

# Under the Career Development Concept, the Influence of Senior College Students' Frustrated Sense of Competence on Lifelong Learning Intention and Adjustment

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**Abstract:** As the most sensitive and profound group affected by the new era, college students need to constantly learn in order to adapt to social changes, and to better survive and develop in the information and networking age. However, some Chinese college students have a shallow awareness of lifelong learning and their plan are not clear enough. This study found that the frustration of learner competence is related to lifelong learning intention. Researcher used survey questionnaires and interviews, exploring the influencing factors of competence frustration, and different experiences of competence have different impacts on their future study and lifelong learning behavior intention. The guiding role of career development planning was judged, and play an role of school and families, so as to reduce the negative impact of competence frustration and put emphasis on frustration education. In this process, the frustrated individuals were encouraged to dialectically view competence frustration and develop the idea of continuous progress and challenge in the future. The concept of lifelong learning and progress are deeply integrate into daily life.

**Keywords:** Sense of Competence and Frustration; Lifelong Learning; Senior College Students; Career Development Concept; Frustration/Setback Education.

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## 1. Introduction

Recently, the night school lifestyle of young people in Shanghai, Zhejiang and other places ,which are mostly popular on social media platforms. On the first day of registration for the autumn class at a night school in Shanghai, more than 650000 people competed for 10000 course spots, causing the platform to crash. The trend of young people working during the day and learning arts at night has become a new trend.[1]

With the development of technology, the improvement of medical level, and the continuous extension of human life, along with the aggravation of aging, the future working hours of professionals will be extended. The update of knowledge updating is so fast that society has invisibly put forward stricter requirements for the knowledge and skills of young people.

However, different career development perspectives determine people's different expectations, and even plays a moderating role in the frustration of competence. Career planning is a dynamic process that can adapt to the changes that students experience in establishing professional knowledge, experience, and identity,says Waddel&Maggie. Parsons believes that there are three main factors involved in the process of choosing a career,: understanding of the nature and environment of the job, recognition of personal interests and abilities, and coordination and matching between the two. A key element of career planning is self reflection Students must take the time to reflect on their personal interests, abilities, and values This can help them identify their passes and strengths, which they can use to explore different career options and find a path that aligns with their interests.[2] In addition to interests, practical abilities can also generate new

insights. It is also important for students to gain hands-on experience in their desired field through internships or coop programs These opportunities allow students to gain a better understanding of the daily tasks of a specific job and build their professional network.[3]When a person has clear goals and perceive high self efficacy, he/she will be cognitively motivate to act more persistent and directed.[4]Thus entering a virtuous cycle, constantly deepening the ideas of progress and challenges

## 2. Literature Review

Barthol Omewe et al found that Competency frustration refers to an individual's perception of insufficient ability or a feeling of failure. As Deci Ryan points out competence frustration often coexists with the experience of failure. Sheldon&Gunz believes that after individuals suffer the defeat of his basic psychological needs, there are motivation and process to restore the satisfaction of his basic pychological needs in the short term ,and they are not aware of the existence of the motivation restore and the recovery process is not controlled by their own cognitive processes. However, some people are unable to extricate themselves, from frustration for a long time, while others recover their confidence through short-term struggles. After an individual's short-term need for autonomy is frustrated, it is hope that if the follow-up task can satisfy the subject's sense of autonomy, the opportunity of individual to participate in the follow up task will be significantly enhanced, says Radel et al. Waterschool et al points out that after experiencing short-term frustration of competency needs , individuals tend to pay more attention to stimuli related to competence in subsequent tasks. Vanstenkiste&Ryan found that when individuals suffer long-term frustration of basic psychological needs, they often

take measures to compensate for them, including finding substitutes for their needs, paying more attention to external goals, relaxing self-control, forming and developing bad behaviors. Therefore, the frustration of competence is not a negative impact, and certain guidance can create a positive impact.

