

A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO FRUSTRATION AMONG SECONDARY STAGE WITH SPECIAL REFERENCE TO GOALPARA DISTRICT IN ASSAM

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ABSTRACT

The present study was emotional intelligence in relation to frustration among secondary stages with special reference to Goalpara district in Assam. The main purpose of the study is to investigate the significant difference between boys and girls in terms emotional intelligence in relation to frustration. The objectives of the present study are as to investigate the emotional Intelligence of boys and girls in respect of secondary schools and find out the relationship between the emotional intelligence and frustration among secondary levels students. The sample consisted of 130 (65 boys and 65 girls). They were randomly selected from IX and X classes studying in Government and Private schools of Goalpara district in Assam. The tools used as- Emotional Intelligence Scale (EIS) to measured Emotional Intelligence by Khera (1986), Frustration developed by Chauhan and Tiwari (1972). The statistical technique such as Mean, SD and T-test were applied. Results indicate that there was significant difference between boys and girls in terms of frustration with respect of emotional intelligence. After a careful analysis of the findings of the study, the investigator was inclined to believe that the emotional intelligence and sex of the students are some of the prime factors which are highly related to the frustration influencing to a great extent the learning process in the class room. It was found that secondary stages students both boys and girls significant and always do not goes together. It was also founded that found significant positive relationship between emotional intelligence and frustration among secondary students with special reference to Goalpara district in Assam. Therefore, the hypothesis two was retained. The measure of emotional intelligence and sex a high score reveals a low level of Frustration. A high score indicates an Emotional Intelligence and a low score indicates Frustration direction.

Keywords: Eemotional, Intelligence, Frustration, Secondary, Stages, Government and Private.

Introduction:

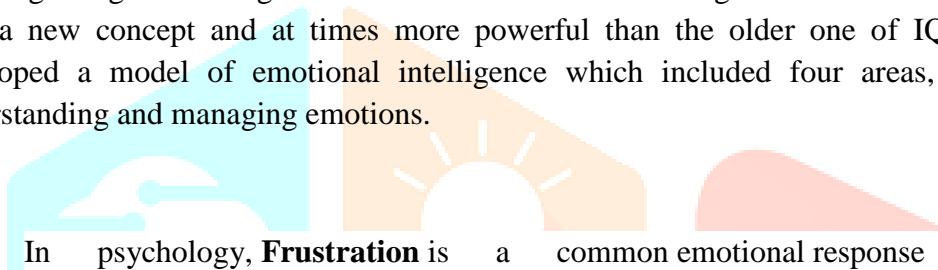
Education is an instrument of change and development. Education develops desirable habits, skills and attitudes which make an individual a good citizen. Hence, education plays an important role in the process of development. National development means wholesome development of the nation which includes every sphere-economic, political, cultural and social. For judicious national development, both urban as well as rural areas should get due attention. Percentage of failure of students in high school leaving certificate examination is very high. But every student who wants to go for study of physics, chemistry or engineering has to study mathematics. Not only this, in the areas of science & technology, biological science, management science, computer science and in some disciplines of humanities group we need persons with sound mathematical knowledge.

In keep with the policy of the government, the department of secondary education and higher education was able to step up expenditure in the North-Eastern Region (NER) to 12.74 percent during 2000-2001. This is more than the prescribed level of 10 percent. Efforts are on to meet the 10 percent target in the current financial year 2009-2010 as well. Major problems identified in the north-east region related to lack of trained teachers, lack of skilled manpower, need for more relevant curriculum, especially in view of the large population of educated unemployed in the region, constraints in achieving universal literacy etc.

Operational Definitions:

The following under listed terms used in this study as defined and explained here:

Emotional intelligence refers to how intelligently we control our emotions. It refers to the capacity for recognizing our feelings and those of others for motivating our self and for managing our emotions well. It is a new concept and at times more powerful than the older one of IQ. Peter Salovey (1980) also developed a model of emotional intelligence which included four areas, namely- identifying, using, understanding and managing emotions.



