



Research Article

Features of Social Frustration During Military Operations

Hennadii Pashkin¹, Asieieva Yuliia^{2*}, Bezrodna Vira³, Pundiev Volodymyr⁴, Shcherbyna Nadiia⁵

¹Graduate Student of the Department of Pedagogy and Psychology, International Humanities University, Ukraine

²Doctor of Psychological Sciences, Professor, Head of the Department of Language and Psychological and Pedagogical Training, Odessa National Economic University, Ukraine

³Associate Professor, Department of Language and Psychological and Pedagogical Training, Odessa National Economic University, Ukraine

⁴Associate Professor (Docent), Department of Language and Psychological and Pedagogical Training, Odessa National Economic University, Ukraine

⁵Candidate of Historical Sciences, Associate Professor of the Department of Language and Psychological and Pedagogical Training, Odessa National Economic University, Ukraine

***Corresponding author:** Asieieva Yuliia, Doctor of Psychological Sciences, Professor, Head of the Department of Language and Psychological and Pedagogical Training, Odessa National Economic University, Ukraine

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Abstract

Purpose: The article highlights a topical issue devoted to studying the psychological impact of martial law on mental health, namely the peculiarities of social frustration among adolescents, who are the most vulnerable category in conditions of chronic social stress, uncertainty, loss of security and disruption of basic life guidelines. The aim of the study was to identify the features and psychological characteristics of social frustration in young people in conditions of martial law, to analyse levels of stress manifestations and adaptation mechanisms. **Methods:** The tasks included research into personality characteristics, which was carried out using the Five-Factor Personality Questionnaire (R. McCrae and P. Costa), which in turn made it possible to determine individual psychological characteristics (neuroticism, extraversion, openness, agreeableness, conscientiousness), and the diagnosis of emotional regulation and social functioning using: the Toronto Alexithymia Scale (TAS) which helped to identify difficulties in recognising and expressing emotions, and the Wasserman Social Frustration Level Diagnostic Method (modified by Boiko), which helped to analyse the level of dissatisfaction with social conditions, which increases during wartime. The following were also used: theoretical and methodological analysis, psychodiagnostic techniques, and mathematical and statistical approaches. The combination of theoretical, psychodiagnostic, and statistical methods made it possible to conduct a comprehensive study and obtain reliable scientific results. All stages of the study complied with ethical standards, in particular the principles of voluntariness, confidentiality and legal protection of research subjects. **Results:** The study found that the development of social frustration during the war is due to both objective and subjective factors. **Conclusion:** Therefore, based on the results obtained made it possible to create a model of a comprehensive programme to support the psychological health of young people during military operations, focused on stabilising their emotional state, developing adaptation strategies and psychoeducation, and improving their social well-being.

Keywords: Mental health; Military action; Adolescence; PTSD, Psychocorrection; Stress; Anxiety; Psychological characteristics

Introduction

Military action creates serious socio-psychological challenges for the population, in particular creating conditions for increased social frustration. War changes people's value systems, social roles and life goals, provoking feelings of uncertainty, powerlessness and loss of control over their own lives. Social frustration during this period manifests itself not only at the individual level, but also at the collective level in the form of a decline in social trust, increased aggression, apathy or, conversely, hyperactivity. Research into this phenomenon is particularly relevant during periods of military action. Understanding the psychological mechanisms of social frustration allows us to develop effective strategies for the socio-psychological support, adaptation and rehabilitation of citizens affected by military events.

The purpose of the study was to identify the features and psychological characteristics of social frustration among young people in conditions of martial law, and to analyse levels of stress manifestations and adaptation mechanisms.

In accordance with the formulated purpose of the study, a number of research objectives were identified, namely:

- To analyse theoretical approaches to the concept of 'social frustration' in contemporary psychological and sociological science.
- To identify the main social and psychological factors that determine the development of social frustration during military operations.
- To establish the relationship between the level of social frustration and indicators of social adaptation and psychological well-being.
- Propose possible directions for socio-psychological support to reduce manifestations of social frustration during wartime.

