CHAPTER-V
RESULTS AND DISCUSSIONS

This chapter includes an analysis, understanding and an argument of the data to derive the conclusions and generalizations to get significant information from the obtained data. This chapter provides statistical evidence on the effect of the Montessori method of education on self-concept, emotional intelligence and frustration of high school children compared to the traditional school children. The correlation between the dependent variables is studied. Further the data is analyzed to find the influence of demographic variables on self-concept, emotional intelligence and frustration of the Montessori and the traditional high school children.

5.1. Nature of the Data

The normality and homogeneity check was done on the obtained data and confirmed normal distribution for each group i.e. for the Montessori and the traditional high school children and also for the male and the female groups.

5.2. Effect of Montessori and traditional education method

In this section the findings of statistical 't' test is presented to understand the significant difference between the Montessori and the traditional high school children on their level of self-concept, emotional intelligence and frustration. The discussion of Ha_1 is done in this part.

Table 5.1

Means, Standard deviations and 't' values of the children of the Montessori and the traditional education on self-concept

Dimensions of Self-Concept	Montessori Children (*n* =549)		Traditional Children (*n* =533)		`t` Value
	Mean	S D	Mean	S D	
Physical	56.44	3.94	43.37	10.02	28.37***
Social	56.94	3.54	42.85	9.45	32.63***
Temperament	56.42	3.62	43.38	10.16	28.27***
Education	55.10	3.83	44.75	11.56	19.87***
Moral	55.79	3.27	44.04	11.04	23.87***
Intellectual	56.29	5.40	43.52	9.49	27.28***
Global Self-Concept	56.74	3.16	43.06	9.88	30.83***

*** = Significant at .001 level

An independent samples t-test was conducted to compare self-concept of the Montessori and the traditional school children. There is a significant difference in the global self-concept scores for the Montessori school children (M=56.74, SD=3.16) and the traditional school children (M=43.06, SD=9.88; t=30.83, p<.001). These results suggest that the Montessori method of education does have an positive effect on self-concept of children.

The comparison of the Montessori and the traditional school children on physical dimension of self-concept found to be statistically significant (t=28.37, p<.001). These results indicate that the children studied in the Montessori method of education experienced higher physical self-concept (M=56.44, SD=3.94) than the children who studied in the traditional method of education (M=43.37, SD=10.02).
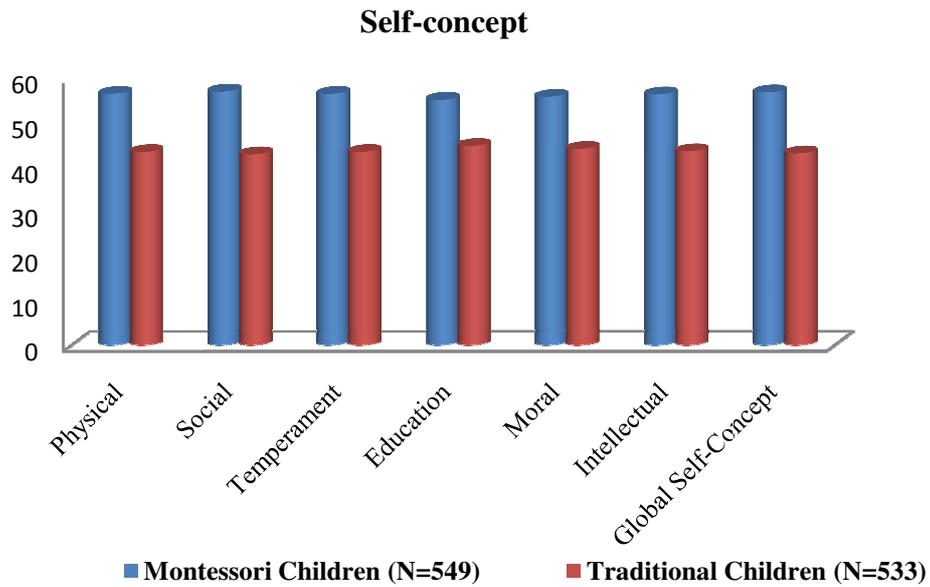
Self-concept

Graph 5.1: Shows the self-concept mean scores of the Montessori and the traditional

school children

In the Montessori method of education the children are given liberty to move around

the class with purpose and work co-operatively. This helps the children to evaluate

their abilities and builds confidence in them. As the Montessori curriculum is

designed for the kinesthetic development among children it develops good physical

impression among children.

