

INFLUENCE OF THE EMOTIONAL DEPRIVATION ON THE LEVEL OF FRUSTRATION IN CHILDREN OF PRIMARY GRADES

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Abstract: This paper deals with the influence of emotional deprivation on the feeling of frustration in children of primary school age. In particular, we conduct comparative analysis of dealing with frustrating situations in the three groups of children: orphans and children without parental care living in an orphanage, children raised in foster care, and children living in biological families. In the article, the author not only provides data of diagnostic studies obtained using the technique "Rosenzweig picture-frustration study", but also analyzes the possible causes of various behaviors in situations of frustration, based on the negative impact of the formation of emotional deprivation as an emotional component of the psyche of children.

Keywords: orphans, children without parental care, emotional deprivation, emotional well-being, emotional part, frustration.

1. Introduction

Along with the severe economic problems of our country and a high degree of social tensions that give rise to feelings of anxiety, uncertainty, and dissatisfaction of citizens, there is a problem with psychological health. The most vulnerable group is children. Statistical data [1] show an annual increase in the number of children with psychological difficulties. The experience gained from past decades have shown that psychological disorders are more likely to occur during our lifetime because of the current economic and social situations, and these disorders could have onset in much younger patients. Along with these conditions, in Ukraine the number of orphans and children deprived of parental care has increased.

Numerous studies [2; 3; 4; 5] show that families predetermine psychological well-being of the population. Improper upbringing, difficult living conditions, various forms of parental violence against children, parenting failure, loss of parental warmth, arguments and conflicts in the family, parents' divorce, separate accommodation for children and parents, etc., factor in the development of emotional disorders in children, playing a much larger role than the hereditary and other factors. Thus, children often fall into a situation of frustration which creates a negative impact not only on their emotional state but also on the formation of the whole person. Moreover, the effects of emotional deprivation on the psyche of the child are even more prominent in younger children.

2. Materials and Methods

Childhood is the fundamental period for the formation of the qualities that provide emotional stability for the individual. These qualities do not develop spontaneously and are formed under conditions of emotional comfort, stability, parenting and education. Some children often endure inhumane, cruel treatment, adverse environmental effects, different types of violence, emotional coldness or indifference

of adults, and these experiences affect their physical and psychological health. This includes the following categories of children: orphans, children who are taken away from their parents by court, children whose parents are deprived of parental rights, prisoners, parents receiving long-term treatment, parents deemed incompetent, and those whose whereabouts are unknown. These children end up in the boarding schools and orphanages, with adoptive parents, foster families and artificial family group homes.

Lots of children in boarding schools have negative family histories (drug addiction, alcoholic parents). In addition, until these children come under the care of the state, public organizations or adoptive parents, they are neglected, and often subjected to punishment and abuse, including sexual abuse. Evidence of domestic and foreign scholars [6; 7; 8] showed that children from orphanages and boarding schools have high level of emotional deprivation, which manifests itself in peculiar features of the emotional compartment. They are characterized by tendencies toward low self-esteem, high levels of anxiety and fretfulness, impulsiveness, aggression, decreased emotional state, frequent mood changes, inadequate emotional responses to those stimuli that caused it, emotional coldness, detachment, low capacity for empathy, a tendency to neurosis, etc. These negative effects are the result of the state of emotional deprivation to which children were subjected over a long period of time.

While generalizing the content of foreign and domestic scientific papers on the problems of emotional development of children, we noticed that the effects of emotional deprivation are generally described by scientists through the system of violations and distortions in the emotional state. For example, in studies on the psychology of emotions (LS Vygotsky, V.Vilyunas, A.H.Hretsov, Ye.P.Ilyin, KE Izard, E.From, E. Erickson, K.Byuler, A. L.Haydamak, W. Makdauhol, T.N.Osypenko, Zh.Piazhe, Ye.V.Subotskyy, Freud, S.H.Yakobson etc.) the emphasis is on diversity,

variety, and multi-function of the emotional state and its significance for full development of the individual. All authors agree that breach of the emotional development of a child leads to mental disorders.

Thus, in our view, the current issue is the study of the emotional state of orphans and children deprived of parental care in order to facilitate the timely detection of negative symptoms and disorders in the emotional sphere, to result in the prevention of emotional deprivation and to build further psychological and developing work to overcome its negative effects.