Subject of research: features of social frustration during military operations.

Research methods: theoretical and methodological analysis, psychodiagnostic methods, mathematical and statistical methods.

The psychodiagnostic complex includes: The Five-Factor Personality Questionnaire (R. McCrae and P. Costa) [4], the Toronto Alexithymia Scale (TAS) [2], and the Wassermann Method for Diagnosing Social Frustration (modified by Boiko) [23].

The sample consisted of 207 individuals, including 83 young men and 124 young women, aged 17 to 25, with an average age

of 20.75. The organisation and conduct of the empirical study complied with key ethical principles governed by the principles of deontology and bioethics. All participants provided informed consent to participate in the study, which ensured compliance with ethical standards, including confidentiality, voluntariness, and legal protection of participants.

Literature Review or Theoretical Framework

Modern warfare has become a powerful catalyst for socio-psychological changes in society. War causes not only material losses, but also profound internal upheavals that affect a person's value system, social ties and sense of self (Miller, Rasmussen, 2010). The destruction of familiar life guidelines, instability and prolonged uncertainty create a state that is defined in scientific literature as social frustration. This phenomenon reflects the internal tension and disappointment of individuals or communities who are unable to satisfy their basic needs for security, stability, justice, trust and belonging to a social environment [17, 22].

During periods of military action, the level of social frustration increases significantly, as most people face the loss of their usual living conditions, disruption of social ties, economic uncertainty and emotional exhaustion. Such circumstances not only undermine psychological stability, but also affect social processes in general – changing the nature of interpersonal relationships, trust in institutions, social activity and perceptions of the future [1, 12].

The issue of social frustration has been actively researched in the works of both foreign (Dollard, Miller, Maslow, Seligman, Hobfoll) and Ukrainian scientists (V. Vasilenko, O. Donchenko, M. Zubenko). However, in the context of military events, this problem takes on new aspects, traditional social mechanisms of adaptation undergo transformations, and society is in a state of prolonged uncertainty.

Social frustration is a more complex form of this phenomenon and reflects the relationship between individual experience and social processes. It arises when a person or social group encounters restrictions that prevent the fulfilment of socially significant needs: security, social justice, trust, stability, and belonging to a community.

Social frustration is the result of a contradiction between social expectations and the real situation, which gives rise to a persistent feeling of disappointment and hopelessness.

According to contemporary researchers (V. Vasilenko, M. Zubenko), social frustration is a state of dissatisfaction with social reality, which can manifest itself in the form of anxiety, aggression, apathy, loss of motivation, or decreased civic engagement [24].

Within the psychoanalytic tradition (Z. Freud, A. Adler, K. Horney), frustration is seen as a consequence of an internal conflict between

personal desires and external social constraints. War, as a factor of extreme pressure, intensifies such conflicts, activating defence mechanisms such as projection, aggression and repression [11].

According to the frustration-aggression hypothesis frustration is a direct source of aggression [7, 10]. A person who is unable to achieve a goal seeks a 'substitute object' to express their anger. During war, this object can be other social groups, institutions, or even one's own 'self.'

Within the cognitive approach to psychology it is emphasised that the interpretation of events determines the strength of frustration: it is not the event itself, but its evaluation that causes a destructive emotional reaction. In this context, information stability and the availability of reliable cognitive landmarks become important.

In the humanistic paradigm of A. Maslow frustration is interpreted as an obstacle to self-actualisation. During war, people face a disruption of the pyramid of needs: basic (physical, safety) needs supplant higher ones (the need for development, social recognition), which leads to a deep internal imbalance and a sense of loss of meaning. In their theory of social identity, argue that people tend to evaluate themselves through their group membership. During war, when group boundaries become more acute, frustration can increase due to the disruption of collective identity or, conversely, decrease due to community solidarity. Social frustration in this case is group-based and can manifest itself as increased aggression, xenophobia, and distrust of others [9, 18, 21].

