

The Effects of Sexual Frustration on Academic Performance among Young Adults

Adya M Sidharth^{1*}, Christina Tony²

ABSTRACT

The present study explores the interconnection between sexual frustration, gender differences and academic performance among young adults. This is a quantitative study and is administered to 62 participants (31 males and 31 females). Convenient sampling technique was used to draw the samples from the population. Instruments such as Arizona Sexual Experience Scale and Academic Performance Scale were used for the collection of data. Karl Pearson Correlation and t- test were used for the analysis of data. The result showed that there is significant difference in sexual frustration among Males and Females also sexual frustration is more in Females than in Males. The current study reveals that Negative Correlation exists between Sexual Frustration and Academic Performance.

Keywords: *Sexual Frustration, Academic Performance, Young Adults*

Young adulthood, or the ages of 15 to 25, is characterised by rapid development and a wide range of influencing factors that affect academic abilities. While socioeconomic status and conventional study techniques are frequently highlighted, there is an important but less studied relationship between gender differences, sexual frustration, and academic success. The purpose of this study is to identify the various factors influencing young people's academic pursuits.

Sexual frustration, which is frequently disregarded, has a substantial impact on focus and mental stability. Comprehending its correlation with scholastic achievement helps illuminate the complex factors impacting young folks. Gender variations introduce an additional level of intricacy, since cultural norms and expectations mould unique experiences and obstacles for various genders. Our study intends to fill in knowledge gaps and advance a more thorough understanding of academic accomplishment during this revolutionary time by examining these variables.

Unfulfilled urges can lead to sexual frustration, a complicated feeling that affects cognitive functions and emotional stability. Novelist Anais Nin and poet Rainer Maria Rilke have both written beautifully about the inner anguish and contemplation it brings. Understanding its place in human relationships, self-reflection, and empathy are all necessary for dealing with

¹Bsc Psychology Student, Christ College Autonomous Irinjalakuda, Thrissur

²Head of the Department of Psychology, Christ College Autonomous Irinjalakuda, Thrissur

*Corresponding Author

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sexual frustration. Young adults' lives are significantly impacted by sexual frustration, as psychotherapist Esther Perel emphasises that controlling it is essential for preserving mental stability and sincere connections.

Examining gender differences reveals a complex interaction between biological, cultural, and socioeconomic influences. These variations affect social roles, emotional landscapes, cognitive processes, and physical characteristics in addition to physical characteristics. Our study aims to dispel prejudices and advance inclusivity by highlighting the variety of identities and experiences that are contained inside gender norms. Accepting the multiplicity of gender expressions can contribute to a more inclusive view of people's experiences and individuality.

Beyond grades, academic performance is a measure of a student's involvement, resiliency, and intellectual development. It includes the capacity to overcome obstacles, take in information, and exercise critical thought. A comprehensive approach to academic success takes into account how theoretical knowledge and practical application interact, promoting a thorough comprehension and mastery of the material. Academic achievement indicates a student's work ethic and problem-solving skills, which are critical for long-term success and influence future prospects.

Need and Significance of the study

The purpose of this study is to shed light on the intricate connection between young adult academic achievement, gender differences, and sexual frustration. It is essential to comprehend these interrelated elements in order to create support networks and policy measures that improve wellbeing and academic achievement. This study aims to fill in the gaps in the literature by offering educators, psychologists, and policymakers important insights into the difficulties experienced by young adults. In the end, we hope to create an environment that is supportive of their academic and personal development.

In conclusion, there is a lot to learn about the complex interactions between gender differences, sexual frustration, and academic success in early adulthood. By investigating these variables, this study seeks to close knowledge gaps and advance a more thorough understanding of the influences on academic achievement. The results will not only improve scholarly conversation but also guide the creation of specialised support networks for young adults, fostering a more inclusive and healthy learning environment.