3. The main results of the research

To study the characteristics of children's emotional state and severity of emotional deprivation in kids, we developed ascertaining psycho-diagnostic research. The study group consisted of children of primary school age.

In accordance with the goals and objectives of the research we have formed the following groups:

1. orphans (who live in the orphanage) numbering 62 children, including 30 boys and 32 girls;
2. children deprived of parental guardianship, living in foster care, including 28 boys and 26 girls;
3. children with normal childhood (control group), including 33 boys and 34 girls.

The basis of the study were adoptive families in Kirovograd, some of which are just beginning to learn this type of care for a biologically unrelated child, and others who already had experience raising an adopted child from 1 to 10 years. Psycho-diagnostic study was conducted at the Kirovograd orphanage "Barvinok," and secondary schools of I-III level in Kirovograd. All in all this study involved 183 children ages 6 to 10 years. Psychological support for foster families was provided at the Kirovograd Center of social services for children, families and young people and at the Foundation "Nadiya dlya ditey".

Analysis of the literature showed that a single methodology for determining the presence or degree of emotional deprivation in children of primary school age is not yet developed, so we decided that the use of complementary methods was the most appropriate - observation, interviews, testing (poll projection), expert evaluations, biographical method study of the child, statistical processing and qualitative analysis of the results.

To obtain objective and reliable information in the course of the study, we followed a number of requirements: consideration of specific goals and objectives of the study, surveyed different groups (control and experimental), took into account age and gender characteristics of respondents, their psychological and physical state.

The main methods for testing chosen for our study were the following: Scale color range by A.N.Lutoshkina mood, Test questionnaire of empathic tendencies A.Mehrabien and N.Epshteyna, Rosenzweig picture-frustration study (kids version), School Test anxiety Phillips, Map supervision Stott, "Evaluation of the emotional Scale expressed by a Child" Y.Shvantsary. Additional techniques that we chose to study were Projective techniques including the "nonexistent

pet" projective techniques, "house-tree-person" Projective identification technique, fears recognition "My fears" by A.I.Zaharova.

Since the purpose of the article is to study the characteristics of the emotional state of children in situations of frustration, the main emphasis is on the description of the survey results of Rosenzweig picture-frustration study.

The hypothesis of the study was to predict that primary school children who are raised in a boarding school, unlike children raised in families, are characterized by a high degree of manifestation of emotional states such as frustration, anxiety, aggressiveness, which are the negative effects of emotional deprivation created by a residential environment as opposed to the experience of living in biological families.

When children are in a state of frustration, they experience a psychological state that is characterized by a need that has not found its satisfaction. Frustration is accompanied by various negative emotions including feelings of frustration and irritation, subjectively it is perceived as a "sense of collapse" when purposeful action encounters an obstacle [9].

"Rosenzweig picture-frustration study" [10] is a projective technique study of personality proposed by S. Rosenzweig. Instrumental material of this test contains 24 drawings, which depict people who are in situations of frustration in transition. There are 16 situations, which depict an obstacle (prevention, discouragement, insult, confusion and 8 situations in which someone is being accused for some reason). There is a connection between these two groups, since the situation with the accused presupposes that it was preceded by the situation with the obstacle, in which the person creating frustration was frustrated himself. Sometimes the subject of the study may interpret the situation "accusation" as a situation of "prevention" or vice versa. Rosenzweig picture-frustration study helped us to simulate behavior in various "difficult situations": situations of prohibitions, conflict of interest, critical remarks by adults, and accusations on the part of peers, etc.

A character depicted in the left corner expresses some words that describe frustration of his/her own or of another individual. Above the character, which is shown on the right, there is an empty box in which respondent must write the first thing he/she thought of. There are no features or facial expressions on the characters in the drawings. Images of the figures can be divided into 2 groups: 1) Situations with obstacles ("ego-blocking" as defined S.Rozentsveyha) when an obstacle or a person is confusing or discouraging, frustrating in any direct way a character that is in the right corner and 2) Situations of accusation ("super ego-blocking"). In these situations a character, depicted in the right corner, is accused of something or attract some sense of liability.