Sociologists (E. Durkheim, R. Merton) explain frustration through the concept of anomie – a state in which society loses its agreed values and norms. During wartime, there is a sharp imbalance in the social system, and people face a mismatch between their efforts and the expected results. This gap reinforces feelings of injustice, powerlessness, and loss of trust in the state [8].

Thus, frustration is not only an emotional state but also a mechanism of psychological adaptation. Under normal conditions, it prompts the search for new solutions, but with prolonged exposure to frustrating factors, it can develop into a chronic state of powerlessness, apathy, or aggression. With the development of social psychology, the concept of frustration began to be considered not only at the individual level but also in the context of social processes.

Social frustration is a complex, multi-level socio-psychological phenomenon that combines individual, group and social aspects of psychological response. It arises as a result of the gap between social expectations and reality, which is particularly acute in wartime [14, 16].

Military action leads to a massive increase in social frustration, causing uncertainty, apathy, loss of meaning, as well as aggression and polarisation. At the same time, frustration can also have

adaptive potential: it can contribute to the consolidation of society, the development of volunteer movements, and the formation of new values. A theoretical understanding of this phenomenon is an important prerequisite for the creation of psychological support programmes for the population during military action and post-war recovery [3, 6, 15]. An important element of the analysis is the identification of the ambivalent nature of social frustration: on the one hand, it has destructive consequences (social apathy, alienation, aggression, loss of trust), and on the other, it can be a factor in social mobilisation and consolidation, when feelings of disappointment are transformed into a desire for change and mutual support.

Social frustration during wartime is a complex socio-psychological phenomenon that reflects both individual experiences and the general state of society [5,7]. Studying it is of great practical importance for developing effective strategies for psychological support of the population, preventing emotional exhaustion, restoring social trust and strengthening collective resilience.

The relevance of the topic is determined by the need for a deeper understanding of how war changes the socio-psychological state of individuals and society, what factors determine the level of social frustration, and what its manifestations and consequences are. Research into this phenomenon is not only of theoretical but also practical importance, as it allows for the development of effective social and psychological support programmes, helps the population adapt to crisis conditions, and contributes to the restoration of social stability after the end of the war [13-14, 25].

Methodology and Data Processing

The following methods were selected for the empirical study: Toronto Alexithymia Scale (TAS) for diagnosing emotional regulation and social functioning, which helped to identify difficulties in recognising and expressing emotions; Vasserman's method for diagnosing the level of social frustration (modified by Boiko), which helped to analyse the level of dissatisfaction with social conditions, which increases during wartime. The Five-Factor Personality Questionnaire (R. McCrae and P. Costa) made it possible to determine individual psychological characteristics (neuroticism, extraversion, openness, agreeableness, conscientiousness) and to study personality traits.

The sample consisted of 207 people, including 83 young men and 124 young women, aged 17 to 25, with an average age of 20.75. The organisation and conduct of the empirical study complied with key ethical principles governed by the principles of deontology and bioethics. All participants provided informed consent to participate in the study, which ensured compliance with ethical standards, including confidentiality, voluntariness, and legal protection of participants.

Results and Discussion

Factor analysis as a method of statistical research makes it possible to identify latent changes that combine a number of psychological characteristics into more generalised factors, which in turn helps to gain a deeper understanding of the structural relationships between a large number of aspects and their impact on the lives of young people.

In our study, we attempted to isolate the common factors in the structure of young people's psychological characteristics and identified the main factors that influence their adaptation, self-regulation, psychological states, communication skills, emotional stability, and personal development. The analysis was based on our own psychodiagnostic study among young people who have been permanently residing in Ukraine since the start of the full-scale invasion. The results of the factor analysis are presented in Table 1.