In psychology, **Frustration** is a common emotional response to opposition, related to anger, annoyance and disappointment. Frustration arises from the perceived resistance to the fulfilment of an individual's will or goal and is likely to increase when a will or goal is denied or blocked. There are two types of frustration: internal and external. Internal frustration may arise from challenges in fulfilling personal goals, desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict, such as when one has competing goals that interfere with one another, can also be an internal source of frustration or annoyance and can create cognitive dissonance. External causes of frustration involve conditions outside an individual's control, such as a physical roadblock, a difficult task, or the perception of wasting time. There are multiple ways individuals cope with frustration such as passive-aggressive behavior, anger, or violence, although frustration may also propel positive processes via enhanced effort and strive. This broad range of potential outcomes makes it difficult to identify the original cause(s) of frustration, as the responses may be indirect. However, a more direct and common response is a propensity towards aggression

Origin of the Study:

Education has continued to advanced, spread and intend its reach and coverage since the dawn of human history. The world development involves the concept of a process that never ceases. In this way, from the psychological point of view, education is both the process and the result of this process. The Secondary education is the foundation on which the progress of every citizen and the nation as a whole built on. The outcome of this study would reveal the role of motivation of emotional intelligence in relation to frustration students towards studies in relation to gender, faculties and economic condition among secondary stages with special reference to Goalpara district in Assam, researcher has to be justified. The present study emphasized is completely the urgent need for effective secondary education system and this field is relatively unexplored in Assam. In the light of the above discussion of the origin as well as significant of the study, the title of the present study has been fixed as, "A Study of Emotional Intelligence in relation to Frustration among Secondary Stages with Special Reference to Goalpara District in Assam". It is the need of the hour to investigate the factors responsible for high percentage of failure for frustration in schools

internal examination, as well as schools final examination (HSLC Examination) and basic arithmetical concept of the students and also to see the sex of the students.

Related Literature:

The survey of related literature is a critical aspect of the planning of the study and the time spent in a survey invariably is a wise investment. Galloway (1980) has found problem homes, emotional instability of parents, violent quarrels between them, parental disinterest, etc. as important factors in frustration. The review of related literature enables the researcher to define the limits of his field. Halloram (1944), Mount (2000), and Orr (2001) established Emotional Intelligence as Related to Academic Achievement-Baljit (2004), self-concept-Khaleque (2006); Khan (2008) reported that there is a relationship between individual performance and emotional intelligence. Kube (1995) they have conflicts at school caused by personality problems, they have serious family, health and economic problems that make education a low priority. Irfan et.al. (2003) found social ineffectiveness can be seen in context of results of this study most of the traits into practical use while facing social situations. The sample revealed low relation between their social maturity and social acceptance irrespective of employment of mother.

Statement of the Problem:

The problem under investigation entitled is, "A Study of Emotional Intelligence in relation to Frustration among Secondary Stages with Special Reference to Goalpara District in Assam".

Objectives:

The objectives of the present study are as follows:

- a) To investigated the emotional Intelligence of Boys and girls in respect of secondary Stages.
- b) To find out the relationship if any that exists between emotional iintelligence and frustration among secondary levels students.

Hypothesis:

The investigator formulated the following hypotheses:

HO-1). There is no significant difference between the emotional intelligence of boys and girls students.

HO-2). There exists no significant relationship between emotional intelligence and Frustration among Secondary stages students.

Delimitations:

- (1). The study has been conducted on Secondary schools students of Goalpara district only
- (2). The study has been conducted the sample consists 65 boys and 65girls students only.
- (3).The study has been delimited two variables- emotional intelligence and frustration only.

Methodology:

The Normative Survey method is chosen for the present study. A sample of consists 130 both boys and girls students. They were randomly selected from IX and X classes studying in Government and Private schools taken from Goalpara district in Assam.

Collection of Data:

The investigator approached the heads of all the selected schools personally, for necessary permission and with the co-operation of the principals and class teachers (Mathematics) and the students, the required data were collected. Assurances were given to them that all information would be kept secret. So, they should not try to hide the facts and give their free frank and honest opinion. The collected data are being statistically analyzed.