A special feature of this test procedure is that, upon presentation of the drawings with schematic outlines of characters, children are invited to consider them carefully and imagine the depicted situation. They need to think about the situation and imagine what could be said in response to that person. In the study, we asked children to insert their response in an empty square, which is located above the

character using the very first idea that came to mind. In case of the first grade, we asked children to respond orally, and we wrote their answers in the provided squares. It is assumed that when "responding to another" children express their thoughts easier and provide more reliable responses while exhibiting typical reactions that they would use when they are faced with similar situations.

Each of the responses received was evaluated in accordance with the theory of Rosenzweig using two criteria: the direction of the reaction (aggression) and the type of reaction. Direction of the reaction is divided into: extra-punitive (E) intropunitive (I)). Impunitive (M). The type of reaction is divided into: preventative dominant (OD), self-defense (ED), must-persist (NP).

In the study of frustration we have obtained the following results in the first group of subjects: 72% of orphans revealed a high level of frustration, which suggests that these children are in real or imaginary situations that do not support their desires and thus feel frustration, anger or despair. These children experience confusion in the face of emerging challenges; they have low self-esteem, and a tendency to avoid failure. In other words, these children do not expect positive results under any circumstances when planning certain activities.

According to our data, we can also conclude that children of this group are dominated by reactions that include hostility, accusations, threats, and reproaches towards people around them (extra-punitive reaction, first of all due to reactions typical to self-protection). These responses indicate that children condemn external causes of frustration, and their emotions are directed at living or non-living objects. When they are reprimanded, these kids frequently blame their classmates, shifting blame for their actions, especially when their behavior has led to negative consequences and has been disproved by the adults. Sometimes the resolution of the situation required help or action from another person: a peer or even an adult. Responses to these situations often shifted responsibility to the character shown in the picture. For example, in the picture, which shows an adult woman who tells the child: "I'm sorry that I can not fix your toy car" orphans often gave response such as: "You never want me to do anything for me!"

It should also be noted that orphans and children without parental care living in the orphanage predominantly had protective reactions that made it impossible to master the situation and find a constructive solution to it. This type of behavior, according to the traditional interpretation of Rosenzweig picture-frustration study indicates a "weak personality", which is expressed in a rigid adherence to a situation, emotional inability to escape from the "frustrator," inability to find a way out of the conflict, inability to take responsibility for personal decision, desire to shift this responsibility to others. This means that children in a situation of frustration are fully captured by emotions and at that moment they can not separate emotions from facts, or look at the situation from the other side, or put themselves in other people's shoes. This was also supported by the index of independence, which registered poor performance

in this group of children which is frequently applied when interpreting Rosenzweig picture-frustration study.

When observing children outside of the classroom and in conversations with them, we also noticed that they show no desire to become independent; it is easier to obey certain rules set by adults and follow them, than to exercise autonomy and breadth of views. This fact is confirmed by the results obtained through Rosenzweig's method, indicating a low level of responsibility for their own actions, inability to organize their lives, recognition of the need for external control of their behavior. This feature is primarily created due to the fact that children are constantly involved in the same peer environment: they live with them in an orphanage and are enrolled in the same class at school. Moreover, it is shown in the practice of child's communication with adults. In the orphanage there is a more or less stable teaching staff and support staff, with which children communicate for a long time. So, the communication circle of these children is limited and monotonous. Limited, mostly group communication with older children, does not provide a child with autonomy: a solid daily routine, constant adult guidance about what to do at any given time, control of the adult - all this deprives children of the need to plan, implement and monitor their behavior; and on the contrary, form the habit of "incremental" execution of the instructions provided by others.

Contrary to the children living in regular households, orphans are frequently deprived of the wealth and emotional diversity of regular interaction with adults in various activities that form the elements of arbitrary regulation of behavior (planning, self-control, etc.)

In children's residential care facilities there is a deficit of a child's communication with adults that leads to hypertrophy, overpricing of this need, an almost total dependence of emotional well-being of the child on the adult's attitude. Often, caregivers and educators of children's residential institutions use a child's dependency on their mood, attention, and authority to control his/her behavior. This, however, does not take into account the negative consequences of such emotional dependency, one of which is described above as the effect of narrowing the motivation of rigid attachment to a particular situation (in this case the motivation generated by the requirements of adults).