REVIEW OF LITERATURE

In his paper "A Sexual Frustration Theory of Aggression, Violence, and Crime," Lankford (2021) examines the widespread feeling of sexual frustration and notes that it has traditionally been connected to immoral behaviour. Prominent criminological theories noticeably omit sexual frustration, despite its pervasiveness and historical significance. This review presents a thorough sexual frustration theory about aggression, violence, and crime, drawing on insights from frustration-aggression, strain, self-control, and sexual selection theories as well as a wide range of evidence including both sexual and non-sexual behaviours. The results demonstrate that sexual frustration affects people who are sexually active as well, not just those who are "involuntarily celibate." Unfulfilled sexual needs, unattainable partners, and unsatisfactory sexual experiences can cause frustration, which in turn increases the risk of aggression, violence, and criminal activities linked to relief-seeking, power-seeking, revenge-seeking, and misdirected frustration. Even if sexual frustration by itself cannot completely explain hostility, violence, or criminality, it is important to comprehend how it affects behaviour. The importance of taking sexual frustration into account in behaviour analysis is

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emphasised in the conclusion, which also includes particular suggestions for theory testing and further research. Keywords include hostility, violence, crime, sex urges, and sexual frustration.

Eugene J. Kanin's investigation "An Examination of Sexual Aggression as a Response to Sexual Frustration," which was published in August 1967, focuses on the portrayal of abnormal sexual behaviour that results from the obstruction of socially acceptable sexual outlets. The study presents male sexual aggression as an unusual response, showing that those who display it also have increased sexual dissatisfaction, even when they may view their sexual success. It suggests that the quality of one's peer group connections has a greater impact on one's level of sexual satisfaction than the mere number of opportunities for sex.

The relationship between sex drive, sexual frustration, and life's purpose is examined in the April 1976 study "Relationship Between Sex Drive and Sexual Frustration and Purpose in Life," which was carried out by Dock T. Sallee and Joseph M. Casciani. The study included 48 college students, 18 of whom were male (M age = 24.3), and 30 of whom were female (M age = 23.5). The Purpose in Life Test (PIL), the Sex Drive and Interest Scale, and the Sexual Frustration and Maladjustment Scale were among the tools used in the study. PIL scores and scores on the sex-related scales were compared for correlations. Remarkably, the findings showed no connection at all between the sex drive scale and PIL scores. Nonetheless, significant inverse relationships were found between PIL scores and sexual frustration scores, especially for men and the combined group of men and women. Interestingly, there was no evident correlation between the participants' gender and the PIL or sexual frustration scale scores. These results support Frankl's theory by indicating that, rather than being closely associated with a person's sense of life purpose, sexual frustration may instead be a symptom of a more general existential frustration.

Jerry Stuger poses a thought-provoking theory that links sexual frustration to the onset of breast cancer in women in his 2012 article "An Essay on Sexual Frustration as the Cause of Breast Cancer in Women: How Correlations and Cultural Blind Spots Conceal Causal Effects" in the *Breast Journal*. According to Stuger, sexual frustration is caused by a variety of dissonances that result from the lack or scarcity of sexual pleasures as well as the conscious or unconscious drive to pursue them. According to his theory, certain sex hormones may be altered by neurological and hormonal processes in response to past sexual stimulation. This could result in abnormal metabolization of these hormones and ultimately aid in the development of breast cancer. Stuger highlights that understanding breast cancer risk requires an understanding of human female sexual behaviour, which runs counter to popular explanations that centre on reproduction. He makes the case that social learning is a key factor in determining human sexual behaviour and that cultural and social processes are important. The author proposes that cultural views towards sexually related concerns among women should be taken into account by epidemiologists when assessing the risk of breast cancer. He also emphasises how crucial it is to consider the cultural, ethnic, religious, and socioeconomic influences on female partner selection. According to Stuger, postmenopausal women are more likely to have sexual dissatisfaction as a result of self-fulfilling prophecies about their post-reproductive sexuality, body image, and negative conceptions of menopause. This essay questions accepted wisdom by putting out a fresh angle that highlights the part that sexual frustration plays in the development of breast cancer. It also calls for a reexamination of cultural variables in the comprehension and evaluation of women's breast cancer risk.

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The prevalence of sexual dysfunction in people with neurological illnesses is examined by Maya Behn et al. In their paper “Sexual Dysfunction and Commonly Used Drugs in Neurology” (Pract Neurol. 2024). In addition to the effects of the disorders itself, drugs commonly used in neurology can cause sexual dysfunction on their own, which can negatively impair the patients’ overall quality of life. The focus of this review of the literature is on the analysis of pharmaceuticals with a neurological orientation that are often administered and how they might affect sexual function. The review also explores the subtle differences between how these drugs may have different impacts on men and women. The range of medications covered by the discussion includes anticonvulsants, those used in clinical neurology, depression medications, and medications used in the context of multiple sclerosis and neuropharmacology. This discussion sheds light on the complex interactions between pharmaceutical interventions and sexual health in the neurological field.

