



ISSN 2450-6486

<http://ehs.eeipsy.org>DOI: <https://doi.org/10.38014/ehs-ss.2024.4.05>

This publication was made with the funds of a joint Grant of
EEIP (Ukraine - France) and ChF "Education: Future"



Oksana HERASYMCHUK

Aggression as a tool for Self-realization in a frustrated personality

OKSANA HERASYMCHUK. **Aggression as a tool for Self-realization in a frustrated personality.** *This article explores the connection between frustration, aggression, and self-realization. It analyzes theoretical perspectives on aggression, focusing on its role as a response to frustration. The potential for transforming aggression from a destructive force into a tool for achieving goals, overcoming challenges, and promoting personal growth is given particular emphasis. Factors that influence how people manage their aggression, including personality traits, social context, and emotional regulation abilities, are also considered. The article provides practical guidance on using aggression as a source of motivation and energy for self-realization.*

Key words: aggression, frustration, self-realization, constructive aggression, destructive aggression, aggressive behavior, self-actualization, chronic frustration.

1. Introduction

Throughout my research in psychology, I have been captivated by the nuanced phenomenon of frustration - a psychological construct that defies simplistic interpretations. My journey began with a fundamental question: What transforms a seemingly negative emotional state into a potential catalyst for personal growth and transformation?

In my investigations, I've found that frustration is far more complex than a mere emotional roadblock. Drawing from seminal works like Dollard et al.'s (1939) frustration-aggression hypothesis and my own empirical observations, I've developed a more nuanced understanding of this psychological mechanism.

Research and analysis

In the intricate landscape of human psychological development, the relationship between frustration, aggression, and self-realization represents a profound and largely unexplored scientific frontier. Traditionally, psychological discourse has predominantly positioned aggression as a maladaptive behavioral response, characterized by destructive impulses and emotional dysregulation. However, this article attempts to provide a more nuanced perspective: aggression can potentially function as a complex psychological mechanism for self-realization, particularly among individuals experiencing persistent environmental or internal frustrations [4; 10].

The fundamental paradox underlying this research emerges from the counterintuitive proposition that aggression — a behavior typically associated with negative psychological outcomes — might serve as a strategic instrument for personal growth and self-actualization. This perspective challenges established psychological paradigms, which have historically framed aggression exclusively as a destructive force, disconnected from constructive personal development processes [3].

Modern psychological theories increasingly recognize the multifaceted nature of human behavioral responses. The frustration-aggression hypothesis, initially proposed by Dollard and Miller in 1939, suggested that aggression emerges as a direct consequence of blocked goal achievement. This article intends to enhance the understanding of aggressive behaviors, that can represent adaptive psychological strategies for overcoming systemic or personal barriers to self-realization [10].

In the context of this study, aggression is conceptualized as a purposeful psychological intervention rather than simply as a reactive emotional outburst. This definition encompasses both instrumental

and expressive aggressive behavior and recognizes its potential role in psychological adjustment and goal achievement.

Frustration is redefined as a dynamic psychological experience characterized by perceived interference with goal-directed behavior. Rather than viewing frustration solely as a negative emotional state, the present study suggests that it can be a potential catalyst for alternative problem-solving strategies and psychological readjustment. It is important to emphasize that the present study is not intended to endorse or promote aggressive behavior. Rather, the ultimate goal is to gain a nuanced understanding of the complex psychological processes underlying aggressive self-actualization and to develop more effective psychological support and intervention strategies.

Frustration is an extremely complex psychological construct that goes beyond the traditional interpretation of negative emotional experiences. My research has revealed that frustration is not merely an endpoint of psychological stress, but a potential mechanism for psychological transformation of unprecedented complexity. The experience of frustration triggers a cascade of complex psychological processes. First, one enters a cognitive evaluation phase, defining goals, recognizing obstacles, and assessing the gap between expectations and the actual situation. This cognitive evaluation often leads to a state of emotional arousal characterized by a neurochemical cascade that includes the release of stress hormones and activation of the autonomic nervous system [22]. When struggling with these intense emotional states, one moves into a phase of forming an adaptive response. This involves developing alternative strategies to overcome perceived obstacles, activating psychological recovery mechanisms, and reconfiguring behavior to fit the new situation [3]. For example, a student who fails an exam may initially feel frustrated and develop feelings of anger and frustration. However, through cognitive assessment and the development of adaptive responses, they may develop a new learning plan, seek further assistance from their teachers, and ultimately succeed in their studies.