The results of the statistical test indicated that there is a significant difference

(t=32.63, p<.001) on social self-concept between the two groups. These results

suggest that the children from the Montessori method of education have higher social

self-concept (M=56.94, SD=3.54) compared to the traditional school children

(M=42.85, SD=9.45). The Montessori school children are encouraged to involve in

activities and learn task in the own pace, this encourages their social interaction skills.

In temperament dimension of self-concept there is significant difference

(t=28.27, p<.001) between the two groups. The Montessori school children scored

significantly higher (M=56.42, SD=3.62) than the traditional school children (M=43.38, SD=10.16) in temperament dimension of self-concept. The results suggest that the Montessori method of education promotes favorable temperament among the children. The co-operative learning style with zero comparison between the children increases positive temperament among Montessori school children.

There is statistical significant difference (t=19.87, p<.001) between the children of Montessori school (M=55.10, SD=3.83) and the traditional school children (M=44.75, SD=11.56) on educational self-concept. The Montessori education method creates positive attitude towards education. The Montessori curriculum is scientifically developed according to the need of the children; this encourages the children to make best use of their abilities.

The children from the Montessori education have higher (M=55.79, SD=3.27) moral self-concept than the children of traditional education (M=44.04, SD=11.04, t=23.87, p<.001). The activity based learning pattern encourages children to take right decision at right time. The co-operative learning method teaches the children to support and respect each other in classroom.

On intellectual dimension of self-concept, the children from Montessori education have significantly higher (M=56.29, SD=5.40) level of intellectual self-concept compared to the children of traditional education (M=43.52, SD=9.49, t=27.28, p<.001). The curriculum is developed according to the age and abilities of the children and children are free to choose the academic task according to their abilities and teachers do facilitate them. Encouragement is given according to the intellectual capacity of the children. The statistical finding proves that the children from Montessori method of education have significantly higher in all the dimensions of self-concept and also in global self-concept. The finding of the present study is

supported by the findings of previous studies which revealed the positive effect of Montessori method of education on children`s holistic development. The findings of Lillard and Else-Quest (2006) reported that the play learn method and activities conducted in Montessori method of education increase children`s social cognition. The students from Montessori method of education exhibit the sense of fairness, justice and community feeling. The children of Montessori education are better in problem solving and reality testing (Lillard, 2012). Social proficiency in preschool is related with better outcomes in social and academic domains (Copage & Watson, 2001; Ladd et al., 1999; Malecki & Elliott, 2002; Welsh et al., 2001).

Self-concept plays significant role in academic performance of the children. Given that self-concept and school performance equally influences each other. The teachers and parents should aim to improve self-concept of children. Increasing efforts to enhance children self-concepts are focusing on enhancing feelings of empowerment and confidence by creating a friendly and encouraging school environment that appreciates personal strengths and assets (Liem et al., 2015). One of the most significant factors responsible for students' academic performance is their self-concept (Bandura, 1997, Villorroel, 2001; Boulter, 2002). In Rogers' (1951) view, the self is the central ingredient in human personality and personality adjustment. Rogers described the self as a social product developing and striving for interpersonal consistency. He argued that there is a basic human need for positive regard both from others and from oneself and that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey & Schmidt, 1987).

Table 5.2

Means, Standard deviations and 't' values of the children of Montessori and traditional education on emotional intelligence

Dimensions of Emotional Intelligence	Montessori Children (n =549)		Traditional Children (n =533)		`t` Value
	Mean	S D	Mean	S D	
Self Regard	57.07	1.99	42.71	9.71	33.92***
Interpersonal Relation	56.14	1.83	43.68	10.98	26.20***
Impulse Control	57.39	1.52	42.39	9.29	37.30***
Problem Solving	55.46	2.26	44.38	11.63	21.89***
Emotional Awareness	57.41	1.68	42.37	9.23	37.49***
Flexibility	57.77	1.36	42.00	8.65	42.18***
Reality Testing	58.19	2.04	41.56	7.63	49.20***
Stress Tolerance	57.44	2.71	42.33	8.91	37.94***
Assertiveness	57.77	2.06	42.00	8.50	42.21***
Empathy	55.95	2.82	43.87	10.99	24.90***
Total Emotional Intelligence	57.69	2.63	42.08	8.50	41.00***

***=Significant at .001 level

The result of Montessori and traditional school children in their level of emotional intelligence is depicted in table 5.2 and in graph 5.2. There is a significant difference in emotional intelligence scores of the Montessori school children (M= 57.69, SD= 2.63) and the traditional school children (M=42.08, SD= 8.50; t=41.00, p< .001). These results suggest that the Montessori method of education does have significantly positive effect on emotional intelligence of the children.