A nationally-representative sample of single young adults (N=1,852) from the National Sexual Behaviour Study of Thailand is used by Theodore D. Fuller, Aphichat Chamrathirong, and Kanya Apipornchaisakul in their October 2017 study titled “The Correlates and Gender Differences of Sexual Behaviour of Single Young Adults in Thailand.” The study explores the factors at the individual, family, peer, and community levels that are connected to premarital sex in people between the ages of 18 and 24. Results show that in this age range, more than half of single young men and about 20% of single young women report having had sex in the previous 12 months. Premarital sex is more likely when certain factors are present, like regular alcohol usage and greater education levels. The study also draws attention to gender differences, pointing out that working males are more likely than women to engage in sexual behaviour. An important factor is the perceived parental tolerance of promiscuity, which is especially influenced by paternal attitudes. Although urbanity also has an impact, there is a correlation between decreased sexual promiscuity and parental knowledge of their young adult children’s activities. Furthermore, the study finds a significant relationship between the focal young adults’ sexual activity and their close friends’ sexual experiences. Keywords: gender differences, young adults, parental knowledge, premarital sex, and peer influence.

A 2009 study by David C. May, Nicole E. Rader, and Sarah Goodrum, titled “A Gendered Assessment of the ‘Threat of Victimization’: Examining Gender Differences in Fear of Crime, Perceived Risk, Avoidance, and Defensive Behaviours,” addresses Rader’s demand that fear of crime research be reexamined. They suggest a conceptual change that views anxiety, perceptions of risk, and experiences of victimisation as interrelated parts of the larger “threat of victimisation.” The authors use multivariate linear and logistic regression models to analyse data from Kentucky residents in order to investigate the ways in which each independent component influences theoretical features of the “threat of victimisation,” taking into account gender disparities in these connections. The study concludes with implications for future research on threat of victimisation predictors, emphasising the need for nuanced exploration of gender-specific dynamics. Findings show gender disparities in the threat of victimisation components, highlighting complex associations, particularly between perceived risk, fear of crime, and avoidance and defensive behaviours.

The relationship between sexual motives and sexual satisfaction is examined in the study “The Association Between Sexual Motives and Sexual Satisfaction: Gender Differences and Categorical Comparisons” by Kyle R. Stephenson, Tierney K. Ahrold, and Cindy M. Meston. It was published on June 1, 2011, and it focuses on gender differences. Through the analysis of data from 544 undergraduate participants—93 men and 451 women—the study finds that

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sexual reasons that are empirically derived can predict satisfaction levels in both genders. Interestingly, compared to males, women display a higher number of motive categories linked to satisfaction. The study highlights the complex relationship between sexual motives and fulfilment, which may be influenced by gender variations, and implies that empirically-constructed motivation categories are more successful in predicting satisfaction than previously utilised theoretical categories.

Maggie A. Brennan, Christopher E. Lalonde, and Jody L. Bain's 2010 study, "Body Image Perceptions: Do Gender Differences Exist?" tackles the dearth of studies that specifically compare how men and women perceive their bodies. The study looks into whether body image dissatisfaction affects men and women in the same ways, whether similar circumstances lead to unfavourable opinions, and whether body image dissatisfaction has the same effects on people of different genders. Based on information from an online survey that was filled out by 197 undergraduate students, the research finds several gender disparities. The research emphasises the complexity of body image experiences across genders by showing that although body dissatisfaction is more common and pronounced in women, it equally affects men.

The 2013 book "Gender Similarities and Differences" by Janet Shibley Hyde explores the age-old question of whether men and women are essentially different or similar. Prominent ideas that attempt to explain gender differences are thoroughly examined in the literature review, including expectancy-value theory, cognitive social learning theory, sociocultural theory, and evolutionary theories. Drawing attention to the gender similarities theory, the paper delves into several ways of thinking about common traits between genders. Comprehensive methods for examining gender differences are provided, including effect sizes, equivalency testing, taxometric analysis, and meta-analysis. The review examines gender variations in cognitive performance, personality, and social behaviours, including math competence, temperament, emotions, aggression, and leadership. It mostly draws on meta-analytic findings. The paper also summarises research on variance variations between genders. The application of intersectionality is discussed in the concluding parts, which also suggest future lines of inquiry for this complex area of study.