Long Yong found that the awakening of lifelong learning intention is crucial for every college student. The content of the career development concept of college students emphasizes long-term and all-round career development. Universities and colleges should effectively integrate the concept of lifelong learning into career guidance education, so as to promote students' awareness of lifelong learning and recognize the importance of self-conscious and active learning in the process of career development. Zhao Yanli et al. believes that the learning motivation of adult learners has gradually changed from meeting the needs of survival and career development to achieving self-worth, quality development and interest development. They are more looking forward to practical learning resources, diverse learning content, flexible learning methods, and learning places. As Chen Jing points out under the concept of lifelong learning, adult self-learning is a self-directed and conscious learning process.

### 3. Research Objects and Methods

My research subjects are senior college students, who have accepted the complete education system and are about to face employment. This is a transition from students to professionals in society. Their views on lifelong learning are very important, and their level of competence in study life may also affect their intention of lifelong learning.

This study used questionnaire survey and interview methods. In this sample, a suitable questionnaire was compiled by Other people's essay questionnaire. The new questionnaire was shared with participants in an electronic version for filling out. For the collected questionnaires, excluding invalid samples, this sample ultimately only has 50 valid samples; This interview was conducted at Tencent Meeting, recorded on a mobile phone, and the interview content was processed using Feishu Miaoji.

### 4. Data Analysis

#### 4.1. Sorting and Analysis of Questionnaire Survey Content

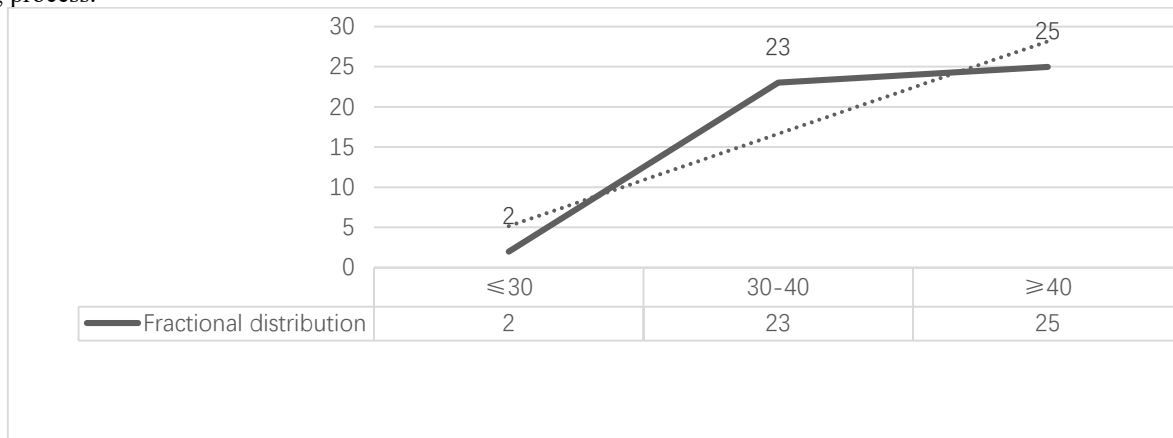


Figure 1. Score Distribution Map

Table note: The horizontal axis represents three score intervals, and the vertical axis represents the number of people.

By collecting and analyzing these data in the questionnaire survey, we hoped to gain a deeper understanding of the subjects' gender, grade, family background, future plans, learning attitudes, sense of competence, and lifelong learning intentions. The scores were divided into three stages: low, medium, and high, that is low: total score < 30, medium: 30-40 (including 30, not excluding 40), high: total score ≥ 40. The family background of the subjects in this study were evenly distributed; In future planning, 56% of the subjects took part in examination, followed by those who are interested in pursuing further studies. A small number of people choose to play for a few years, which also reflected their desire for stable public service jobs. Overall, career planning showed diversified trend; In terms of learning attitude, the majority were positive, accounting for 66%, indicating that they value and pursue learning; Most people maintained anxiety before exams, and facing anxious exam

remind us to pay more attention to students' wellness and the ability to cope with challenges; When it comes to academic achievement, half of people were more concerned about their grades rather than how much progress they have made, otherwise they may feel disappointed; And 64% of them achieved their plans and expectations through planning and effort, but their confidence was not as strong as others, such as being able to express themselves well when different from their classmates. In the questionnaire, two-thirds of the participants had negative emotions and effects, with high frequency words such as doubt, helplessness, negation, and failure. Most people hold a neutral attitude when answering questions about having experienced setbacks in competence and being unable to extricate themselves, but there were still some strongly positive and negative views. In terms of lifelong learning intention, 56% of people had a strong intention towards lifelong learning, which reflects the importance of personal growth and continuous learning. We should pay more attention to cultivating students' lifelong learning ability.