The comparison of the Montessori and the traditional school children on self regard dimension of emotional intelligence found to be statistically significant (t=33.92, p< .001). These results indicate that the children studied in the Montessori method of education (M=57.07, SD=1.99) experienced higher self regard than the children who studied in the traditional method of education (M=42.71, SD=9.71).
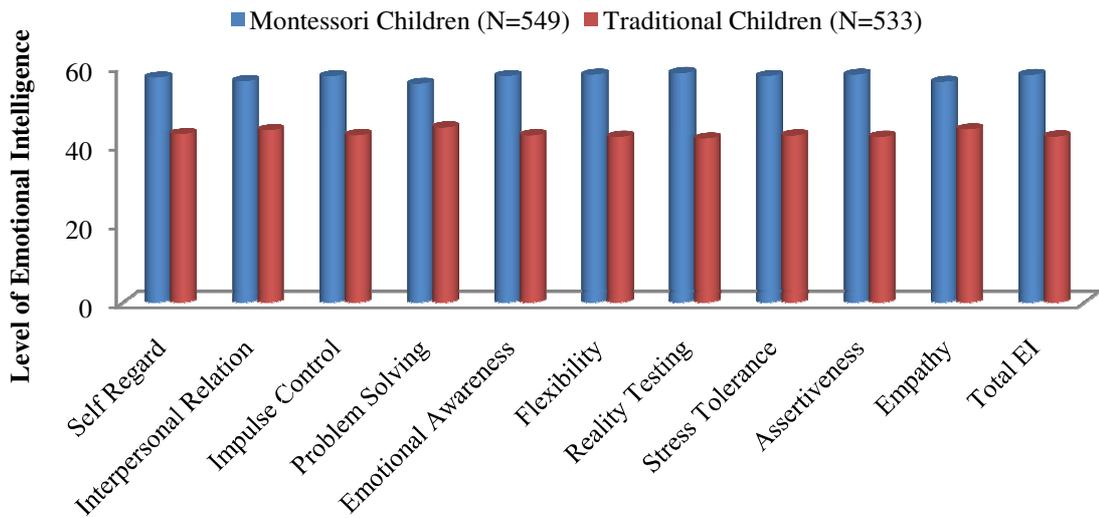
Graph 5.2: Shows the emotional intelligence mean scores of the Montessori and the traditional school children

The comparison test result shows that the children from the Montessori method of education (M=56.14, SD=1.83) have better interpersonal relation compared to the children from the traditional school (M=43.68, SD=10.98) and the difference is statistically significant (t=26.20, p<.001). The interactive learning environment is created in the Montessori method of education which influence the development of healthy interpersonal relationship among children. The Montessori children are motivated and facilitated by teacher to do academic task and intellectual interaction is encouraged in class. This improves children`s positive interpersonal relation skills.

There is statistical significant difference (t=37.30, p<.001) between the Montessori and the traditional school children in their level of impulse control. The Montessori school children (M=57.39, SD=1.52) have better impulse control than the traditional school children (M=42.39, SD=9.29). The ground rules followed in Montessori classroom enforces self-discipline and self control among children (Grace, 2013). This helps in development of impulse control among the Montessori school children.

The Montessori children (M=55.46, SD=2.26) are good in problem solving skills compared to the children from traditional school (M=44.38, SD=11.63) and the difference is statistically significant (t=21.89, p<.001). The practical approach towards learning (life and academics) increases the problem solving skills among the Montessori school children. The Montessori class activities enable the children to gain deep concentration in the task involved in the real world and teaches the child to work for the betterment of self and society (Cossentino, 2006). In the Montessori method of education the children are expected to explore a wider world and develops rational for problem solving attitude (Edwards, 2002).

The Montessori school children (M=57.41, SD=1.68) are better in emotional awareness dimension compared to the traditional school children (M=42.37, SD=9.23) and the difference is statistically significant (t=37.49, p<.001). One of the basic rationales behind the Montessori education is to believe in one self and to trust others (Lopata, Wallace & Finn, 2005) which improve student's emotionality to make appropriate judgment or decision in appropriate situation. The Montessori method of education trains the children in emotional management.