Component matrix							
	Component						
	1	2	3	4	5	6	7
PTSD	-0,794	0,182	0,167	-0,168	-0,110	-0,084	-0,157
Depression	-0,821	0,106	0,196	-0,268	0,009	-0,046	-0,079
Anxiety	-0,786	0,104	0,260	-0,197	-0,062	-0,054	-0,153
Well-being	0,714	0,576	0,165	-0,069	-0,076	-0,094	0,063
Activity	0,705	0,561	0,198	-0,120	-0,042	-0,034	0,055
Mood	0,705	0,585	0,160	-0,087	-0,064	-0,021	0,056
Repression	0,340	0,084	-0,371	-0,086	-0,415	0,102	-0,238
Regression	-0,029	-0,185	-0,396	-0,025	-0,081	0,092	0,413
Displacement	0,263	0,207	0,203	0,275	0,384	-0,125	-0,265
Projection	0,144	0,060	-0,158	-0,328	0,470	0,132	-0,156
Compensation	-0,050	-0,068	0,062	0,560	0,202	-0,136	-0,400
Reactive formation	-0,095	-0,128	0,449	0,125	-0,304	-0,271	0,527
Intellectualization	-0,087	0,092	-0,035	-0,154	0,370	0,642	0,301
TAS	-0,516	0,414	-0,097	0,538	0,024	-0,006	0,211
Frustration	-0,628	0,351	0,002	0,430	0,177	0,093	0,235
Extroversion – introversion	0,629	-0,495	0,305	0,099	0,197	0,010	0,073
Affection – detachment	0,559	-0,464	0,308	0,199	0,094	0,076	0,077
Self-control – impulsiveness	0,008	0,177	0,155	0,316	-0,281	0,692	-0,156
Emotional stability – emotional instability	-0,272	0,097	0,396	-0,306	0,355	0,008	0,146
Expressiveness – practicality	0,093	0,218	-0,554	0,058	0,313	-0,358	0,190
The author of Table 1 is Hennadii Pashkin.							

Table 1: General factor analysis matrix.

Based on the results of factor analysis conducted using SPSS 21.0 for Windows (Statistical Package for the Social Sciences), seven factors were identified that affect mental health and enable us to understand the characteristics of young people living in a country where active hostilities are taking place.

The first factor, 'Psychological disorders and general well-being,' includes high negative loads for the following components: PTSD (-0.794), depression (-0.821), anxiety (-0.786), and frustration (-0.628). At the same time, high positive values were observed for: well-being (0.714), activity (0.705), mood (0.705) and extraversion-introversion (0.629).

This factor reflects the general emotional state of young people during military operations. High negative values indicate the presence of depressive tendencies, anxiety and PTSD. The most negative load indicates that depression is one of the main destabilising factors. It is characterised by depression, low internal motivation, decreased energy and an inability to enjoy life (anhedonia).

The manifestation of PTSD symptoms is also one of the key aspects that negatively affects the overall well-being of young people. Individuals with such manifestations suffer from recurring traumatic memories, hyperarousal, and emotional dysregulation, which significantly reduces their quality of life.

Anxiety has a high negative impact, indicating a constant feeling of tension, fear and anticipation of danger, leading to awareness and progression, and the development of psychosomatic symptoms. Frustration, as a state of unmet needs or obstacles to achieving goals, is also a destabilising factor. The high negative correlation with overall well-being suggests that failures and limitations significantly undermine the emotional state of young people. Thus, the identified negative symptoms of psychological health disorders (PTSD, depression, anxiety, frustration) have a strong destructive effect on overall well-being, reduce activity levels and increase social isolation. They also correlate with internal emotional instability, which can lead to difficulties in everyday functioning, professional and educational activities, and interpersonal relationships.

High positive loads (well-being, activity and mood) indicate that the overall level of vital energy and physical condition directly affects emotional balance. People who feel good demonstrate lower stress levels and adapt better to difficult conditions. Activity is an indicator of motivational involvement in life processes. A high positive correlation suggests that people who maintain high activity levels are less susceptible to depression and anxiety. An optimistic, stable mood improves psychological resilience. People with a positive attitude are more likely to adapt better, are less susceptible to stressors, and recover more quickly from difficulties. A positive correlation with extraversion suggests that socially active individuals who establish contacts more easily and participate in social life have a better emotional state and are less prone to negative experiences, manifestations of PTSD, anxiety and depression.