Structural frustration, arising from systemic barriers and limitations, can serve as a potent catalyst for aggressive behavior. When individuals encounter persistent obstacles to their goals and aspirations, they may resort to aggressive tactics as a means of overcoming these barriers and achieving self-realization.

Systemic barriers often manifest as limitations on institutional opportunities, socioeconomic inequalities, and hierarchical power

structures. Individuals subjected to institutional discrimination or limited opportunities may employ aggressive tactics to challenge the status quo and demand equitable treatment. For instance, social justice movements often utilize protest and civil disobedience to challenge systemic injustices. Similarly, socioeconomic inequality and poverty can breed frustration and resentment, leading to aggressive behaviors such as crime and violence [24].

Individuals in lower positions within hierarchical structures may resort to aggressive tactics, such as workplace sabotage or insubordination, to challenge authority and gain power.

It's worth noting that the chronic impact of structural frustration can have significant neuropsychological consequences, which may contribute to aggressive behavior. Elevated cortisol levels, reduced prefrontal cortex function, and increased amygdala activation can impair emotional regulation and impulse control, leading to impulsive and aggressive outbursts [18].

One should also not neglect **intrapsychic frustration**, which derives from internal conflicts and incongruities within the individual's psyche. These internal tensions can lead to feelings of frustration, anxiety, and a sense of inadequacy. When individuals experience such internal conflicts, they may resort to aggressive behaviors as a means of coping and self-preservation.

When individuals perceive a discrepancy between their self-image and their actual abilities, they may experience feelings of inadequacy and frustration. This can lead to compensatory behaviors, such as overcompensation, aggression, or withdrawal. Leon Festinger's groundbreaking cognitive dissonance theory (1957) provides a profound framework for understanding the complex psychological landscape of capability perception gaps. These intrapsychic tensions emerge from the critical discrepancy between an individual's self-perception and actual performance, creating a dynamic psychological space where transformation becomes possible [11].

This internal tension arises from the critical discrepancy between an individual's self-perception and actual achievement, creating a dynamic psychological space in which transformation is possible. The internal experience of limited opportunity creates a powerful motivational force. By revealing the complex mechanisms of cognitive dissonance, Festinger sheds light on the ways in which one can strategically transform perceived adverse situations into opportunities for self-development and turn psychological tension into a catalyst for growth and self-improvement.

Sigmund Freud's pioneering work on psychological defense mechanisms (1926) offers critical insights into how individuals navigate intrapsychic frustrations. By activating sophisticated adaptive response patterns, individuals can transform potential psychological vulnerabilities into opportunities for skill development and personal resilience.

Freud's theory reveals that psychological defense mechanisms are not merely protective strategies but complex adaptive tools that enable individuals to compensate for perceived limitations, develop alternative competence demonstration strategies, reconstruct internal psychological narratives [13].

Victor Frankl's seminal work, "Man's Search for Meaning," presents a radically new approach to understanding human existence. According to Frankl, existential crises are not pathological states but rather an integral part of the human experience that stimulates the search for deeper meaning in life. This search involves reconstructing one's personal identity, reevaluating values, and discovering new horizons of being [12].

The intrapsychic frustration complexes represent not limitations, but dynamic psychological landscapes where personal transformation becomes possible. By understanding these internal mechanisms, individuals can strategically navigate their psychological experiences, turning potential sources of distress into powerful opportunities for growth, self-discovery, and authentic self-realization.

Frustration can trigger a cascade of neurobiological and psychological processes that can ultimately lead to aggressive self-realization. When faced with obstacles and challenges, the brain undergoes significant changes. **Neuroplasticity**, the brain's ability to reorganize itself by forming new neural connections, is activated, allowing individuals to develop new problem-solving strategies and cognitive flexibility [Doidge, 2007]. This increased cognitive flexibility can empower individuals to think critically, analyze situations from multiple perspectives, and devise innovative solutions [8].

Abraham Maslow's theory of human motivation provides insight into how frustration can be a powerful catalyst for personal growth and self-actualization. His hierarchical theory of desire suggests that psychological barriers, rather than being insurmountable obstacles, can be transformed into opportunities for deep personal development through strategic positive responses [20].

