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Abstract

The present paper studies the importance of emotional intelligence in adolescents in the modern world. Every individual is unique in its disposition. He adapts his own way of dealing with variety of situations in life. Some times the person is able to think rationally and sometimes he thinks emotionally. Both the aspects of human personality i.e. rational thinking and thinking emotionally are important for dealing with stressful circumstances. The stress is sometimes created due to frustrating environment. The person seems to be emotionally intelligent when he is able to deal effectively with frustrating life situations. The present study reveals that frustration tolerance is significantly correlated with emotional intelligence. Thus, emotionally intelligent students are more tolerant to frustration. Logical thinking is not correlated with emotional intelligence. Academic success is significantly correlated with emotional intelligence. So, it implies that it is not necessary; the child who is well in his/her academics is emotionally intelligent and vice-versa. This paper is an attempt to correlate emotional intelligence with frustration problems of class IX students.

Keywords*: Emotional intelligence, Frustration Tolerance.*

Introduction :-

Education is a continuous and lifelong process. Its aim is an all-round development of an individual. It is a process of enabling the individual to understand his own needs, the environmental goals and mutual relationships. It motivates an individual's growth, self renewal and maximizing the potentialities.

But in the present scenario it seems that our education system deviates from its basic aims and objectives. It mainly focuses on preparing students to do well in the exams and competitions. Our education system is seemed as a means of satisfying the demands of industry and commerce; this is mainly interpreted in terms of academic achievement. It can also be said that it develops only dumb intelligentsia group. So, here are some of the questions which arise in the mind of the investigators that –

I. Is present education system able to develop all the three domains- cognitive, affective and psychomotor in the students, which are the necessary requirements of the normal society?
II. Whether only fact based knowledge helps in sustaining real and happy life in the future?
III. Is there any place for emotional arguments such as self-awareness, to know one's feelings and feel the world around us in the classroom of the modern education system?

By analysing these problems, one can reveal that there is something not accurate and lacking something in this system. Its main thrust is on raising standards which leads to ignoring the child's affective domain. The students are always busy in gathering information and remembering it, which are related only to the present. But these are not related to the real life problems of the

human being. This situation creates stress and burden in the students, which hinders their progress and increases individualism. For coping this stress, our education system must be able to develop balanced and aware mind of the students. They should be equipped with emotional competence and social emotional skills. For this education should be concerned with the basic needs as love, belonging Ness and safety of the individuals and mental health of the students. Does a space should be given to develop an emotionally intelligent student so that they can deal with frustration in life?

Rational of the study:-

Due to lack of objective processes in educational process, students involve themselves in the mental exercise only. An integration of three H's-Head, heart and hand should be the key words after present education system. Being a social animal, a student must receive knowledge of himself and others, to understand his own needs, the environmental goals and mutual relationships.

The greatest problem facing the world today is the deterioration of human values and practises. The youth of today does not know how to live together and how to cater to the needs of the society. These things create several complexities in the society and educational set up. To get rid of these problems, there is need of concentrating on the solutions by which we can see if human to become a machine.

The present is study with an attempt to correlate frustration tolerance with emotional intelligence. This variable is selected for this study because after studying previous researches such as Dewhurst (1991), & Meyer (1990), Kovics & Baatraens (1994), Gohm, et al (2005), Marcus & Stevens (2005), investigator felt that no one research directly concerned with frustration tolerance of students and how emotional intelligence helps to tolerate frustration. As it is known that due to fast changing life, there exist several complexities in the society and also in our educational system. It all creates extra burden on the mind of the students and they get frustrated. So, coping to these problems a student needs cognitive skills as well as emotional maturity. For this he must be an emotionally intelligent student.

Statement of the problem –

The problem of the present study is "A study of emotional intelligence in relation to frustration tolerance of class IX students."

Objectives of the study-

The main objective of the present investigation was:

To study the relationship of emotional intelligence with frustration tolerance of class IX students.

The sub objectives were:

1. To study the relationship of high emotional intelligence with frustration tolerance of class IX students.
2. To study the relationship of average emotional Intelligence with frustration tolerance of class IX students.
3. To study the relationship of low emotional Intelligence with frustration tolerance of class IX students.

Operational definition of variables :-

Emotional intelligence- the ability to knowing one's emotions, managing emotions, motivates oneself, recognizing emotions in others and handling relationships.

Frustration tolerance- It is the ability of a child to continue on a task through set backs and difficulties. This would measure the performance of tasks during times of frustration.

Hypotheses of the study :-

1. Emotional intelligence of class IX students will not be significantly correlated with their frustration tolerance.
2. High emotional intelligence of class IX students will not be significantly correlated with their frustration tolerance.
3. Average Emotional Intelligence of class IX students will not be significantly correlated with their frustration tolerance.
4. Low Emotional Intelligence of class IX students will not be significantly correlated with their frustration tolerance.

Methodology :-

The main purpose of the study was to examine the emotional intelligence in relation to frustration tolerance of class IX students. Data were collected by administering the appropriate tools related to the variables selected for the present study. Descriptive survey method was used to collect the data and co relational technique was used to analyze the data.

Sample:-

For the present study, sample of 282 IX class students of eastern UP were randomly selected by the fishbowl draw method from the population.

Tools:-

For emotional intelligence, the researcher developed standardized test Emotional Intelligence Scale. For measuring frustration tolerance, a standardized test by Rai, S.N.was used.

Procedure of data collection :-

For the present investigation,first of all the scale of Emotional Intelligence was administered on IX class students in group. The frustration tolerance puzzle test was administered individually.

Statistical Analysis :-

For analyzing data of the present investigation, Pearson Product Moment Correlation technique was used.