The problem of coming up with the best non-academic standards for assessing medical school applicants is tackled in the 2022 study "Academic and non-academic predictors of academic performance in medical school: an exploratory cohort study" by Marija Franka Žuljević and Ivan Buljan. The University of Split School of Medicine is doing study that tracks two generations of medical students in order to evaluate academic and non-academic characteristics as predictors of academic performance as indicated by the grade point average (GPA) for medical school. In addition to standard admission requirements like the State Graduation Exam (SGE) and high school GPA, the study examines a number of dimensions, such as attitudes towards science, motivation, emotional intelligence, self-esteem, and perceived personal ineptitude. Regression analysis, on the other hand, shows that only SGE significantly predicts medical school end academic success; no other non-academic component evaluated is a good predictor. The study comes to the conclusion that it might not be appropriate to use non-academic variables as selection criteria because doing so could affect the academic standing of medical students who are accepted. The results call into question the significance of non-academic criteria in medical school admissions and emphasise the need for more research and discussion in this field.

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Authors Kathryn R. Wentzel and Allan Wigfield (1998) examine the complex relationship between academic and social motivation and how it affects students' academic performance in their study, "Academic and Social Motivational Influences on Students' Academic Performance." The study of the research examines a number of aspects of motivational components, including students' self-efficacy, control, achievement values, and goal orientations. The analysis also looks at how academic and social motivational processes are related, emphasising how both domains may work together to influence academic results. The authors emphasise the critical role that instructors' instructional strategies and interpersonal interactions with students have in shaping students' motivation and performance in the classroom by taking into account environmental factors and school socialisation processes. The study highlights the importance of social interactions, personal objectives, accomplishment ideals, and competence beliefs in comprehending the intricate dynamics of student motivation and academic performance.

The important issue of finding characteristics impacting academic achievement in educational research is addressed in this paper by Valentin Kassarnig et al. (2018), titled "Academic Performance and Behavioural Patterns." Prior studies focused on social network structures, personality qualities, and attendance in class; however, they had drawbacks, such as limited sample numbers and an emphasis on individual behavioural characteristics. In order to close this gap, the authors used two years' worth of smartphone data to analyse academic performance within a highly connected social network of 538 undergraduate students. A direct assessment of the explanatory power of social and individual factors was made possible by the large dataset. The results show that social relationships are more predictive of achievement than personal characteristics and attendance in class. Class attendance was found to be the most important predictor among individual traits, supporting earlier studies. Interestingly, network indicators showed better model performance. The study also raises the possibility that university students experience high homophily and/or peer effects, which adds important context to our understanding of the dynamics of academic achievement.

The study "Sleep loss, learning capacity and academic performance," written in 2006 by Giuseppe Curcio, Michele Ferrara, and Luigi De Gennaro, examines the effects of sleep deprivation critically on students' academic performance and learning capacities while taking into account the known relationship between sleep, learning, and memory processes. Many studies that have linked sleep patterns to academic performance have primarily used naturalistic correlative approaches. However, some authors have actively altered sleep in order to observe the neurocognitive and behavioural outcomes that resulted, such as effects on learning, memory, and academic performance. The definitive results clearly show that students at all educational levels—from elementary school to university—frequently suffer from chronic sleep deprivation or poor sleep quality, which causes daytime drowsiness. Furthermore, the study highlights the strong relationship between students' academic achievement and sleep amount and quality. The study emphasises how sleep deprivation is frequently linked to pupils' weaknesses in declarative and procedural learning. Notably, research that deliberately reduced or optimised sleep showed declines in neurocognitive and academic performance, respectively, with a focus on the prefrontal cortex's function in susceptibility to sleep deprivation. The authors outline future research objectives and talk about methodological limitations.

Amy Gortner Lahmers and Carl R Zulauf's 2000 study, "Factors associated with academic time use and academic performance of college students: A recursive approach," examines the relationship between academic time use and performance in students attending college, with

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a mean age of 21. Sixty-five percent of the seventy-nine participants were men, mostly White seniors and juniors. The study discovered a positive link between time management abilities and study time and quarter GPA by using a time diary to gather accurate data and the Time Management Behaviour Scale (TMB) to evaluate critical time management behaviours. Significantly, an increase in GPA of 0.025 points was noted for every extra hour of study per week, highlighting the necessity of a significant increase in study time to significantly raise GPA.