By recognizing the potential of frustration for personal growth and transformation, one can harness its power and maximize one's potential.

Frustration is a dynamic psychological state that arises when purposeful activities are interrupted, making it difficult for individuals to achieve their aspirations. The intensity and duration of frustration are determined by a complex of factors, including individual characteristics, sociocultural background, and normative attitudes of society.

Paradoxically, frustration can also serve as a catalyst for personal growth. In situations where obstacles are encountered, cognitive processes are activated to find alternative ways to achieve goals and adapt to changing circumstances. Thus, frustration stimulates going beyond the comfort zone and the pursuit of more meaningful outcomes. Furthermore, frustration plays an important role in the process of self-discovery. It encourages reflection on one's own goals and strategies and recognition of personal limitations. Although this process may involve certain difficulties, in the long run it contributes to the development of psychological resilience and personal development. Reactions to frustration vary and depend on many factors, including individual characteristics, experience, and environment. Individual responses can range from aggressive behavior to avoidance strategies or aggressive problem solving. Rethinking frustration and aggression offers a new perspective. We now understand that these emotions are not obstacles, but rather catalysts for personal growth.

The proposed model offers a novel perspective on frustration, conceptualizing it not as a static state but as a complex motivational system amenable to strategic management. By replacing the deficit-based approach to frustration with a constructive one, the model opens up new avenues for research and practical application. Viewing frustration as a resource rather than a problem, researchers and practitioners can develop more effective strategies for personal growth and overcoming life challenges.

By conceptualizing aggression as a deliberate psychological mechanism, Maslow illuminates how individuals can systematically deconstruct internal limitations, reconstruct personal identity, and develop alternative strategies for goal achievement. This perspective reframes aggressive impulses from destructive tendencies to intelligent adaptive responses that facilitate psychological evolution and self-actualization.

Aggression represents a complex psychological phenomenon that transcends simple destructive manifestations. Within the landscape of psychological science, it emerges as a multifaceted instrument of personal self-realization, arising against the backdrop of psychological frustration and internal barriers.

Bandura's seminal work, "Aggression: A Social Learning Analysis" (1973), revolutionized our understanding of aggressive behavior. By challenging the notion that aggression is an innate or pathological trait, Bandura proposed a radical new perspective, viewing aggression as a learned social behavior. Central to his theory is the concept of social learning, suggesting that individuals acquire aggressive behaviors through observation, imitation, and reinforcement.

Bandura highlighted that aggression is not merely a reactive response to stimuli, but rather the outcome of complex cognitive processes. Individuals do not passively imitate others but actively process information about their social environment, forming cognitive schemas that guide their subsequent actions. Thus, aggressive behavior is viewed as a strategy employed to achieve specific goals, exert control over the social environment, or resolve conflicts.

A crucial aspect of Bandura's theory is its emphasis on the role of social context in shaping aggressive behavior. He argued that aggression is not an innate personality trait but is shaped by social factors such as family upbringing, peer interactions, and media influences. Bandura convincingly demonstrates (Bandura, 1973, pp. 45-67) that aggression can be a rational adaptive strategy in complex social environments, challenging previous deterministic views [25].

While aggression is often associated with negative consequences, it can also serve as a means of self-assertion. Consistent with dominance hierarchy theory, individuals may resort to aggressive behavior to establish and maintain higher social status (Buss, 1989). By displaying aggressive behavior, individuals can signal their strength, dominance, and willingness to defend their resources. However, it is important to note that this strategy is not always effective and can lead to long-term social costs, such as isolation or retaliation.

The social dominance theory, developed by Buss (1989), elucidates the mechanisms by which aggression is used to establish and maintain social status. Individuals may strategically employ aggressive behavior as a signal of their strength and willingness to defend their interests, although such a strategy requires careful balancing due to the risks of social isolation and potential retaliation.

A crucial aspect of understanding aggression lies in its connection to frustration. Dollard and colleagues (1939) established a correlation between the level of frustration and the intensity of aggressive behavior. However, contemporary research, including work by Fiske and Taylor

(1991), demonstrates a more nuanced relationship, taking into account individual differences, social context, and the availability of alternative behavioral strategies.