Between the intense need to communicate with an adult and increased dependency on adults, it is particularly important to mention the aggressive behavior of the children in orphanages towards adults. This is apparent in the results of the tests. The presence of aggressive extra-punitive reactions in relation to adults shows frustrated need for improvement in communication and in combination with the inability to take responsibility for resolving the conflict demonstrates the kind of consumer attitude towards adult; tendency to expect or even demand solutions to their problems from others. Aggressive, rude answers, that orphans direct towards adults, contrary to the accepted norms of our culture in the relationship of the child and an adult, show lack of proper distance in communication with an adult from these children. For Rosenzweig, the establishment of adequate forms of

child behavior in relation to adult normal course promotes the identification process with parents that children who are brought up without family, are certainly lacking. It is impossible to create regular mechanisms of identification and to completely recreate family identification.

Besides the question of whether to replace identification with parents with identification with a tutor and teacher is rather complex, the problem has a no clear solution and is not a part of the task of this article.

On the other hand, despite the close and constant contact with their peers, based on the results of the test, children from the orphanage were less successful in resolving interpersonal conflicts than children from normal and adoptive families. Although it may seem that in a so-called collectively formed "We", they are more emotionally attached to each other and it seems that they should have developed effective communication skills, and problem solving and conflict solving skills. But it should be noted that we have received high scores for indicators such as aggressiveness, desire to blame others, inability and unwillingness to admit his/her guilt and respectively - the inability to come up with productive, constructive conflict resolution.

The reason for this fact is that in an orphanage, a child talks to the same, very small group of peers, and he/she can not give preference to any other group, as can be done by any ordinary school student. But on the other hand the same child cannot be excluded from this group. Belonging to a group of peers is quite unconditional. This leads not to the development of friendship between peers, but to the development of family like relationships as between brothers and sisters. This certainty in communicating with peers in children's residential care facilities can be seen, on one hand, as a positive factor that promotes emotional stability and protection, when a group of peers is acting as a replacement for a specific family, but on the other hand, these contacts do not contribute to the development of communication skills with other peers, the ability to establish equal relations with strangers and children, to adequately assess the qualities required for companionship.

In addition, it is necessary to mention noticeable lack in the development of intimate, personal communications with peers, which is presented in its monotonously weak emotional response, reduced to simple requests and instructions. The basis for this gap is the lack of empathy, compassion, ability and need to share their experiences or feelings with another person. This quality was also demonstrated through this test: in situations where empathy was needed, children were reluctant in showing it. This was also confirmed by the data obtained by using the test questionnaire directed at identifying empathic tendencies by A. Mehrabiana and N. Epshteyna.

For data obtained through Rosenzweig picture-frustration study in the second group of subjects showed that they are somewhat similar to the performance of the first group. However, the important fact is that the negative effects of emotional deprivation in children who lived a long time in foster care are less pronounced than in children who were only in the family for a short time and were in a children's

home or unfavorable family environment before. This can be explained by the fact that complex life circumstances, life crises, frustrating situations may cause restructuring of the various parts of the individual. Thus, children who were in long term orphanage or were in adverse biological family atmosphere, and then went to foster families are feeling the impact of these structural rearrangements of personalities on intellectual, moral, cognitive, nature related, motivational and even emotional level. Lushin P.V. [11] argues that in human experiences of crisis there are changes in the emotional sphere - the feelings that he/she feels towards life (increased anxiety, psychological discomfort, reduced capacity for voluntary actions, etc.). Therefore, children who for a long time experienced favorable atmosphere of foster care exhibit tolerance to frustrating situations, choosing appropriate styles of conflict resolution. The author of the chosen diagnostic methods called this concept frustration tolerance or resistance to situations of frustration. It depends on the ability of children to endure frustration without losing its psychobiological adaptation, without using inadequate responses, and in using efforts to control unwanted impulsive reactions.

High rates of frustration were present in 51%, average - 28%, low - in 21% of subjects, suggesting that children still work on acquiring constructive conflict management skills, study self-regulations skills and use already formed extra-punitive models of behavior and sometimes the use intropunitive models. Children tried to blame someone else, got angry with the frustrating situation, accused the surrounding objects, circumstances, etc., believing it was someone else's fault. Only a small percentage of children took responsibility for their actions, completely identifying themselves with the character, which was in a situation of frustration. These children tried to find a solution that would satisfy both sides of the dialogue, they did not use avoidance technique in order to avoid conflict situations, while trying to resolve conflicts.