High levels of activity, positive mood and social engagement are powerful buffers against psycho-emotional disorders. This confirms the importance of maintaining physical activity, social interaction and a positive outlook in the context of preserving the mental health of young people.

The second factor, 'Emotional well-being and self-sufficiency,' describes the overall level of emotional comfort, social adaptation, well-being, and activity, but also indicates a tendency toward a certain degree of introversion and less social dependence. This factor includes: well-being (0.576), activity (0.561), mood (0.585), as well as negative loads in extroversion – introversion (-0.495) and attachment – detachment (-0.464).

This factor reflects the adaptive balance between emotional well-being and social connections. Young people with high scores

on this factor may feel good and be active, but they are not necessarily socially open or dependent on interpersonal contacts, which indicates adaptive introversion, when a person has internal stability and does not need a large amount of social interaction to maintain good well-being.

This combination indicates a link between emotional state and social interaction, emphasising the importance of interpersonal relationships and social adaptation for maintaining overall psycho-emotional balance during military operations. Even introverted individuals need a certain circle of significant people to satisfy their need for support and interpersonal interaction. To build interpersonal relationships, it is important for this cohort of individuals to be in good health, to be rested, i.e. to have enough energy for communication.

They will be active only at the level for which they have enough energy, frequent and active communication exhausts an introverted personality, after which they need some time to restore internal energy. The negative correlation with attachment - isolation confirms the presence of a limited circle of trust in such individuals. These are quite autonomous and independent individuals from the social environment. It is difficult for such individuals to make new friends, and in conditions of martial law, when a large number of families have become internally displaced persons, the breakdown of established relationships can become an additional stress factor for them. Their tendency to demonstrate independence can turn into social isolation. All this can block the possibility of rapid adaptation and socialization in a new social environment, which can lead to internal conflicts and emotional tension, as a result, increasing the level of anxiety or depression.

The 3rd factor "Psychological adaptability" reflects the balance between emotional stability, propensity for social interaction and the use of defense mechanisms, includes high positive values of reactive formation (0.449), emotional stability - instability (0.396), extraversion - introversion (0.305), attachment - detachment (0.308). Quite statistically negative values - expressiveness - practicality (-0.554), regression (-0.396), repression (-0.371). This factor describes the strategies that a person uses to maintain psychological balance in conditions of stress, conflict or internal tension. It shows how adaptive or unproductive the defense mechanisms that young people use to regulate their emotional state are.

Considering the data obtained from this component in more detail, it can be noted that the use of such a mechanism as reactive formation indicates the presence of a tendency to transform one's emotional experiences into emotions or behavior that are opposite in content. A high level of this mechanism indicates the presence of a subconscious need to transform one's behavior into a socially acceptable one, which may be accompanied by tension and

internal conflicts. A positive correlation of emotional stability - instability means relative emotional balance in stressful situations. Individuals with this indicator better control their reactions, are less likely to be impulsive and have emotional breakdowns. The presence of extraversion indicates a readiness for open communication and interaction with others as a way to overcome internal discomfort. In difficult situations, such people can seek social support and use interaction as a means of reducing stress. The presence of attachment means a positive need for emotional connections, which can be both an adaptive and a compensatory mechanism.

The set of characteristics identified in this factor indicates that a young person adapts to stress through emotion control, sociability, and establishing emotional connections. High values of these mechanisms indicate the individual's ability to successfully perceive, identify, and regulate emotions, seek social support, and exhibit positive behavior in stressful situations, which allows them to maintain psychological balance and minimize internal tension and external conflicts. Most often, they choose comfortable adult defense mechanisms, without resorting to primitive childish behavior, and solve difficult situations clearly and pragmatically.

The 4th factor "Psycho-emotional disharmony" is a complex of psychological mechanisms, in case of disorders of perception and identification of emotions. This component covers various aspects that interact with each other and determine the ability of a person to adapt to external and internal changes in the presence of psycho-emotional disharmony. This factor includes the following components: compensation (0.560), alexithymia (0.538), frustration (0.430), self-control - impulsivity (0.316), as well as negative loads projection (- 0.328), emotional stability - instability (-0.306).