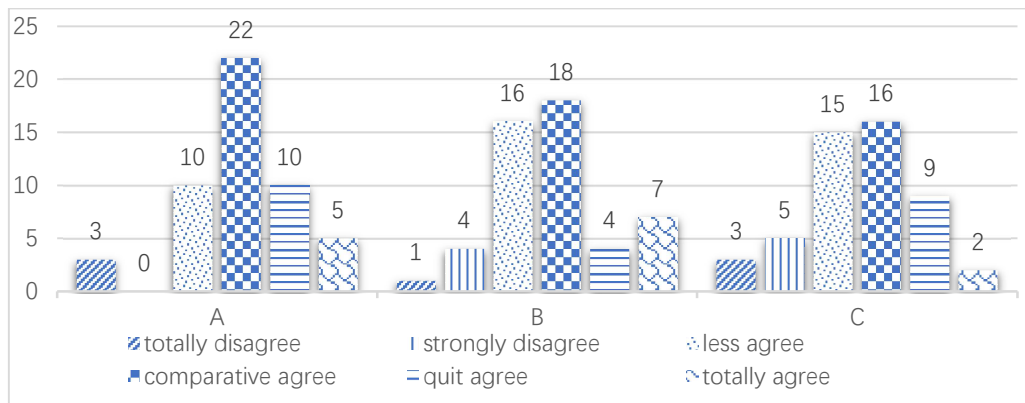


Figure 2. Problem Statistics Table 1

Table note:(1)The horizontal coordinate is three questions and their six options, and the vertical coordinate is the number of people.

(2)A: Do you feel anxious before exam and worried you're

not doing well?, B:For something that I don't like it, I don't know whether I can accomplish greatly?, C: I have experienced failure for a long time and i was unable to detach from it.

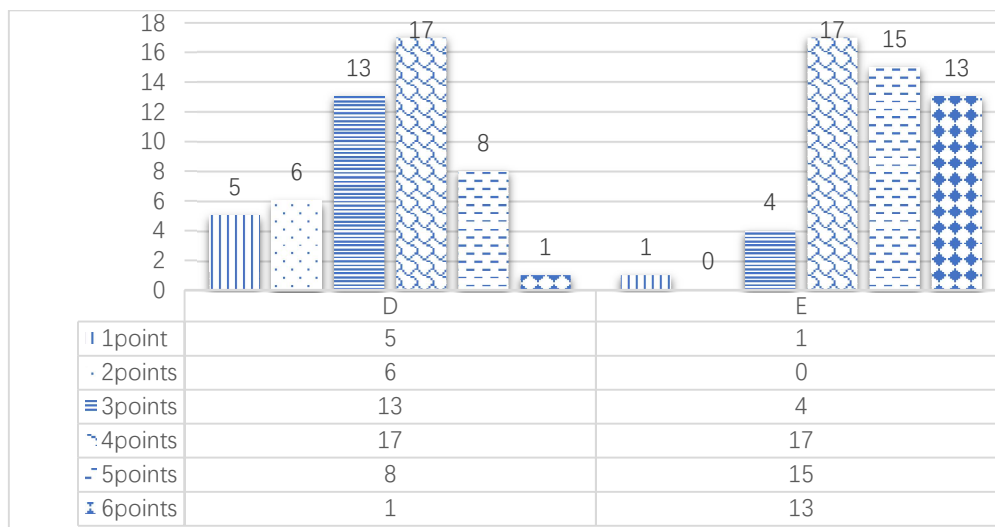


Figure 3. Problem statistics Table 2

Table note:(1)The horizontal coordinate is two questions and their six rating options, the vertical coordinate is the number of people.