Rosenzweig picture-frustration study identified a group of foster children with the prevailing ego-protective types of reactions in which there is a need to protect the weak "I" and there is reduced reaction for persistent and preventively-dominant type. The comfort group factor for foster children was lower than in the group of children with biological families. In addition, it should be noted that this group of children has manifested low self-control, emotional anxiety, and self-doubt. This is also confirmed by other diagnostic methods that we used during our study.

Fears and internal stress of foster children affects their behavior, that is, the external manifestation of anxiety. In some cases, children of this group showed destructive aggression; in others - they showed the "withdrawal into themselves" fully absorbing into their inner world, and sometimes - they avoided the frustration of the situation by all possible means. Since in child's home or in the family from which he/she was removed, the fact of high anxiety has long remained neglected and not subject to correction, it became a stable personality trait. This suggests that children were in a state of emotional deprivation for a long time, as

they did not just lack emotional contacts with adults, but also they did not learn skills of emotional self-regulation. Thus, the anxiety resulting from the frustration need for a reliable, secure, and warm emotional contact with adult, attention from the immediate environment and reflects the frustration of this need. This is because on one hand, the children pointed the need for adult attention and goodwill, for human warmth, kindness and positive emotional contact. And on the other - complete dissatisfaction of this need that they felt in an orphanage or in adverse family atmosphere from which they were extracted, reflected in the small number of adults to children interactions, small amount of intimacy in these personal contact requests, their emotional poverty and monotonous content, mainly aimed at regulating the conduct; frequent turnover of adults who interact with children, the transition of students from one group to another, from one institution to another school led to a situation of emotional deprivation. This lack of contact with adults first of all deprives children of the sense of need and value for others which is necessary for their emotional well-being, that is laid in their basis of becoming a fully formed individual and fosters their sense of value of other people, trust and deep commitment to people. And now, once in foster care, these children often feel the hyper-protection from foster parents, a flurry of emotions and physical contact (patting, kissing, hugging). This situation is unusual for them and can cause a whole range of different levels of emotions - surprise, perplexed, tenderness, or vice versa: children begin to shut down, feel embarrassed, try to escape, become nervous, and sometimes even show aggression. This indicates almost complete dependency of emotional well-being of the child from the adult and it requires psychological treatment.

Increased anxiety affects the formation of personality and its psychological development. One of the ill effects of the presence of high anxiety is low self-esteem in a child. Information about low self-esteem resulted from other methods that we used in our study, particularly from the test "imaginary pat" and "Map observation by Stott." With Rosenzweig picture-frustration study we noticed that children with low self-esteem easily "transformed into the character of the image," and proved more vulnerable to the negative effects of the situation of frustration. This was depicted in the fact that they got noticeably nervous and lost, some even began to cry. But this is not a high level of empathy for the character, which is in a state of frustration, but rather the weakness of the "I" of a child which can not be learned in stressful or conflict oriented situations.

In the third group of primary school children living in a biological family, we have several other indicators of frustration: only 25% of them showed high levels of frustration, 25 % showed average, and 50% - showed low. They are more adequately able to assess the difficulties without adjusting themselves to failure, as do representatives of the two previous groups.

Children who are enrolled in public schools and live in biological families, showed relatively high rates of intra-punitive reactions; mainly type of reaction known as "fixation on meeting the needs", that is the most constructive response

when a child in a difficult situation, does not blame himself or others, and is trying to find a reasonable solution. For example, in the picture, which depicted a grown woman who tells the child: "I'm sorry, I can not fix your car", the most common answer for the children from biological families was the answer of this kind: "I will fix it myself." With their answers children showed that their reactions to situations of frustration were aimed at the very child, they adopted guilt or responsibility for correcting the situation that has arisen. The very situation of frustration is not criticized. In some cases, children tried to find help from third parties, such as parents, teachers, and friends. And children were almost always sure that that situation could be resolved.

In general, it is necessary to mention that children of this group were characterized by a variety of reactions, most of which were constructive with children in a difficult situation trying to find their own solution that would satisfy both sides. Often children showed empathic responses that are not specific to children who are brought up in an orphanage. Thus, children were sympathetic using supporting words, were able to put themselves in the other people's shoes, tried to help. Also this group showed more initiative and independence than the other two groups. This was manifested in such sentences as: "I want to decide what is bad and what is good," "No one should impose on my way of solving the problems, I know what to do!" Etc. That is, children at this age are already accustomed to independent decision-making and planning their own activities, take responsibility for your own actions. Therefore, in this group of subjects we observed prevalence intropunitive and persistent reactions in dealing with situations of frustration.