Thus, aggression emerges as a complex adaptive mechanism, the effectiveness of which largely depends on the context of its application and the individual's ability to direct it constructively in the process of self-actualization.

In his seminal work "Aggression: Its Causes, Consequences, and Control" (1989), Leonard Berkowitz revolutionized psychological understanding of aggressive behavior by presenting a nuanced theory that transcends traditional reactive models. Unlike simplistic interpretations, Berkowitz proposed aggression as a sophisticated adaptive mechanism - a complex psychological strategy for navigating internal and external challenges.

The core of Berkowitz's hypothesis centers on two fundamental psychological dynamics: barrier removal and identity reinforcement. Aggressive responses emerge not as random destructive impulses, but as intelligent coping strategies. Through carefully controlled conflict, individuals navigate psychological obstacles, liberate internal constraints, and transform emotional tensions. This process allows for self-assertion, personal power demonstration, and a compensatory approach to addressing underlying feelings of vulnerability or systemic powerlessness.

Berkowitz's groundbreaking research [4] reveals aggression as a multifaceted psychological tool. It functions beyond mere emotional discharge, representing a complex adaptive mechanism for psychological self-preservation, emotional regulation, boundary negotiation.

By reframing aggression from a purely negative construct to a potential adaptive strategy, Berkowitz invites a more nuanced, compassionate understanding of human psychological resilience and complex emotional responses.

Konrad Lorenz's extensive research, culminating in his 1985 work "On Aggression", provided a revolutionary perspective on aggressive behavior as a complex evolutionary and adaptive strategy. Unlike previous interpretations that viewed aggression purely as a destructive force, Lorenz proposed a nuanced understanding of aggressive responses as sophisticated survival and social interaction mechanisms [19]. Through comprehensive observational studies, Lorenz demonstrated that controlled aggression serves critical biological and social functions, challenging binary conceptualizations of aggressive behavior and

positioning it as an intelligent, context-dependent response with deep evolutionary roots.

Modern neuroimaging research, exemplified by Davidson and colleagues' groundbreaking 2000 study, has revolutionized our understanding of aggressive behavior by mapping its intricate neurological foundations. These studies reveal aggression as a complex neural process deeply embedded in sophisticated brain networks, challenging simplistic emotional or behavioral interpretations.

By mapping the neural architecture of aggressive responses, contemporary research provides unprecedented insights into how brain structure, emotional regulation, and environmental stimuli dynamically interact to produce behavioral outcomes, transforming aggression from a perceived character flaw to a nuanced neurological communication strategy [7].

Aggression, when understood through a sophisticated psychological lens, transforms from a purely negative construct into a potential resource for personal development, requiring conscious, controlled, and empathetic management.

Jim Collins' seminal research in "Good to Great" (2001) provides a groundbreaking perspective on constructive aggression as a sophisticated psychological and professional development strategy. This approach represents a calculated, goal-oriented behavioral mechanism that transforms aggressive impulses into strategic personal and professional advancement.

In light of the above, two primary forms of aggression can be identified: constructive and destructive. **Constructive Aggression** is characterized by goal-oriented behavior, strategic planning, precise psychological navigation of complex social environments and minimal emotional dysregulation. In other words, constructive aggression is not about confrontation, but about intelligent, calculated psychological intervention that enables individuals to navigate professional and personal challenges with unprecedented precision.

In contrast, **Destructive Aggression** is marked by impulsivity, emotional reactivity, and a lack of strategic thinking. Individuals who engage in destructive aggression often act without considering the long-term consequences of their behavior. This can lead to negative outcomes, such as social isolation, damaged relationships, and legal trouble. John Gottman's longitudinal studies on divorce, highlighted in *What Predicts Divorce*, have shown that persistent destructive aggressive patterns are

strongly linked to increased social isolation and relationship problems.

The psychological mechanisms underlying destructive aggression reveal a fundamental misunderstanding of power dynamics and interpersonal communication, leading to systematic personal and professional disintegration.

Understanding the complex interplay between frustration, aggression, and self-realization has profound implications for psychological interventions and personal development. By recognizing the potential of frustration to drive personal growth and transformation, individuals can harness its power to reach their full potential.

Maslow's Hierarchy of Needs and contemporary psychological theories frame self-realization as a multifaceted process encompassing personal potential actualization, navigating psychological barriers, adapting to environmental constraints, and continuously reconstructing one's identity.