The presence of alexithymia indicates the inability of some young people to realize, identify their own and other people's emotions, which causes difficulties in social interaction and reduces the level of psychological well-being of the individual. This phenomenon affects the ability to adapt to changes and cope with emotional stress, since the lack of awareness of emotions complicates the process of their regulation. The use of compensation in such individuals is quite understandable, it is this mechanism of psychological protection, which consists in the realization of the desire to reduce or replace one's weakness, deficiency in a certain area by achieving success in another area. It is she who allows a young person to adjust the feeling of self-esteem and reduce the level of frustration. When it is impossible to realize one's own goals or satisfy needs, frustration reactions are triggered, which can appear in the form of irritation, aggression or depression. This factor indicates the presence of internal discomfort (which is sometimes even unconscious), the level of stress that a person

experiences due to unresolved or difficult situations and as a result, emotional instability or impulsive behavior is manifested due to the use of ineffective psychological protection mechanisms.

The 5th factor "Cognitive-emotional adaptation to stress" is a set of various psychological strategies that a person uses to adapt to stressful or difficult situations, as well as to protect his psycho-emotional state. It includes: significant positive loads: projection (0.470), intellectualization (0.370), substitution (0.384), emotional stability - instability (0.355), expressiveness - practicality (0.313), and negative significant manifestations: repression (-0.415) and reactive formation (- 0.304). The existing projection allows you to attribute your own unpleasant emotions, feelings or traits to other people, which allows you to avoid awareness of the negative aspects of your own personality, but complicates the realistic perception of situations and worsens interpersonal relationships. Although the existing intellectualization allows you to analytically process an emotionally tense situation in order to reduce its emotional component. This can manifest itself in the form of rationalization of problems, where the individual tries to explain a difficult situation using logical or available arguments in order to reduce the level of stress. Sometimes this can be useful for understanding the situation, but it can also block emotional experience and make it impossible to have a deeper emotional awareness. Substitution allows you to reduce emotional tension, but can lead to conflicts in other areas of life. The available emotional stability allows you to maintain calm and internal balance in stressful situations. Expressiveness combined with a rational approach to solving life situations (practicality) allows you to adequately adapt and solve difficult situations.

Young individuals with a high level of expressiveness openly express their emotions, which can help in emotional recovery, while practicality allows you to maintain the ability to act within the limits of reality, reducing emotional stress through rational actions. The presence of repression allows you to reduce the stress response in the short term, however, in the long term, repression can lead to the accumulation of emotional tension, which manifests itself in the form of psychosomatic disorders or emotional outbursts. The launch of such a mechanism as reactive formation in this cohort of respondents allows them to maintain social acceptability, but does not contribute to the effective resolution of emotional problems.

Thus, this factor combines both emotional and cognitive defense mechanisms that allow you to adapt to difficult or stressful situations, reducing emotional tension through rationalization, redirection of emotions or shifting attention, while maintaining emotional stability. It should be noted that on the one hand, such mechanisms help a young person cope with unpleasant emotions or stress, but on the other hand, they can cause difficulties in understanding and adapting to real needs and situations when

these mechanisms become used too often.

The 6th factor “Rational self-control” reflects a person’s ability to consciously control their emotions, behavior and impulses using rational thinking, includes self-control (0.692), intellectualization (0.642) and expressiveness – practicality (-0.358). This factor characterizes individuals who prefer logic and an analytical approach in interacting with the world around them, rather than emotional spontaneity.