Children who are raised in families, although they are in less severe situations with requirements and controls, in contrast to the orphans, they have the opportunity to participate in challenging and diverse activities with adults (cooking with mother, along with practicing spring-cleaning with older members of the family, repairing something with father, etc.). As a result, children learn not only to perform certain transactions, but also learn very complex program planning, organization, and control. In the family, opportunities for mastering of all of these complex elements of development of the internal plan of action is not a part of special education but is included in the context of interacting with the child. Therefore, in various situations of emotionally rich interaction with adults emerge skills of arbitrary regulation of behavior. This fact was confirmed by diagnostic data: children could explain causal relationships and showed greater autonomy from adult, distance, and independent decision-making and responsibility for choices, which was not observed in any previous group.

But on the other hand, the family situation of the child, the presence of conflict in the family and other intense, disturbed intra-family relationships affect the level of general anxiety in younger pupils. We recorded the following pattern – the more serious violations of intra-family relationships resulted in higher levels of anxiety in the children. Such pattern were indicated in the Study data when children chose self-positions in situations of frustration that were

expressed in activity through accusations of someone, denial or recognition of their own guilt, avoidance of accusations and protection of personal "I".

4. Conclusion

Thus, based on our theoretical and empirical research on the effects of emotional deprivation, frustration in children of primary school age, we can note that Rosenzweig picture-frustration study modeled behavior in a variety of difficult situations: it indicated peer accusations, situations of prohibition, conflict of interest, remarks from adults, and gave us an opportunity not only to assess the level of frustration in children from three study groups, but also to determine the particularities of emotional states in situations of frustration.

Analysis of our data in the study makes it possible to generalize that most orphans and children without parental care living in an orphanage experience high levels of frustration, aggression, anxiety, stiffness, and reduced background mood. In a situation of frustration children in this category often use such primitive defense mechanisms as projection and denial of reality. Differences in high and low indicators of frustration in orphans and children living at home is statistically significant ($p < 0.020$). The data that we have from studying "aggressiveness" show that orphans who live in an orphanage had high levels of aggression, with the number of children living in foster care, the highest level was found in a smaller percentage of patients. Those children are also characterized by extra-punitive reactions; they are present three times more than intro-punitive, which indicates increased aggressiveness. These differences are also statistically significant. High rates of these emotional states indicate that children are exposed to a situation of emotional deprivation for a long time, and this has a negative impact on the emotional component of personality development, so they need stabilization through a deliberate psycho-corrective work.

Adopted children were also characterized by high rates of frustration, and ego-protection and extra-punitive reactions and aggression. These children often use primitive defense mechanisms in situations of frustration. But in this group, the quantitative results showed average and low values for these parameters. It should be noted that the negative effects of emotional deprivation in children who lived a long time in foster care are less pronounced than in children who only now were sent to the family and for a long time were in a dysfunctional biological family, from which they were just now removed or raised in a boarding facility. Therefore, we can conclude that the foster family is compensating social institution that is successful in overcoming emotional deprivation. But these children also need comprehensive psychological support in order to reduce the negative effects of emotional deprivation: reduction of excessive emotional dependence of children on adults, stabilizing emotional states, background mood setting, meaningful and emotionally correct relationships with others, children mastering appropriate social skills and self-control of emotions.

As for children living in biological families, we can say that they have a number of aggressive responses directed

at other people, accusing, condemning, finding fault with them, about equal to the number of self accusing (intro-punitive) reactions. In most cases, children from families use defense mechanisms of the types of regression and compensation. This is due to the fact that they are better able to compensate than the orphans and the prevailing sense of security, a sense of family support, allows them to respond to life's challenges in a more infantile way. These children are more emotionally stable than the previous two studied groups. In addition, among the responses of students we have found a lot of responses displaying empathy.

Thus, the data of the study allowed us to identify the characteristics of the emotional sphere of elementary school children, the types of responses and behaviors in situations of frustration. Empirical studies have shown the existence of the relationship between the level of frustration and emotional deprivation in children: the higher the level of emotional deprivation, the higher the level of frustration.

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