Self-realization is not a destination but a continuous, evolving process of psychological transformation. By developing sophisticated intervention strategies, individuals can: transform psychological challenges into growth opportunities; create flexible, adaptive personal narratives; and unlock unprecedented levels of personal potential. The journey of self-realization becomes an intelligent, strategic navigation of one's inner psychological landscape, where frustration and aggression serve as powerful, nuanced tools for profound personal growth.

Traditional psychological perspectives often portray self-realization as a linear, harmonious process of personal growth. This view emphasizes the importance of inner peace, balance, and avoiding conflict.

However, a more dynamic and nuanced understanding of self-realization is emerging. This perspective recognizes that personal growth is often a non-linear process, marked by periods of challenge, conflict, and transformation. Rather than avoiding conflict, individuals may need to confront and overcome obstacles to achieve their full potential.

Contrary to traditional views, conflict and frustration can serve as catalysts for personal growth. By challenging our comfort zones and forcing us to adapt to new circumstances, these experiences can lead to significant personal development. As Csikszentmihalyi (1990) argues, it is often through overcoming challenges that we experience flow states and achieve a sense of purpose and meaning.

Self-realization is an ongoing process that requires constant negotiation between our desires, values, and external constraints. As

individuals, we must continually adapt to changing circumstances and make choices that align with our authentic selves. This process of negotiation can be challenging and often involves confronting difficult emotions and making difficult decisions.

Carol Dweck's (2006) research on fixed and growth mindsets demonstrated that individuals with a growth mindset perceive challenges as opportunities for learning and development. This approach fosters resilience, perseverance, and a willingness to take risks. By reframing obstacles as stepping stones to success, people can unlock their full potential and achieve their goals [9].

Research on successful entrepreneurs has shown that a certain degree of aggressive behavior can be beneficial. By taking calculated risks, pursuing goals relentlessly, and challenging the status quo, entrepreneurs can drive innovation and create new markets. According to Zhao and Seibert (2006), 42% of successful entrepreneurs exhibited adaptive aggressive strategies, which correlated with higher innovation rates and a greater likelihood of business success [23].

Individuals who utilize aggression as a tool for self-realization are characterized by a high degree of adaptability to fluctuating circumstances and an ability to transform challenges into catalysts for growth. They not only identify and actively confront difficulties but also demonstrate perseverance and focused pursuit of their objectives. This proactive stance ensures their successful navigation of obstacles and attainment of desired outcomes. A key aspect of their behavior is psychological flexibility, which enables them to develop novel approaches, embrace diverse perspectives, and reconceptualize their self-identity.

Turning to the analysis of practical aspects, it should be noted that effective management of frustration and aggression are key factors in psychological well-being and successful self-realization. With this understanding, effective strategies can be developed to help individuals transform internal struggles into a driving force for positive change [17].

One important direction is the development of adaptive coping mechanisms, which include mindfulness, relaxation techniques, fostering psychological resilience, developing emotional intelligence, and cultivating adaptive skills and techniques from cognitive-behavioral therapy. Mindfulness promotes the development of the ability to observe one's own emotions without judgment or reaction, which allows for reducing the intensity of negative experiences associated with frustration. Relaxation techniques, in turn, help to relieve the physiological tension

that often accompanies frustration and aggression. Cognitive-behavioral therapy is aimed at correcting maladaptive cognitive schemas and behavioral reactions, which contributes to the formation of more constructive ways of responding to frustrating situations.

The development of psychological resilience, encompassing emotional regulation and adaptive coping strategies (including problem-solving and perseverance) [6], is a key factor in effectively overcoming difficulties and recovering from setbacks. Emotional regulation ensures the ability to respond constructively to stressful situations, while adaptive skills contribute to the achievement of set goals. Self-help approaches aimed at analyzing past experiences, formulating realistic goals, and developing psychological flexibility play an important role in this process. These approaches contribute to optimizing worldview, increasing motivation, maintaining a sense of purpose, and preventing destructive frustration, which collectively leads to personal growth through the transformation of thinking and behavior.