On flexibility dimension the Montessori school children scored significantly higher (M= 57.77, SD=1.36) than the traditional school children (M= 42, SD=8.65) and both the group differ significantly (t=42.18, p<.001). This result shows that the Montessori school children are more flexible and adapt to different situation easily. The Montessori education method itself is flexible; it allows the children to choose the activities according to their interest and experience. The child gets involved in the academic task till they master it. This learning nature in Montessori school increases flexibility among its children.

The Montessori school children are significantly better (M=58.19, SD=2.04) than the traditional school children (M=41.56, SD=7.63) in reality testing dimension of emotional intelligence. The difference between the two groups is statistically significant (t=49.20, p<.001). The result reports that the Montessori school children evaluate the situation objectively compared to the traditional school children. The natural setting in Montessori method of education allows children to explore the new learning in their own comfortable pace and accelerated reality testing skills among them.

There is statistical significant difference (t=37.44, p<.001) between the Montessori school children (M=57.44, SD=2.71) and the traditional school children (M=42.33, SD=8.91) in their ability to tolerate stress. The Montessori children are allowed to explore the learning task and there is no hard and fast rule in the Montessori method of education to do things correctly in the first go. The children are given enough chance to explore and to learn in their own time and interest. In Montessori setting there is no place for comparison between children and each child is considered unique. The Montessori education method supports healthy stresses and increase children ability to tolerate stress.

On the assertiveness dimension the children of Montessori school scored higher (M=57.77, SD=2.06) than the traditional school children (M= 42.00, SD= 8.50) and the difference between the two group is statistically significant (t=442.21, p<.001). The result reveals that the Montessori school children are significantly better in assertiveness compared to the traditional school children. In Montessori method of education the children are allowed to choose their work group according to their interest and experience. In work groups the children are allowed to express their

ideas, thoughts and feelings. This practice of expression of thoughts encourages the Montessori students to develop assertiveness.

On empathy dimension of emotional intelligence, there is statistically significant difference (t=41.00, p<.001) between the children of the Montessori and the traditional education. The empathy is found to be higher among the Montessori school children (M=55.95, SD=2.82) compared to the traditional school children (M=43.87, SD=10.99). The Montessori method of education incorporates co-operative learning system where children are encouraged to work in groups and tables in the classroom are arranged for the purpose of educational interaction (Pickering, 2004). This method increases the ability among children to understand their peer members and enhances empathy among them.

By this research findings, it is clear that compared to traditional method of education, the Montessori method of education significantly supports the development of emotional intelligence among children and the present research finding is supported by Mills (2006) where he reports that teaching method influences the emotional intelligence of children. According to Rathunde and Csikszentmihalyi (2005a, 2005b) the Montessori school children are significantly higher in emotional self-awareness and happiness compared to conventional middle school children.

Increasingly, educators and psychologists understand that children's emotional learning should be given serious consideration and promoted in schools (Elias et al., 1997). The school setting is an unquestionably one of the most important place for learning emotional skills and competencies (Mayer & Salovey, 1997). In the process of emotional learning, the individual develops the aptitudes, skills, attitudes and values necessary to acquire emotional competence. Emotional education may be provided through a variety of diverse efforts such as classroom instruction,

extracurricular activities, a supportive school climate etc. Under such a framework, Mayer and Geher (1996), for example, hypothesized that educating those who are low in emotional competencies to improve their abilities to recognize, express and regulate their feelings better may be possible. Parker et al., (2004) found that various emotional intelligence dimensions were predictors of academic success. They used a mode of emotional intelligence (Bar-On, 1997, 2000) that consisted of four related abilities: intrapersonal abilities, interpersonal abilities, adaptability and stress management. Consistent with expectations, the successful group scored higher than the less-successful group on several dimensions of emotional intelligence: intrapersonal abilities, adaptability and stress management. The children with higher levels of these abilities appear to be better able to cope with the social and emotional demands of making the transition to a post-secondary environment than the children scoring low on these abilities.