The presence of high self-control indicates the ability to consciously regulate their behavior in accordance with social norms and their own goals. Avoid excessive emotional reactions, control yourself in stressful situations, make clear and correct balanced decisions in critical situations. The use of logic and rational analysis helps to avoid or reduce emotional discomfort. Explaining emotional or stressful situations through abstract thinking helps to maintain internal balance. The negative value of expressiveness - practicality indicates that people in whom this factor is expressed are less inclined to openly express emotions, they prefer restraint and rationality in behavior, rather than emotional openness or spontaneity. In conflict or crisis situations, they are more likely to include logical thinking than to allow emotions to dominate. They often rationalize their feelings, trying to distance themselves from the emotional component. Using an intellectual explanation to justify their decisions reduces the influence of personal emotions on psychological states. Individuals with high levels of self-control are usually reliable, disciplined, and able to effectively overcome difficulties without panicking or acting impulsively. They rarely use verbal and nonverbal displays of feelings in social interactions. They prefer restrained behavior and a balanced approach to decision-making. Such individuals are often considered cool, measured, and rational. They may avoid showing strong emotions, sometimes appearing reserved or even aloof. At the same time, they adapt well in conditions that require analysis, planning, and clear organization of actions. However, excessive rationalization of emotions can lead to their suppression, which can potentially affect the quality of interpersonal communication and prevent deeper emotional contact with other people.

The 7th factor “Compensatory adaptation strategies” reflects specific adaptation strategies that are based on unconscious defense mechanisms aimed at regulating internal balance and reducing the level of emotional tension. It includes: reactive formation (0.527),

regression (0.413), intellectualization (0.301), and negative load: compensation (- 0.400). Its feature is the predominance of indirect and compensatory mechanisms that help a person cope with stress and internal conflicts, but at the same time can limit the effectiveness of his adaptation. To maintain internal balance, such individuals can mask true emotions through reactive formation (for example, hidden aggression through demonstrative benevolence). In social interactions, this can manifest itself through hypercorrectness, demonstrative benevolence, or avoiding conflicts. They can show infantile reactions (regression) in stressful situations, in order to avoid active problem solving. Rationalizing one’s experiences in order to distance oneself from them. For example, in the case of the loss of a loved one, instead of experiencing grief, an individual may begin to reflect on the philosophical aspects of death or the medical causes of the event. Intellectualization reduces anxiety, but can distance oneself from true feelings, which complicates interpersonal communication.

A negative value in this factor indicates that people are less likely to use active compensation (for example, achievement or self-realization), which indicates a tendency to negative rather than adaptive mechanisms. For example, instead of compensating for feelings of inferiority through achievements in the educational and professional sphere, a young person may regress or seek logical justifications for their failures. This means that such individuals are less likely to choose productive strategies for overcoming difficulties, and more often rely on unconscious passive adaptation mechanisms, which may provide temporary psychological relief, but in the long-term limit personal development and the effectiveness of social adaptation. Factor analysis identified seven main structural components of the psychological characteristics of young people, which reflect the emotional state, defense mechanisms, social adaptation, impulsivity, aggressiveness and sociability. These factors can be used to predict the psycho-emotional state of young people and develop psychological support programs.

Next, we examined gender differences in manifestations of alexithymia and social frustration (Table 2). It can be noted that young men are more prone to manifestations of alexithymia, the difference between the indicators is $\Delta -5.11$, in young men $M = 70.60$; $\sigma = 11.11$ was found, and in young men $M = 65.49$; $\sigma = 10.75$, which indicates the presence of recognition and expression of emotions among young men.

Indicator	Young men (M ± SD)	Young women (M ± SD)	Difference (Δ)
TAS (Alexithymia)	70,60 ± 11,11	65,49 ± 10,75	↓5,11 (women <)
Frustration	2,08 ± 1,03	2,13 ± 1,02	≈0 (the difference is insignificant)
The author of Table 2 is Hennadii Pashkin.			

Table 2: Gender differences in alexithymia and social frustration.

Social frustration does not have a significant difference among young men $M = 2.08$; $\sigma = 1.03$, in young men $M = 2.13$; $\sigma = 1.02$, which indicates the equality of the frustration level, both among girls and among boys. This may indicate that military actions throughout Ukraine have been having a negative impact on the entire population for a long time and are a significant frustrating factor in adolescence, both for boys and girls.

Social frustration has a high correlation with alexithymia ($r = 0.876$, $p < 0.01$), insignificant with expressiveness - practicality ($r = 0.189$, $p < 0.05$); statistically significant negative relationships with extraversion - introversion ($r = -0.471$ $p < 0.01$) and attachment - detachment.

