



# GENDER DIFFERENCES IN FRUSTRATION AND CONFLICT OF COLLIGATE STUDENTS

**Dr. Satyajeet Pagare**

Vasantrao Naik College, Aurangabad

**Abstract:** The present study deals with the comparison of Frustration and conflict between male and female students at the end of 2012-2013 academic year in their study. Exclusion criteria were the presence of chronic medical conditions or any other condition that would put the subjects at risk when performing the tests. The subjects were free of smoking, alcohol and caffeine consumption, antioxidant supplementation and drugs. They completed an informed consent document to participate in the study. The significant deference of frustration ( $t=p<.05$ ), conflicts ( $t=p<.05$ ) Male Students reported higher frustrations as compared to female students.

**Keywords:** Frustration , Conflicts, student , Gender

## INTRODUCTION

Gender" is refer to the role of a **male** or **female** in society. Gender refers to the social roles of men and women, which usually have a profound effect on the use and management of natural resources. Gender is not based on sex, or the biological differences between men and women. Gender is shaped by culture, social relations, and natural environments. Thus, depending on values, norms customs and laws men and women in different parts of the world have evolved different gender roles. (Aguilar, 2004). In psychology, frustration is a common emotional response to opposition, related to anger, annoyance and disappointment. Frustration arises from the perceived resistance to the fulfillment of an individual's will or goal and is likely to increase when a will or goal is denied or blocked. Frustration is the feeling of being blocked in satisfying a need or attaining a goal that individual perceives as significant. Frustration has been defined as the psychological state which results from the blocking of a goal-directed activity (Kisker, 1964).

## METHODS

The sample consisted of 50 Male Students and 50 and non Male Students from different colleges aurangabad at the end of 2012-2013 academic year in their study. Exclusion criteria were the presence of chronic medical conditions such as asthma, heart disease or any other condition that would put the subjects at risk when performing the tests. The subjects were free of smoking, alcohol and caffeine consumption, antioxidant supplementation and drugs. They completed an informed consent document to participate in the study. For measure the student's frustration and conflict self design questionnaires was used. The demographic information about Gender, age, daily smoking, drug use, etc. was obtained before seeking responses.

## RESULTS AND DISCUSSION

Table – 1

**PERSONAL CHARACTERISTICS OF MALE AND FEMALE STUDENTS**

Sr.No.	Morphological Characteristics	Male Students		Female Students	
		Mean	Standard Deviation	Mean	Standard Deviation
1)	Age (Year)	21.45	3.23	20.67	3.40
2)	Weight (Kg)	69.78	8.67	57.78	5.43
3)	Height (Cm)	172.30	14.34	135.56	09.67

Table-1 illustrates the Morphological Characteristics of Male Students and Non Male Students