Table 5.3

Means, Standard deviations and 't' values of the children of Montessori and traditional education on frustration

Modes of Frustration	Montessori Children (n =549)		Traditional Children (n =533)		`t` Value
	Mean	SD	Mean	SD	
Regression	40.80	1.77	59.48	4.75	86.04***
Fixation	40.99	1.94	59.28	5.42	74.27***
Resignation	41.49	1.86	58.77	6.90	56.53***
Aggression	40.87	1.74	59.40	5.04	81.19***
Total Frustration	40.76	1.69	59.52	4.62	89.06***

***=Significant at .001 level

The Montessori school children and the traditional school children scores in frustration dimensions are presented in the table 5.3 and in the graph 5.3. There is statistical significant difference (t=89.06, p<.001) between the scores of the Montessori and the traditional school children in their level of frustration. On the total frustration, the Montessori school children scored significantly lesser (M=40.80, SD=1.77) than the traditional school children (M=59.48, SD=4.75). The result reveals that the traditional school children are significantly high frustrated compared to the Montessori school children. The Montessori method of education approaches on co-operation rather than competition and individual development rather than peer evaluation (Pickering, 2004). The children are given enough time to master a task and they are left to explore new learning. This makes them to tolerate frustration to the greater extent.

The children of Montessori school scored lesser (M=40.80, SD=1.77) than the children of the traditional method of education (M=59.48, SD=4.75) in the regression dimension of frustration and the difference between the two groups is significant

■ Montessori Children (N=549)   ■ Traditional Children (N=533)
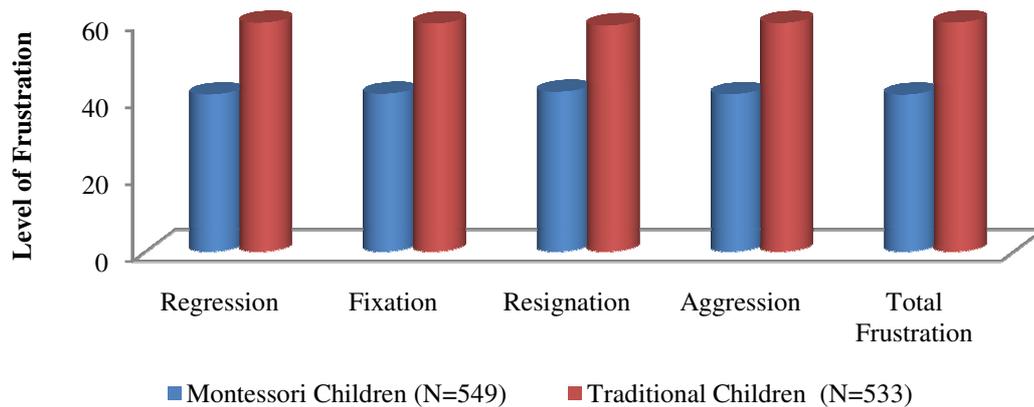
Graph 5.3: Shows the frustration mean scores of the Montessori and the traditional school children

(t=86.04, p<.001). In Montessori method children are made to involve in the task which require deep concentration and innovative thinking (Grace, 2013) this gives less chance for children to return to older modes of thought, feeling and behaviour as compared to the traditional school children.

There is a significant difference between the children of Montessori (M=40.99, SD=1.94) and the traditional education (M=59.28, SD=5.42) on fixation mode of frustration and the difference between two the groups is statistically significant (t=74.27, p<.00l). The Montessori school children are not forced to do any activity. They are left free to choose their interested activity or group. When they master the particular task then the children are asked to choose another task of their interest. This avoids them to do the same task repeatedly even though they are failed or bored. This method lessen fixation attitude among children.

On the resignation mode of frustration the Montessori school children obtained mean scores lesser (M=41.49, SD=1.86) than the scores of the traditional school children (M=58.77, SD=6.90) and the difference between the two groups is statistically significant (t=56.53, p<.001). In Montessori method of education the

importance is given for social interaction and for the development of personal and social skill. The interpersonal relationship is encouraged and social self-concept is enhanced among the Montessori school children. By these practices the Montessori school children develop high resistance towards resignation behavior.

On aggression dimension there is significant difference (t=80.06, p<.001) between the two groups. The scores obtained for the children of the Montessori school is lesser (M=40.76, SD=1.74) than the traditional school children (M=59.52, SD=4.62). In Montessori method of education the teachers does not lead the class instead she facilitates the children to share and work co-operatively. By the natural learning environment in the Montessori classroom the child learn to respect one another and develops the sense of community (Grace, 2013). The learning environment helps them to reconstruct themselves as social beings and rational seekers of justices (Edwards, 2002).

The present study is supported by the findings of Patil (2016) in which it is found that the traditional school children are significantly more frustrated than the Montessori school children. The scientifically developed equipments in the equipped environment is provided to the child and keen observation and facilitation is given by the Montessori trained teacher leads to the holistic development of the child. The teacher supports social interaction, confidence and trust building among children (Lopata, Wallace & Finn, 2005) which help them to tolerate frustrating situation for a greater extent. Learning takes place with sufficient freedom with some responsibility which makes the child more responsible for their actions (Edwards, 2002).