Analysis and interpretation of data

1- Relationship of Emotional Intelligence and Frustration tolerance

The first objective of the present investigation was "to study the relationship of emotional intelligence and Frustration tolerance of class IX students. "The obtained data were analyzed with the help of correlation. The obtained results are given in table no.1.

Table-1

Variables	N	Mean	SD	Df	r
EI	282	91.56	7.64	280	0.15*
FT		11.14	7.27		

*Level of significance at 0.01

From the table-1, it is evident that the correlation value of Emotional Intelligence and Frustration tolerance is 0.15, which is significant at 0.01 Level of significance with degree of freedom (df) 282/2. It can be interpreted that the emotional intelligence and Frustration tolerance are significantly correlated. Thus, the null hypothesis, there will be no significant relationship between Emotional Intelligence and Frustration tolerance of class IX students, is rejected. This indicates that Emotional Intelligence and Frustration Tolerance contribute to each other.

2- Relationship of High Emotional Intelligence and Frustration Tolerance

The first subsidiary objective of the first main objective was to study the relationship of high Emotional Intelligence and Frustration Tolerance of class IX students. The obtained data were analyzed with the help of correlation. The obtained results are given in table no.2.

Table-2

Correlation value of High Emotional Intelligence (HEI) and Frustration Tolerance (FT)

Variables	N	Mean	SD	Df	r
HEI	53	102.60	3.19	51	0.05
FT		12.35	7.65		

From the table-2, it is evident that the Correlation value of high Emotional Intelligence and Frustration Tolerance is 0.05,which is not significant at 0.05 level with degree of freedom (df) 51/2.It can be interpreted that the high emotional intelligence and Frustration tolerance are not significantly correlated. Thus, the null hypothesis, there will be no significant relationship between high emotional intelligence and Frustration tolerance of class IX students, is accepted. This indicates that the individuals having high emotional intelligence may not have significant relationship with frustration tolerance.

3- Relationship of Average Emotional Intelligence and Frustration Tolerance

The second subsidiary objective of the first main objective is to study the relationship of average Emotional Intelligence and Frustration Tolerance of class IX students. The obtained data were analyzed with the help of correlation. The related results are given in table-3.

Table-3

Correlation value of Average Emotional Intelligence (HEI) and Frustration Tolerance (FT)

Variables	N	Mean	SD	Df	r
AEI	197	90.63	4.22	195	0.14*
FT		11.09	7.30		

*Level of significance at 0.05

From the table it is evident that the Correlation value of average Emotional Intelligence and Frustration Tolerance is 0.14, which is Significant at 0.0511 with degree of freedom (df) 195/2. It can be interpreted that the average emotional intelligence and frustration tolerance are significantly correlated. Thus, the null hypothesis, and there will be no significant relationship between average emotional intelligence and frustration tolerance of class 9th students is rejected. This indicates that the persons having average emotional intelligence are tolerant to frustration.

4- Relationship of low Emotional Intelligence and Frustration tolerance

The third subsidiary object above the first main objective is to study the relationship of low emotional intelligence and frustration tolerance of class lines students. They obtained data were organised with the help of correlation. The relative results are given in table -4.

Table-4

Correlation value of Low Emotional Intelligence (LEI) and Frustration Tolerance(FT)

Variables	N	Mean	SD	Df	r
LEI	31	78.42	3.57	29	0.05
FT		9.21	5.97		

From the table It is evident that the correlation value of low emotional intelligence and frustration tolerance is 0.05, which is not significant at 0.05 level with degree of freedom 9/2. It can be interpreted that the low emotional intelligence and frustration tolerance is not significantly correlated. Thus, the null hypothesis, there will be no significant relationship between low emotion intelligence and frustration tolerance of class 9th students, is accepted. This indicates that an individual who have low emotional intelligence do not have frustration tolerance.

Findings of the study:-

Emotional intelligence was found to be positively and significantly correlated with Frustration Tolerance of class IX students. Thus, null hypothesis is rejected. The relationship between high emotional intelligence and frustration tolerance of class IX students was found positively significant. Thus, null hypothesis is rejected.

The relationship between average emotional intelligence and frustration tolerance of class IX students was found positively significant. Thus, null hypothesis is rejected.

The relationship between low emotional intelligence and frustration tolerance of class IX students was not found significantly correlated. Thus, the null hypothesis is accepted.

Conclusion:-

It can be concluded that an emotional intelligent adolescent is definitely very balanced and adjustable to all his problems in their life. They can be easily handling their frustration, if they are emotionally intelligent. Their tolerance level of frustration is high than those adolescents, who have low emotional intelligence. So, being a teacher, an educator and parents, we must be aware about the emotional intelligence of adolescents and also should try to create favourable environment in our family, schools and society for creating the better adjusting conditions, which are conducive to all.

Ornstein & Sobel (1987), Dew Hurst (1991) & Mayer (1990),Goleman (1995) & Baumeister et al., (1994), Goleman (1995), Peake et al., (2002), Bernard (2004) & Ellis & Bernard (2005),Gillath et al., (2005), Gohm, et al., (2005) have studied Emotional Intelligence in relation to Frustration Tolerance. All the researchers suggest that an emotionally intelligent person is very much tolerant to frustration because he develops coping strategies to deal with various situations.

These researches support the result of the present investigation. It indicates that an emotionally intelligent person is more tolerant to the frustration than the people who are not emotionally intelligent. The rate of success in their life is more than others. In the fast changing life of the modern man, he always found himself in the several bondage, which creates complexities in his life and frustration arises in the mind. But if a man has balanced mind and cognition he may cope these situations perfectly and get succeed in his future.

Another reason behind this may be that as Emotional Intelligence is an ability of an individual to deal situations with emotional perceptions. It helps the individual in controlling his impulses. Due to this ability the person may handle the situation correctly because of his strength of consistency.

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