(2)D:When my academic grades is not as good as other, even if my grades have improved compared to my past, I will still experience a sense of failure? E: I have the intention of lifelong learning and am prepared for it!

## 4.2. Organizing and Analyzing Interview Samples

In the interview method, three representative subjects were selected for interview, one male and two female respectively. The total score of male A was 33, with a moderate score, but they could not be separated after failing. The total score of female B was 27, with a low score and strongly agreed. Another C female had a total score of 43, with a high score, but fully agreed that they could not be withdrawn after failure.

Among the three students, all three hope to work, with student C also planning to continue their education. Two of them are satisfied with their usual studying conditions (A and C), while the other student B is dissatisfied. A mentioned that they struggled to adapt at the beginning of college, but as they delved deeper into their studies and combined it with practical experience, they began to understand more. On the other hand, B often has a poor attendance in classes, tends to oversleep,

and lacks self-discipline. C, on the other hand, pays close attention to subjects that interest them but is not willing to waste time on those that do not. When facing failure, A does not experience a sense of despair that they can't overcome; they believe that a single exam does not define one's abilities and do not let a poor performance affect them. They also understand that everyone excels in different areas and should not be defined by a single standard. Both B and C have experienced feelings of despair, with C experiencing it more intensely. B expresses feeling annoyed and frustrated, crying as a way to release emotions, isolating themselves to reflect on the reasons for their frustration before rebounding and refocusing. However, they still experience fear leading up to exams, which builds up as the exam date approaches. C often feels anxious before exams, leading to sleep and appetite disturbances but struggles to find ways to cope or communicate their emotions. This has led to a decline in their grades, making it challenging for them to commit to their studies and even avoid attending classes out of fear. Through personal struggles and choosing a major of interest, they have gained insights into problem-solving and a clearer understanding of their goals and priorities. All three students agree that additional learning is essential after graduation, with C emphasizing the importance of continuing education as a means for personal growth. A believes that acquiring

practical knowledge and experiences are more valuable than earning a high income, whereas B expresses a desire for financial stability and career advancement. C sees further education as an opportunity to broaden their international perspective and continue their intellectual exploration.

Both individuals B and C clearly demonstrate the impact of feelings of incompetence. B is able to quickly bounce back, reflect on the reasons for failure, and re-engage in new tasks, while maintaining a lifelong learning mindset. However, there is an overall lack of self-assurance and even some concerns about oneself. On the other hand, C has struggled for a long time to overcome these feelings and has developed psychological issues. The lack of support and guidance from their family and the school has resulted in several years of self-isolation. However, after a personal struggle, they now have a strong commitment to self-improvement and lifelong learning. Short-term feelings of incompetence and failure, if properly addressed and with a positive mindset, can lead to personal growth. Over time, feelings of incompetence and failure can be gradually repaired. However, without strong self-regulation abilities and correct cognition, and without external intervention to mitigate the negative impact of feelings of incompetence, prolonged periods of low mood may lead to psychological issues. The majority will experience severe damage to their self-confidence and self-esteem.

### 4.3. Comprehensive Analysis of Phenomena Reflected in Samples

In the questionnaire survey, it was found that the participants had a certain intention of lifelong learning, but most of them placed too much emphasis on exam results rather than progress, which easily led to pre-exam anxiety and was filled with great anxiety when facing uncertainty.

According to the specific situation of the subjects, this study explored that their factors were divided into external factors and internal factors. include social factors: parents putted too much pressure on students and paid too much emphasis on the results, neglecting the process of their efforts, their progress and growth, resulting in a one-sided and meaningless horizontal comparison; In terms of learning environment: Teachers lacked proper guidance and encouragement, neglecting students in the middle and lower reaches, and teaching tended towards students in the middle and upper reaches. Internal factors: Students have a shy personality and are not good at communication; the student had an unpleasant learning experience; Individuals self-awareness is not perfect, the lack of reasonable expectations for tasks, and are unable to adjust goals and improve learning methods; They are unable to extricate themselves into negative emotions when they encounter difficulties, and they don't know how to adjust their emotions.