The development of emotional intelligence (EI) is an integral component of building psychological resilience. EI involves the ability to recognize, understand, and manage one's own emotions, as well as to recognize the emotions of others. Psychoeducation, as the process of providing information about psychological processes and states, plays a crucial role in the development of EI. It helps to understand the nature of frustration and aggression, their possible consequences, and ways of constructive utilization. It is important to recognize that frustration and aggression are not always negative phenomena. In certain situations, they can serve as a powerful source of motivation and a stimulus for achieving goals. For example, the feeling of frustration from failure can encourage the search for new strategies and persistent work towards success. Aggressive energy, directed into a constructive channel, such as through sports or creativity, can become a catalyst for achievements.

Along with managing frustration, the development of adaptive coping skills (problem-solving, decision-making, perseverance) is crucial for effective interaction with challenges and achieving goals, minimizing the likelihood of destructive frustrating experiences. Given the potential link between frustration and aggression, it is advisable to develop skills for the controlled transformation of aggressive energy into constructive forms of activity, such as physical activity or creative pursuits. This approach not only reduces the risk of destructive behavior but also allows using aggression as a stimulus for motivation and achieving results,

transforming it from a destructive force into a driving one.

Additionally, an important aspect is the cognitive reinterpretation of negative life experiences, which contributes to the development of resilience and the formation of a positive perspective, viewing difficulties as potential opportunities for personal growth. Prevention of excessive frustration is also achieved through the use of alternative goal-setting methodologies, including setting realistic and achievable goals, which maintains motivation and prevents feelings of helplessness. Finally, the development of psychological flexibility, as the ability to adapt to changes and accept new challenges, is a significant factor in successfully overcoming difficulties and achieving self-realization.

Also, understanding the complex interrelationships between frustration, aggression, and self-realization, as well as the application of appropriate psychological strategies, allows individuals not only to effectively cope with negative emotional states but also to use the potential of aggression for achieving personal growth and a fulfilling life.

2. Conclusions

This research investigated the role of aggression as a mechanism for self-realization in individuals experiencing frustration. The findings of this study demonstrate that when channeled constructively, aggression can function as a significant catalyst for personal growth. Through strategic navigation of obstacles, persistent pursuit of objectives, and the demonstration of adaptive psychological flexibility, individuals can transform aggression from a destructive force into a potent impetus for positive transformation.

The study's findings underscore the intricate relationship between frustration, aggression, and self-realization. Empirical evidence suggests that factors such as personality traits, social context, and emotional regulation capacities exert a substantial influence on individual responses to frustration. Furthermore, this research emphasizes the critical importance of developing efficacious strategies for the management of aggression, encompassing cognitive restructuring, emotional regulation, and problem-solving proficiencies.

These results have important practical applications for clinical work with individuals who experience chronic frustration and a lack of self-fulfillment. Creating a supportive therapeutic environment, fostering emotional intelligence, and teaching adaptive coping skills can help clients redirect the energy from frustration and repressed aggression

toward achieving constructive goals and personal growth.

This research contributes to a refined understanding of the phenomenon of aggression and the development of effective management strategies. However, further investigation is warranted to achieve a more comprehensive understanding of this complex phenomenon. Future research should explore in greater depth the neurobiological underpinnings of aggression and examine the impact of cultural factors on its expression and role in the process of self-realization. Moreover, the development and evaluation of evidence-based interventions for individuals presenting with aggressive behaviors constitutes a promising direction for future inquiry.

References:

1. American Psychological Association. Stress in America Report. Washington, DC: APA Press, 2021. P. 124.
2. Bandura, A. (1973). *Aggression: A Social Learning Analysis*. Englewood Cliffs, NJ: Prentice-Hall. P. 258.
3. Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall. P. 247.
4. Berkowitz, L. (1989). *Aggression: Its Causes, Consequences, and Control*. New York: McGraw-Hill Book Company. P. 496.
5. Berkowitz L. (2015). *Aggression: Its Causes, Consequences, and Control*. — New York: McGraw-Hill. P. 368.
6. Brown, B. (2012). *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. New York, NY: Gotham Books (Penguin Group). P. 320.
7. Davidson, R. J., Putnam, K. M., & Larson, C. L. (2000). Dysfunction in the Neural Circuitry of Emotion Regulation - A Possible Prelude to Violence. *Science*, 289(5479), Washington, DC: American Association for the Advancement of Science. P. 591-594.
8. Doidge, N. (2007). *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Viking Press. P. 448.
9. Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Random House. P. 276.
10. Dollard, J., Miller, N. E., Doob, L. W., Mowrer, O. H., & Sears, R. R. (1939). *Frustration and Aggression*. New Haven, CT: Yale University Press. pp. 1-209.
11. Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Stanford, CA: Stanford University Press. P. 291.
12. Frankl, V. E. (1984). *Man's Search for Meaning: An Introduction to Logotherapy*. New York: Simon & Schuster. P. 221.
13. Freud, S. (1926). *Inhibitions, Symptoms and Anxiety*. Standard Edition, 1926. pp.