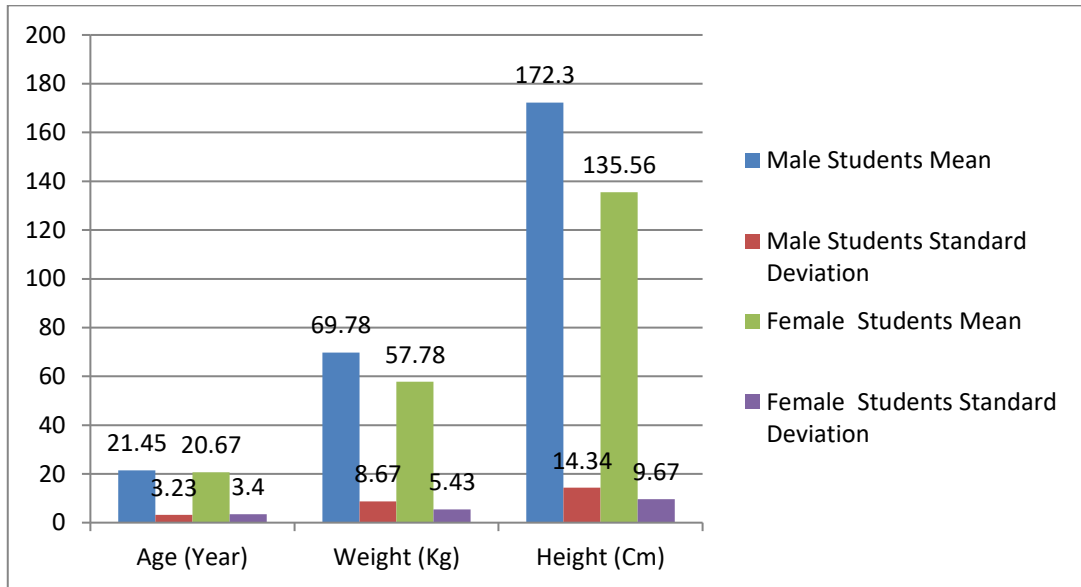


Table-2 Mean Scores, Standard Deviation and t-ratio of the of frustration between Male and Female students .

Dimension	Sample	Number	Mean	S.Ds.	t-ratio
Frustration	Male Students	50	5.67	1.70	4.20 *
	Female Students	50	4.12	1.34	

Table 2 shows that Mean Scores, Standard Deviation and t-ratio of the frustration between Male and Female students. The Mean scores and Standard deviation of Frustration between Male Students and Female Students has been graphically presented in Figure -1.