## 5. Result

Most of the participants in this study have almost experienced with their sense of competence in learning.

Before entering college, the school don't establish an evaluation system to monitor students' resilience to setbacks, and there is insufficient understanding of individual student conditions. There are also obstacles to communication and coordination between family and school.[5] Therefore, school education and family frustration education on resilience should complement each other.

Firstly, parents and children need to analyze the reason for failure and summarize them. Parents can create small setback scenarios in daily life based on their children's individual situations, gradually leading to overcome difficulties. This approach can better promote the children's growth and progress and enhance their psychological resilience. Finally, parents should encourage their children to share their setbacks with peers and express their thoughts, helping them to learn to listen and express themselves, and build good interpersonal relationships to receive emotional support. Most importantly, parents need to change their mindset, not overly emphasizing grades but paying more attention to the holistic development of their children.

The school need to establish a specialized institutions for resilience education, directly led by school leaders, responsible for developing a comprehensive resilience education development plan for the entire school. [6] The school can improve teaching methods by focusing on heuristic, exploratory, and immersive teaching, connecting theory with practice. By breaking down teaching requirements into logical levels, progressing from easy to difficult, and from simple to complex, the frequency of events leading to setbacks can be minimized.[7]The school can also set up mental health education courses and organize related activities, such as psychological sports games, anonymous sharing letters, role-playing games, and activities involving sand trays and drawing.

For college students, it is a crucial period of growth in their live, as they face various challenges such as academic burden, career choices, and interpersonal relationships. [8]Schools should eliminate "hardship education", "failure education", and "pain education". In the education of setbacks for college students, a three-level education model combining "family school society" should be advocated, advocating the coordination between campus culture and social culture.[9]

Parents need to provide their children with more emotional support rather than teaching them how to overcome setbacks. Parents should listen , understand, and encourage their children when they face setbacks.. Firstly, parents should carefully listen and support children's expressions, making feel respected and cared for. Parents can also share their own experiences to encourage their children, praise them for their progress, while urging and supporting them to continue striving and attempting until they overcome setbacks and achieve success.

Utilizing their resources and advantages to play the role in career planning and provide targeted resilience education. Firstly, the school should adjust the curriculum to keep it up-to-date and diversify course offerings to subtly incorporate resilience education. Additionally, schools can establish connections with the community, providing more non-graduation internship opportunities to understand social dynamics and demands, preventing the disconnect between knowledge and practice. Inviting accomplished professionals from various fields or outstanding alumni to conduct promotional events and speeches, setting up specialized career planning teachers to help students with reasonable planning based on their interests, and ensuring counselors follow up in a timely manner. The teaching staff should clearly define educational objectives and embed appropriate career advice and resilience guidance into the curriculum. Counselors should strengthen their connections with students, uncover their strengths and characteristics, organize more exchange activities, and provide students with personalized

advice and encouragement.

Overall, this comprehensive approach aims to provide a supportive environment and opportunities for growth during students' university years, integrating strong support from both home and school.

## 6. Conclusion

This study found that the long-term sense of competence failure has a certain impact on lifelong learning, but the level of frustration resistance is particularly important.

The important thing is we need to enhance students' resilience to setbacks, educating them to take positive measures to truly understand themselves, fully harnessing the regulating role of career planning. Besides, students also can set reasonable goals step-by-step and gradually shorten the time of feeling incompetent and reduce its impact on lifelong learning. Ultimately, achieving self-affirmation, overcoming feelings of failure, and continuously deepening the intention for lifelong learning, seeking development and progress, and becoming more courageous in the face of future challenges.

In the future, I hope that more researchers will explore the reasons for competency frustration in the younger age group and compare the patterns and characteristics of different ages. More and more researchers are planned to know that some people, come from different professional fields, they how to face competency frustration. And researchers are trying to use multiple disciplines to explore together, proposing more practical intervention measures and methods. So as to accurately implement them in schools, families, and workplaces.

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