20. 230 p.
14. Goldstein M., Levin P. (2021). Emotional Intelligence and Conflict Resolution: A Longitudinal Study // *Psychological Research*. 2021. Vol. 85(4). pp. 721-740.
 15. Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday. P. 259.
 16. Gottman, J.M. (1994). *What Predicts Divorce? The Relationship Between Marital Processes and Marital Outcomes*. Hillsdale, NJ: Lawrence Erlbaum Associates. P. 521.
 17. Hayes, S.C. (2005). *Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Publications. P. 224.
 18. LeDoux, J. (2003). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. New York: Simon & Schuster. P. 384.
 19. Lorenz, K. (1985). *On Aggression* (M. Latzke, Trans.). London: Methuen & Co. Ltd. P. 306.
 20. Maslow, A.H. (1943). A Theory of Human Motivation. *Psychological Review*, 50(4). pp. 370-396.
 21. Miller N., Sears R., Mowrer O., Doob L., Dollard J. (1941). The frustration aggression hypothesis. *Psychological Review*. 1941. Vol. 48. № 4. pp. 337-342.
 22. Sapolsky, R.M. (2004). *Why Zebras Don't Get Ulcers: The Acclaimed Guide to Stress, Stress-Related Diseases, and Coping* (3rd ed.). New York: Henry Holt and Company. P. 560.
 23. Zhao, H., & Seibert, S.E. (2006). The Big Five Personality Dimensions and Entrepreneurial Status: A Meta-Analytical Review. *Journal of Applied Psychology*, 91(2). pp. 259-271.
 24. <https://www.amnesty.org/en/what-we-do/freedom-of-expression/protest/#:~:text=Throughout%20history%2C%20protests%20have%20been,exposing%20injustice%20and%20abuse%2C%20demanding>
 25. <https://positivepsychology.com/social-learning-theory-bandura/#:~:text=According%20to%20the%20SLT%2C%20%20aggressive,489>

Transliteration of References:

1. American Psychological Association. *Stress in America Report*. Washington, DC: APA Press, 2021. P. 124.
2. Bandura, A. (1973). *Aggression: A Social Learning Analysis*. Englewood Cliffs, NJ: Prentice-Hall. P. 258.
3. Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall. P. 247.
4. Berkowitz, L. (1989). *Aggression: Its Causes, Consequences, and Control*. New York: McGraw-Hill Book Company. P. 496.
5. Berkowitz L. (2015). *Aggression: Its Causes, Consequences, and Control*. — New York: McGraw-Hill. P. 368.
6. Brown, B. (2012). *Daring Greatly: How the Courage to Be Vulnerable Transforms*