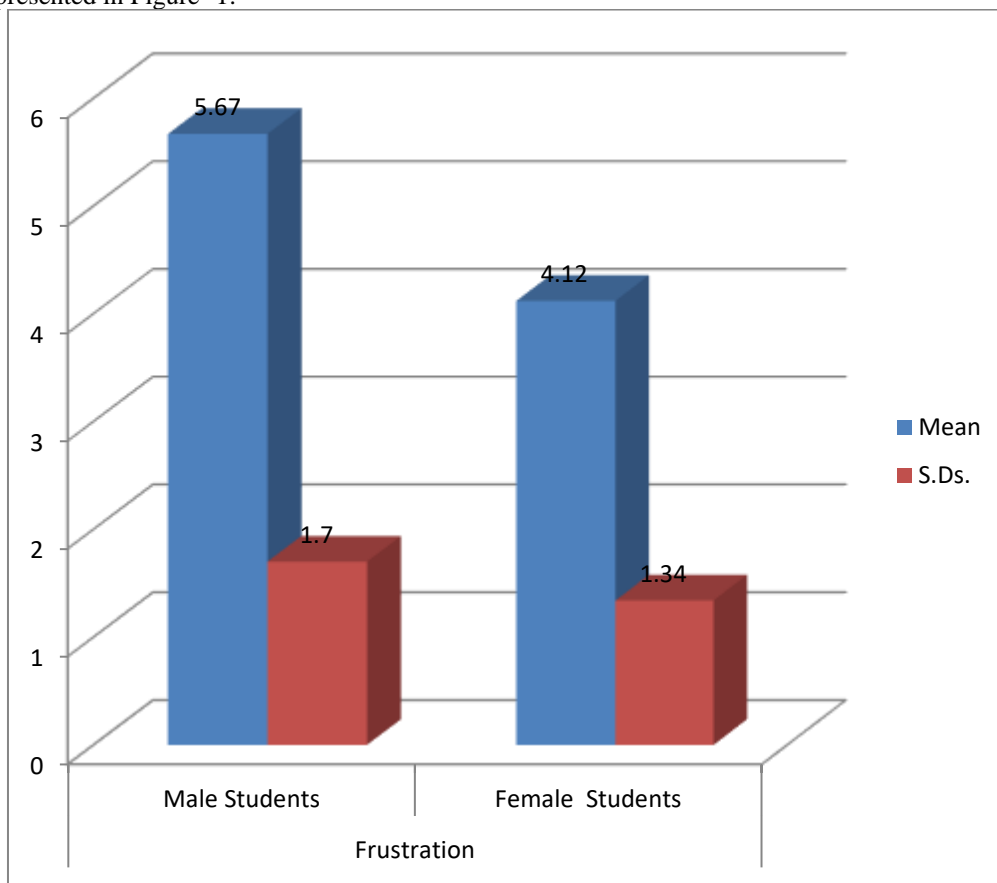


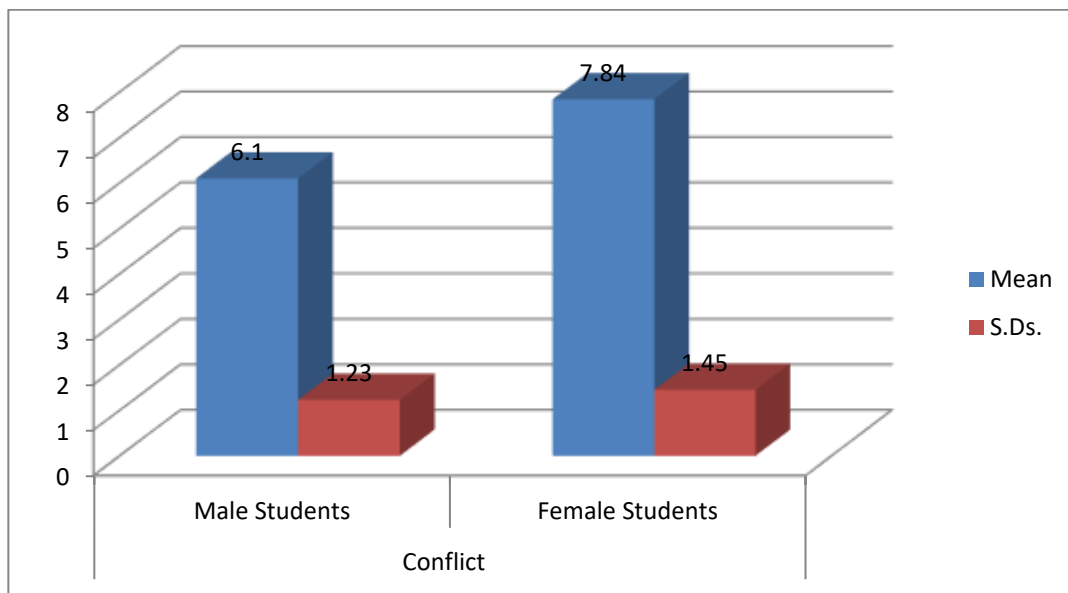


Table-3

Mean Scores, Standard Deviation and t-ratio of Reactions to stressors of Male Students and Non Male Students game players.

Dimension	Players	Number	Mean	S.Ds.	t-ratio
Conflict	Male Students	50	6.10	1.23	3.86*
	Female Students	50	7.84	1.45	

Table 3 shows that Mean Scores, Standard Deviation and t-ratio of the **Conflict** between Male and Female students. The Mean scores and Standard deviation of **Conflict** between Male Students and Female Students has been graphically presented in Figure -3.



## DISCUSSION

Gender differences are variances between males and females that **are based on biological adaptations that are the same for both sexes**. ... Sex differences therefore refer only to those differences that can be attributed solely to biological difference. The competitive life style and competitive environment have increased so many problems, in which frustration and Conflict are found the most common psychological consequences in students. The Male Students obtained 5.67 mean score of Frustration and Female Students were obtained 4.12 mean scores, whereas, the Male Students obtained 1.70 Standard Deviations of Frustration and Female Students were obtained 1.34 Standard Deviation. The Result of the study indicates that, there was significant difference of Frustration between Male Students and Female Students. The findings of the study reveal that Female Students incur significantly low frustration as compared to Male students. The Male Students obtained **6.10** mean score of **Conflict** and Female Students were obtained **7.84** mean scores, whereas, the Male Students obtained **1.23** Standard Deviations of **Conflict** and Female Students were obtained **1.45** Standard Deviation of **Conflict**. The Result of the study indicates that, there was significant difference of **Conflict** between Male Students and Female Students. The findings of the study reveal that male Students incur significantly low **Conflict** as compared to Female students

Gender refers to a person's sense of, and expression of, their **maleness or femaleness**. Gender is often determined by the cultural differences expected by society of men and women according to their sex.. Some psychological differences between men and women are visible to the naked eye. Women, for instance, tend to be warmer and more sensitive (on average) while men **tend to be more assertive**, research suggests. Others are more difficult to detect.