METHODOLOGY

Objectives of the study

- Analyse the variations in sexual frustration levels among male and female young adults.
- Examine and compare the academic performance of male and female young adults.
- Investigate potential correlations between sexual frustration and academic performance in the young adult population.

Hypotheses

- H1: There is no significant difference in sexual frustration between male and female young adults.
- H2: There is no significant difference in academic performance between male and female young adults.
- H3: There is no significant relationship between sexual frustration and gender differences among young adults.

Sample

The present study consisted of 62 young adults from India. Among them 31 were males and 31 were females with age ranging from 15-25. Convenient sampling method was used.

Inclusion and exclusion criteria

Inclusion Criteria:

- Young adults aged 18 to 25 years.
- Currently enrolled in an academic institution (college or university).
- Willingness to participate in the study and provide honest responses.
- Young Adults from India.

Exclusion Criteria:

- Individuals below the age of 18 or above 25 years.
- Not currently enrolled in an academic institution.
- Unwillingness to participate or provide accurate information.
- Young Adults outside India.

Measures

The study exclusively relied on self-report questionnaires. The Arizona Sexual Experience Scale and Academic Performance Scale were used in this study.

1. **The Arizona Sexual Experience Scale:** The Arizona Sexual Experience Scale, a self report scale was developed by Cynthia A. Mcgahuey, Alan J. Gelenberg, Cindi A. Laukes, Francisco A. Moreno, Pedro L. Delgado, Kathy M. Mcknight and Rachel Manber. It is a five-item rating scale utilized to measure sexual desire, arousal, vaginal

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lubrication/penile erection, orgasm attainment capability, and satisfaction derived from orgasms. The scale is written in English language.

- 2. Academic Performance Scale:** The Academic Performance Scale was developed by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, Christopher McGregory and is a self report scale which consists of 8 items. The scale is written in English language.

Procedure

Using Google Forms, I created different forms for men and women to ensure gender-specific responses. I then started data gathering for the research. The eligibility requirements were made explicit, and the target participants were students in India between the ages of 15 and 25. I sent the links to the questionnaire via online channels, stressing that participation was completely voluntary and guaranteeing the privacy of the data collected for study. To help respondents honestly answer the statements and account for differences in response styles across various scales, clear instructions were included in the forms. The study's objective was to obtain insights from the designated demographic, and the participants were expressed gratitude for their invaluable input.

Statistical Analysis

The statistical techniques used are Pearson Product Moment Correlation and Independent Sample 't' test using SPSS software.

RESULT AND DISCUSSION

Table 1: Mean, level of significance and t value among Females and Males in Sexual Frustration

Variable	Gender	Mean	Significance	t - value
Sexual Frustration	Female	17.8710	.008	3.574
Sexual Frustration	Male	12.9355		

Table 1 indicates the mean, level of significance and t value among Females and Males in Sexual Frustration. From the table it is seen that there is significant difference between Females and Males in sexual frustration because the mean score obtained by females in sexual frustration is more than males. The null hypothesis (H1) is thus rejected. According to the reviewed literature, a number of factors could explain why females experience higher levels of sexual frustration than males. Unfulfilled sexual needs, the strength of peer group attachments, existential frustration, cultural and social pressures, and the effects of neurological drugs are some of the variables that contribute to women experiencing higher levels of sexual frustration than men. While Kanin's research emphasises the significance of supportive peer networks in sexual fulfilment, Lankford's study emphasises how unmet needs can escalate hostility and violence. According to Sallee and Casciani, there may be a connection between existential and sexual frustration that has an impact on women's general wellbeing. According to Stuger's theory, sexual frustration and cultural pressures are linked to health problems including breast cancer. Lastly, Behn et al. Point out that women may be more vulnerable to neurological medicines causing sexual dysfunction, which exacerbates sexual frustration. The intricate interaction of biological, psychological, and social variables on female sexual frustration is highlighted by these components taken together.

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Table 2: Mean, level of significance and t – value among males and females in Academic Performance.