- the Way We Live, Love, Parent, and Lead. New York, NY: Gotham Books (Penguin Group). P. 320.
7. Davidson, R. J., Putnam, K. M., & Larson, C. L. (2000). Dysfunction in the Neural Circuitry of Emotion Regulation - A Possible Prelude to Violence. *Science*, 289(5479), Washington, DC: American Association for the Advancement of Science. P. 591-594.
 8. Doidge, N. (2007). *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Viking Press. P. 448.
 9. Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Random House. P. 276.
 10. Dollard, J., Miller, N. E., Doob, L. W., Mowrer, O. H., & Sears, R. R. (1939). *Frustration and Aggression*. New Haven, CT: Yale University Press. pp. 1-209.
 11. Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Stanford, CA: Stanford University Press. P. 291.
 12. Frankl, V. E. (1984). *Man's Search for Meaning: An Introduction to Logotherapy*. New York: Simon & Schuster. P. 221.
 13. Freud, S. (1926). *Inhibitions, Symptoms and Anxiety*. Standard Edition, 1926. pp. 20. 230 p.
 14. Goldstein M., Levin P. (2021). Emotional Intelligence and Conflict Resolution: A Longitudinal Study // *Psychological Research*. 2021. Vol. 85(4). pp. 721-740.
 15. Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday. P. 259.
 16. Gottman, J.M. (1994). *What Predicts Divorce? The Relationship Between Marital Processes and Marital Outcomes*. Hillsdale, NJ: Lawrence Erlbaum Associates. P. 521.
 17. Hayes, S.C. (2005). *Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Publications. P. 224.
 18. LeDoux, J. (2003). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. New York: Simon & Schuster. P. 384.
 19. Lorenz, K. (1985). *On Aggression* (M. Latzke, Trans.). London: Methuen & Co. Ltd. P. 306.
 20. Maslow, A.H. (1943). A Theory of Human Motivation. *Psychological Review*, 50(4). pp. 370-396.
 21. Miller N., Sears R., Mowrer O., Doob L., Dollard J. (1941). The frustration aggression hypothesis. *Psychological Review*. 1941.Vol. 48. # 4. pp. 337-342.
 22. Sapolsky, R.M. (2004). *Why Zebras Don't Get Ulcers: The Acclaimed Guide to Stress, Stress-Related Diseases, and Coping* (3rd ed.). New York: Henry Holt and Company. P. 560.
 23. Zhao, H., & Seibert, S.E. (2006). The Big Five Personality Dimensions and Entrepreneurial Status: A Meta-Analytical Review. *Journal of Applied Psychology*, 91(2). pp. 259-271.

24. <https://www.amnesty.org/en/what-we-do/freedom-of-expression/protest/#:~:text=Throughout%20history%2C%20protests%20have%20been,exposing%20injustice%20and%20abuse%2C%20demanding>
25. [https://positivepsychology.com/social-learning-theory-bandura/#:~:text=According%20to%20the%20SLT%2C%20%20aggressive,489\).](https://positivepsychology.com/social-learning-theory-bandura/#:~:text=According%20to%20the%20SLT%2C%20%20aggressive,489))

The Author

Oksana HERASYMCHUK
Postgraduate Student (PhD Candidate),
M.Dragomanov Ukrainian State University,
Kyiv, Ukraine
E-mail: oksana.gera.psy@gmail.com

Abstracts

ОКСАНА ГЕРАСИМЧУК. Агресія як інструмент самореалізації фрустрованої особистості. У цій статті досліджується взаємозв'язок між фрустрацією, агресією та самореалізацією. Проаналізовано теоретичні підходи до розуміння агресії з акцентом на її роль як реакції на фрустрацію. Особливу увагу приділено потенціалу трансформації агресії з деструктивної сили на інструмент досягнення цілей, подолання викликів та сприяння особистісному розвитку. Розглянуто також чинники, що впливають на управління агресією, зокрема особистісні риси, соціальний контекст та здатність до емоційної регуляції. У статті запропоновано практичні рекомендації щодо використання агресії як джерела мотивації та енергії для самореалізації.

Ключові слова: агресія, фрустрація, самореалізація, конструктивна агресія, деструктивна агресія, агресивна поведінка, самоактуалізація, хронічна фрустрація.

OKSANA HERASYMCHUK. Agresja jako narzędzie samorealizacji sfrustrowanej osobowości. W niniejszym artykule badany jest związek pomiędzy frustracją, agresją a samorealizacją. Przeanalizowano teoretyczne podejścia do rozumienia agresji z uwzględnieniem jej roli jako reakcji na frustrację. Szczególną uwagę poświęcono potencjałowi transformacji agresji z siły destrukcyjnej w narzędzie do osiągnięcia celów, pokonywania wyzwań oraz wspierania rozwoju osobistego. Rozważono także czynniki wpływające na zarządzanie agresją, w tym cechy osobowości, kontekst społeczny oraz

zdolność do regulacji emocjonalnej. W artykule zaproponowano praktyczne zalecenia dotyczące wykorzystania agresji jako źródła motywacji i energii dla samorealizacji.

Słowa kluczowe: agresja, frustracja, samorealizacja, agresja konstruktywna, agresja destrukcyjna, zachowanie agresywne, samorealizacja, frustracja chroniczna.