## REFERENCES

- Arthur N. (1998). Gender differences in the stress and coping experiences of first year postsecondary students. *Journal of College Student Psychotherapy*, 12, 21-36
- Bowman G, & Stern, M. (1995). Adjustment to occupational stress: The relationship of perceived control to effectiveness of coping strategies. *Journal of Counselling Psychology*, 42, 294- 303.
- Clark E.J. & Rieker P.P. (1986) Gender differences in relationships and stress of medical and law students. *J Medical Education*, 61(1), 32-40
- Clark E.J. & Rieker P.P. (1986) Gender differences in relationships and stress of medical and law students. *J Medical Education*, 61(1), 32-40.



- Ding Y, Yang Y, Yang X. (2015). The mediating role of coping style in the relationship between psychological capital and burnout among Chinese nurses. *PLoS One*;10:e0122-128.
- Dunkley D. M. (2000). The relation between perfectionism and distress: Hassles, coping, and perceived social support as mediators and moderators. *Journal of Counseling Psychology*, 47(4)437-453.
- Dusan V.(2012). Gender differences in academic stress and burnout among medical students in final years of education *Psychiatria Danubina*,; 24(2): 175-181.
- Folkman S. & Lazarus R. S. (1988) *Manual for the Ways of Coping Questionnaire*. Palo Alto CA: Consulting Psychologists Press.
- Folkman, S. (1986). Dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology*, 50(5):992-1003.
- Gloria CT, Steinhardt MA(2016). Relationships among positive emotions, coping, resilience and mental health. *Stress Health*;32:145–56.
- Hyde J. S.& Plant E. A. (1995) Magnitude of psychological gender differences: Another side of the story. *American Psychologist*, 50 (3) 159–161.
- Hyde J. S. & Plant E. A. (1995) Magnitude of psychological gender differences: Another side of the story. *American Psychologist*, 50 (3) 159–161
- Kohn P. M. & Gurevich M. (1990). The inventory of college students recent life experiences: A decontaminated hassles scale for a special population. *Journal of Behavioral Medicine*, 13, 619-630.
- Kohn P.M. & Legere J. J. (1994) Hassles, coping styles, and negative well-being. *Personality and Individual Differences*, 17(2) 169-179.
- Kohn, J. P., & Frazer, G. H. (1986). An academic stress scale: Identification and rated importance of academic stressors. *Psychological Reports*, 59, 415-426.
- Kranz, P. (2008). Perceived Stress by students in pharmacy curriculum. *Education* .129 (1). 71-78.
- Lazarus RS, Folkman S. *Stress, Appraisal, and Coping*. New York: Springer; 1984
- Milkie, M. A., & Thoits, P. A. (1993). Gender differences in coping with positive and negative experiences. Unpublished manuscript, Indiana University
- Niemi P. M. & Vainiomaki P. T. (2006) Medical students' distress - quality, continuity and gender differences during a six-year medical programme. *Med Teach*, 28(2), 136-141.
- Oakland S. & Ostell A. (1996) Measuring coping: A review and critique. *Human Relations*, 49(2)133-155
- Ptacek J. T & Dodge K. L. (1994) Gender differences in coping with stress: When stressor and appraisals do not differ. *Personality and Social Psychology Bulletin*, 20, 421-430.
- Saipanish R. (2003) Stress among medical students in a Thai medical school. *Med Teach*.;25:502–6.
- Shumaker S. A. (1991) Gender differences in social support and physical health. *Health Psychology*, 10, 102-111
- Singh S.K (2015) level of academic stress between Thai and Indian medical students. *entire research 2015*. vol 7(iv) 108-115.
- Singh S.K (2015b). Psychological well-being between Thai and Indian medical student. *Aayushi International Interdisciplinary Research Journal* 2015 nov. vol.2 (9).