward scientific and concrete frustration education programs and strive for the cooperation of family and society. The school publicizes the importance of frustration education to parents through parents' symposiums, parents' training classes and home visits, so as to help parents understand the essence of frustration education and obtain parents' consensus. At the same time, schools can also teach parents the relevant knowledge and methods of frustration education, and put forward specific requirements for parents. The parents can correctly understand their important position and role in frustration education, and actively cooperate with schools to carry out frustration education, so as to avoid the phenomenon that family education offsets the role of school education. In addition, schools can also carry out frustration education activities through radio, newspapers, media, network and other media or streets and communities to form a correct social orientation, and create a good frustration education atmosphere. The schools, families and society can coordinate with each other to form a joint force of education, and jointly create a new situation of frustration education.

D. From Frustration to Success

The process of human socialization is a process of constantly adapting to social requirements and changes. In this process, people need to constantly adjust their needs, motivations and behaviors. This process of adjustment needs the active participation of frustration. College students are in the initial stage of socialization process. The content and tasks of socialization are very extensive. Frustration education can enable them to learn how to adjust their behavior in different environments, different times and different norms, learn to use better methods to meet their needs, so as to obtain good environmental adaptability. The purpose of frustration education is to improve the ability of college students to adapt to, resist and cope with frustrations. It is of great significance to cultivate college students' strong

willpower and higher psychological endurance. According to Adler's individual psychology, life is a spiral upward process from inferiority to excellence. Low self-esteem is accompanied by frustration experience, and excellent psychology achieves success experience. In the face of frustration, individuals can have inferiority complex, and then seek positive compensation, constantly motivate themselves and overcome themselves. In the face of difficulties and frustration, people can improve their psychological endurance and resilience by adopting positive methods, and effectively solve the obstacles, so as to achieve progress and growth.

V. CONCLUSION

To sum up, the frustration psychology of college students is caused by four factors: individual, family, school and society. Adler's theory of individual psychology points out that the internal cause of frustration is lack of ability and self-deprivation, which makes him unable to overcome difficulties smoothly, resulting in frustration psychology. The bad way of family education further strengthens the individual's bad life style on the setback question, and fails to develop the individual effective coping style. Heavy social tasks test and hone individual's endurance ability and resistance psychology. The enlightenment of Adler's individual psychology to college students' frustration education is to correctly treat the long-term nature of frustration, and cultivate positive personality traits and the ability to cope with frustration through family education, school education and social re-education, so as to realize the reversal process from frustration to success.

REFERENCES

- [1] Ansbacher, H. Alfred Adler. Pioneer in prevention of mental disorders [J]. *Journal of Primary Prevention*, 1990, 11, 37-68.
- [2] Zhou Jing, Yang Lianxing, Deng Xiaogang. Analysis on the characteristics of college students' frustration and the management methods of mental health education[J]. *Journal of Chongqing University (Social Science Edition)*, 2012, 1, 154-160. (in Chinese)
- [3] Song Yan. Research on college students' employment frustration and its educational approaches [J]. *Theory Monthly*. 2011, 5, 183-185. (in Chinese)
- [4] Gai Xiaohong. Psychological reflections on college students' frustration education [J]. *Journal of Jilin Normal University (Humanities and Social Sciences Edition)*, 2013, 4, 87-89. (in Chinese)
- [5] Ambrus, Z. Alfred Adler's Individual psychology - towards an integrative psychosocial foundation of the education in the 21st Century [J]. *Social Science Electronic Publishing*, 2011, 3, 4-19.
- [6] Ambrus, Z. Theological aspects of Alfred Adler's individual psychology [J]. *European Journal of Science and Theology*, 2009, 5, 37-58.
- [7] Bao Xingmin. Problems in college students' frustration education and countermeasures [J]. *Education Exploration*, 2012, 12, 135-136. (in Chinese)
- [8] Zhao Jianping, Ye Huasong. Innovation in college students' frustration education [J]. *Education Review*. 2010, 6, 32-34. (in Chinese)