Tools used in the Collection of Data:

- i). Emotional Intelligence Scale (EIS) to measured emotional intelligence by Khera (1986),
- ii). Frustration developed by Chauhan and Tiwari (1972) to measure the self-made questionnaire constructed by the investigator to assess the basic concepts (Frustration).

Interpretation of Data and Results:

Table-1: Showing the Mean, S.D. and t-ratio Comparison of Boys and Girls Students towards on the variable of Emotional Intelligence

Sr. No.	Variables	Group	Mean	SD	t-ratio
1	Emotional Intelligence	Boys	99.76	9.83	3.797
		Girls	24.30	7.60	

It is found Table NO. 1, which the calculated Mean & SD of boys are 99.76 and 9.83 and the calculated Mean & SD of girls are 24.30 and 7.60 respectively. As the obtained t-ratio is 3.797 i.e. greater than tables at both levels, was significant. So, there is no significant difference between the emotional intelligence of boys and girls. The result shows no significant difference. Therefore the 1st hypothesis was retained. The measure of Emotional Intelligence and Sex a high score reveals a low level of Frustration. A high score indicates an Emotional Intelligence and a low score indicates Frustration direction. Hence, the first hypothesis, which was stated as, 'There is no significant difference between the emotional intelligence of boys and girls students', was significant and accepted. This shows that high emotional intelligence is accompanied by high level of Frustration and achievement. The findings of the present study are that there is positive and significant correlation between the emotional intelligence and frustration, are in conformity with the findings of Markhan (1999), Lai 2008) and Khaleque 2011) .

Table-2: Comparison of Boys and Girls on the Variables of Emotional Intelligence among secondary level in respect of Frustration to Goalpara District in Assam (N=130)

Sr. No.	Variables	Group	Mean	SD	t-ratios
1	Govt. Schools	Boys	199.74	19.83	1.698
		Girls	204.36	27.60	
2	Private Schools	Boys	191.59	25.74	1.635
		Girls	189.34	3.88	

From the observation of result (Table-1), it can be seen that calculated values of boys and girls in respect of Emotional Intelligence and frustration among secondary level with special reference to Goalpara district in Assam. As the t-ratio's are 1.698 & 1.635 i.e. less than table's values (at 0.05 & 0.01 levels) both levels not significant. So, there is no significant difference between the Emotional Intelligence and frustration among secondary level boys and girls. The results did not find any significant perdition of performance in secondary education by Emotional Intelligence and frustration among secondary level alone or combined with cognitive ability. This study did not substantiate claims that intelligence was predict success in secondary courses of Emotional Intelligence and frustration among secondary schools. The present study also confirms that achievement in mathematics is influenced by the sex factor considerably. The present study support the findings of studies done by a number of researchers, such as Ethington (1984), Frennema (1984), and many others and Irfan & Khaleque (2003) founded that a study of school adjustment and frustration among truants and non-truants in Panjab negative relationship and not significant. From the response of the pupils to the questionnaire about the difficult topics in the course content, it is observed that the topics on shares, stocks and dividends, percentage, decimals and geometrical constructions are observed to be very difficult for them After a careful analysis of the findings of the study, the investigator is inclined to believe that the arithmetical ability, interest in mathematics, intelligence and sex of the students are some of the prime factors which are highly related to the achievement in frustration influencing to a great extent the learning process in the class room. It was found that secondary stages students both boys and girls insignificant and always do not goes together. It was also founded that found significant positive relationship between Emotional Intelligence and frustration among secondary students with special reference to Goalpara district in Assam.

Suggestions for Further Research:

As the major focus of the present investigation is on the exploration of the variables of learning mathematics, frustration among secondary stages between boys and girls of secondary school students, finding and limitation of the present study of following suggestion are given to conduct the further research in the field of education. Reflective studies involving larger sample and different population as also follow up in the self-concept has emergent as an important factor in the measurement and prediction of school achievement. Thus, the further researcher can improved his method of leaving, teaching one processing as well as his behaviour or personality included for his correct mistakes in his learning process and further researcher in the present study as anxiety, stressed, academic achievement, motivation and self-image etc. of different groups like- Garo and Hajong, Boro and Non-Boro etc. also included.

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