Variable	Gender	Mean	Significance	t - value
Academic Performance	Female	28.7419	.064	1.496
Academic Performance	Male	26.4839		

Table 2 indicates the mean, level of significance and t – value among males and females in Academic Performance. From the table it is seen that there is no significant difference between Females and Males in Academic Performance because the mean score obtained by females and males in Academic Performance is almost same. The null hypothesis (H2) is thus accepted. According to the reviewed literature, a number of factors influence academic achievement, and these factors may have comparable effects on boys and females. Academic success is heavily influenced by a number of elements that affect both boys and females in the same way. Gender-neutral academic preparation is important since traditional academic metrics like high school GPA and State Graduation Exam scores are important predictors of success. Both genders' outcomes are influenced by the link between social and academic motivation as well as the effects of social network dynamics on performance. All students face a shared difficulty as a result of the strong correlation between learning capacity and sleep amount and quality. Time management skills are crucial for both genders since they also positively connect with academic achievement. Together, these results show that similar factors affect academic performance in both male and female students.

Table 3: Product moment correlation between Sexual Frustration and Academic Performance.

	Sexual Frustration	Academic Performance
Sexual Frustration	1	.019
Academic Performance	.019	1

Correlation is significant at the 0.01 level (2-tailed).

Table 3 indicates the product moment correlation between study variables. It depicted that Sexual Frustration and Academic Performance have a negative correlation with high significance ($r = .019$, $p < 0.01$). The hypothesis which states that there is no significant relationship between sexual frustration and gender differences among young adults (H3) is thus rejected. The literature review suggests multiple explanations for the inverse relationship between young adults' academic performance and sexual frustration. According to Lankford (2021) and Kanin (1967), psychological effects like tension and hostility can make it difficult to concentrate and stay focused. According to Sallee and Casciani (1976), existential frustration on a larger scale may have an impact on both academic achievement and general well-being. Stuger (2012) connects health problems such as breast cancer to sexual frustration, which may have an indirect effect on academic performance. Furthermore, Behn et al. (2024) point out that sexual dysfunction brought on by neurological drugs may be a factor in general frustration. Finally, Curcio et al. (2006) demonstrate how learning and memory can be negatively impacted, which further impedes academic success, when sleep patterns are disturbed by sexual frustration. All of these physiological, psychological, and lifestyle elements work together to show how intricately they interact to influence young people' academic success.

SUMMARY AND CONCLUSION

Numerous studies on sexual dissatisfaction have been conducted, and these investigations have added to our understanding of the physiological and psychological impacts of sexual

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frustration. The goal of the current study was to determine how young people's academic performance was impacted by sexual frustration. 62 Young Adults from various regions of India, 31 of them female and 31 of them male, made up the study's sample. The sample was made up of young individuals between the ages of 15 and 25. The study made use of the Academic Performance Scale and the Arizona Sexual Experience Scale. The t-test and Pearson correlation coefficient, two suitable statistical techniques, were used to examine the data that had been gathered.

Implications of the study

The study emphasises the need for gender-specific therapies that target peer interactions, cultural constraints, and societal impediments in order to alleviate females' higher levels of sexual frustration. In addition to emphasising the value of peer support programmes in enhancing emotional and social settings, it proposes a comprehensive approach to sexual education that includes conversations about health, wants, and cultural expectations. It is imperative to incorporate mental health services into educational institutions and to be cognizant of the effects that neurological drugs have on different genders. Academic performance can be improved and sexual frustration can be reduced by fostering cultural awareness, thorough sleep education, and integrated academic support systems. Academic performance ultimately depends on a comprehensive approach to student well-being that takes into account psychological, physiological, and lifestyle aspects.

Limitations of the study

Among the study's many drawbacks is its small sample size of 62 people, which was attained by convenient sampling, which limits how broadly the results can be applied. Response bias is introduced by the use of self-report surveys. Furthermore, the results' application to other cultural contexts is limited by their particularity to young adults from India. Because the study is correlational in nature, it is impossible to determine a cause and effect relationship; other factors may have an impact on both academic achievement and sexual frustration. Finally, other pertinent influences on these occurrences may go unnoticed due to the study's focus on certain elements like peer relationships and existential frustration.

Future Scope of the study

Longitudinal studies that monitor the dynamic nature of sexual frustration and its effect on academic performance over time are necessary for future research in order to discover potential causal linkages. The external validity of the results would be improved by extending the study to a larger and more representative group with a range of geographic and cultural backgrounds. Comprehensive qualitative analysis, including focus groups or interviews, should be included to gain a deeper insight of people's experiences. Examining mediating variables such as mental health, coping strategies, or socioeconomic background may provide a more complete understanding of the connection between sexual frustration and academic performance. Targeted educational and mental health support interventions could also be evaluated for efficacy through the design and implementation of intervention studies.

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Conflict of Interest

The author(s) declared no conflict of interest.

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