



**CALIFORNIA STATE SCIENCE FAIR  
2015 PROJECT SUMMARY**

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<b>Project Title</b> Gender Response to Frustration	
<b>Objectives/Goals</b> This research explores gender as an influencing factor in ones reaction to frustration; can behavior be predicted by a subject#s gender? Based on literature, the hypothesis is that males will react more violently than females. Additionally, females will have a more inward response. <b>Abstract</b> <b>Methods/Materials</b> Volunteers of roughly the same age, 12-15, were selected. They were asked to magnetically attach paperclips onto an electromagnetic grid in a particular pattern posted on the grid. Every 10 seconds the grid was switched off causing the clips to fall. Reactions were recorded as volunteers pursued the task. <b>Results</b> In a post-manipulation survey subjects were asked to rate their happiness a scale of 1-7 (1 being the happiest and 7 being the most frustrated) before they began the test and then after. On average subjects experienced a 2.89 increase in frustration on the scale. Males showed an average increase of 2.44 on the scale, while females showed an increase of 3.33. The majority of males started out the task focused then they either stayed focused though the entire test or shifted to a violent and angry response. Females however tended to start with an angry response, usually in the form of blaming, as opposed to the males angry reaction which more heavily involved cussing and hitting the table, they then progressed to a more reassurance seeking response. The research proved the hypothesis and that males did react more violently to the manipulation. <b>Conclusions/Discussion</b> This experiment found that males shifted from non-violent, while females shifted from violent to non-violent. Genders do have specific ways in which they tend to show emotion. When presented with a difficult task, males looked internally for support in their focus, and then shifted to outward violence when they did not succeed. Females, however, showed low focus when they found the task was difficult and then sought external motivation when the task did not go their way. This information is extremely helpful for teachers when framing difficult tasks for students. Teachers can present things differently based on gender. Furthermore, teachers can use this information to differentiate motivation techniques for students.	
<b>Summary Statement</b> This project examines a correlation between gender and frustration when presented with a difficult task.	
<b>Help Received</b> Teacher helped gather supply's and a friend helped build the electromagnetic grid.	