The very high level of correlation between frustration and alexithymia suggests that young people have difficulty recognizing, expressing, and differentiating their own emotions. They cannot clearly understand their feelings, often feel uncomfortable in communication, and have reduced emotional regulation skills, which increases their social frustration. At the same time, social frustration can exacerbate alexithymic manifestations through increased stress and emotional depression. Such a relationship may form a vicious circle: the inability to recognize and express emotions complicates social contacts, which, in turn, further increases frustration.

Although the relationship with expressiveness-practicality is weak, it may indicate that more expressive individuals (who openly demonstrate their emotions) experience somewhat higher levels of social frustration. This may be because emotionally expressive people have a greater need for feedback from others and active inclusion in social interactions. If their needs are not met, they experience social difficulties more acutely, which can lead to feelings of loneliness and frustration.

Practical individuals, who are oriented towards a rational approach to social interaction, react less emotionally to communication deficits, which may explain the weakness of this connection.

A moderate negative correlation suggests that more introverted individuals have higher levels of social frustration. Introverts are less likely to have an active social life, but this does not mean that they do not need to communicate. If limited social contacts are not a conscious choice (for example, due to external circumstances or

lack of communication skills), introverts may experience feelings of isolation and dissatisfaction. Therefore, introverted young women are more vulnerable to social frustration, especially if their isolation is forced or they have difficulty in social interactions. The negative correlation between social frustration and attachment suggests that young women with high levels of social involvement and attachment to others are less likely to experience frustration in relationships. And young women who are prone to isolation and emotional distancing may more often experience a deficit of social contacts, which increases their frustration. This relationship confirms the importance of interpersonal support for girls' psychological well-being during martial law.

Thus, social frustration is most strongly associated with difficulties in understanding and expressing emotions (alexithymia), insufficient social engagement (introversion, emotional detachment), and an unmet need for feedback (expressiveness). This highlights the importance of developing emotional reflection and supportive social connections to reduce social frustration.

Conclusions

1. As a result of theoretical analysis, it was found that the concept of social frustration is interpreted as a complex socio-psychological phenomenon that combines emotional, cognitive and behavioral reactions of an individual to social obstacles or restrictions. In psychology, frustration is considered as a state of tension that arises due to the inability to satisfy important needs, and in sociology as a consequence of a contradiction between expectations and the real social situation. Thus, social frustration is an integrated indicator of social well-being, which reflects the state of dissatisfaction, loss of trust, anxiety and powerlessness of an individual or group in crisis social conditions.
2. The study found that the development of social frustration during the war is due to both objective and subjective factors. The main social factors include: loss of stability and security, disruption of social ties, economic instability, forced migration, decreased trust in institutions, information destabilization. Psychological factors include prolonged emotional stress, fear, feelings of powerlessness, post-traumatic reactions, decreased self-esteem, and loss of meaning in life. The combination of these factors causes mass uncertainty and disorientation, which increases emotional exhaustion and social tension in society.

3. It has been found that there is a negative relationship between the level of social frustration and the degree of social adaptation: the higher the level of frustration, the lower the person's ability to effectively adapt in the social environment. Increased frustration is accompanied by a decrease in emotional stability, loss of motivation, distrust of the environment and institutions, which negatively affects psychological well-being. In contrast, a high level of adaptive resources (social support, resilience, positive identity, the presence of meaning in life) weakens the influence of frustration factors and helps restore internal balance even in crisis conditions of war.

4. Based on the analysis, the main areas of socio-psychological assistance are outlined: individual level of forming emotional self-regulation skills, developing resilience, restoring a sense of control over life, cognitive reappraisal of traumatic events. Group level of creating support groups, volunteer communities, collective therapy programs that promote social cohesion. Social level of developing a system of psychological assistance to the population, information stability, educational campaigns on mental health. Such measures contribute to reducing the level of frustration, restoring social trust and increasing the psychological well-being of citizens during the war period.

Data Availability Statement

Data generated during this study are available from the corresponding author on reasonable request.

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