The Montessori education method aims to help children to reach their fullest abilities in all aspects of learning. The Montessori trained teacher guides the children to enjoy their process of learning and ensures the development of self-concept. The

teacher facilitates the children to develop relation based on trust and respect to self and others. The task in the Montessori method of education is scientifically build that the next step of learning is based on the area in which the child have already mastered. This reduces the fear of failure and promotes healthy emotional development and frustration tolerance ability among children.

The present study reports that the Montessori school children have significantly higher self-concept and higher emotional intelligence and lower frustration. The Montessori education method focuses on the holistic development of children and this has been consistently proved in the earlier researches and results ascertain the efficacy of Montessori education in social-emotional development of the children. The present study once again proved that the Montessori method of education is the strong alternative for the traditional method of education.

5. 3. Effect of gender on self-concept, emotional intelligence and frustration of the Montessori high school children

In this section the findings of the independent sample 't' test is   presented to understand the significant difference between the gender in their self-concept, emotional intelligence and frustration of the Montessori high school children. The discussion of Ha$_2$ is done in this part.

Table 5.4

Means, Standard deviations and 't' values of the male and the female high school children of the Montessori education on self-concept

| Dimensions of Self-Concept | Montessori Children | | | | |
| | Male (*n* =287) | | Female (*n* =262) | | `t` Value |
	Mean	S D	Mean	S D	
Physical	49.06	9.96	51.03	9.95	2.32*
Social	49.44	9.89	50.61	10.09	1.37
Temperament	49.45	10.34	50.60	9.59	1.33
Education	49.00	10.78	51.09	8.96	2.45*
Moral	48.66	10.97	51.46	8.59	3.30***
Intellectual	49.71	9.73	50.32	10.29	0.71
Global Self-Concept	48.92	10.05	51.18	9.82	2.65**

*=Significant at .05 level   **=Significant at .01 level   ***=Significant at .001 level

The scores of Montessori school children on self-concept in relation to their gender are presented in the table 5.4. There is significant difference (t=2.65, p<.01) between the Montessori school male and the female children in their level of global self concept. The Montessori school female children obtained higher scores (M=51.18, SD=9.82) than the Montessori school male children (M=48.92, SD=10.05). This implies that the Montessori school female children have significantly higher global self-concept than the Montessori school male children.

The Montessori school female children scored higher (M=51.03, SD=9.95) than the Montessori school male children (M=49.06, SD=9.96) on the physical self-concept and the two groups differ significantly (t=2.32, p<.01). The result shows that the Montessori school female children have significantly better attitude and judgment about physical self compared to the Montessori school male children.

On the education self-concept, the Montessori school female children scored higher (M=51.09, SD=8.96) than the Montessori school male children (M=49.00, SD=10.78) and both the groups differ significantly (t=2.45, p<.05). Even in moral dimension of self-concept also there is significant difference (t=3.30, p<.01) between these two groups. The Montessori school female children scored higher (M= 51.46, SD=8.59) than the Montessori school male children (M=48.66, SD=10.97). In both the dimensions (education and moral) the Montessori school female children scored significantly higher than the Montessori school male children which show that the Montessori school female children have higher educational and moral self-concept.

In rest of the dimensions of self-concept (social, temperament, and intellectual) there is no significant difference between the Montessori school male and the female children. Findings of Cheng (2002); Tyagi and Kaur (2001); and Lawrence, Arul and Vimala (2013) supported the present study by reporting that the female children have significantly higher self-concept compared to the male children. Sreelatha, Wilson and Shivasubramanian (2015) contradict the above finding and states that the male children have significantly higher self-concept compared to the female children. Dusek (1991); Kushwaha (2009) and Friedrichsen (1997) support Sreelatha, et.al (2015) and states that the male children score high in physical appearance and athletic competence of self-concept. Agrawal and Teotia (2015) and

Worrell, Roth and Gabelko (1998) reports that there is no significant influence of gender on the self-concept of high school children.

Table 5.5

*Means, Standard deviations and 't' values of the male and the female children of the
Montessori education on emotional intelligence*

| Dimensions of Emotional Intelligence | Montessori Children | | | | |
| | Male (*n* =287) | | Female (*n* =262) | | `t` Value |
	Mean	S D	Mean	S D	
Self Regard	48.82	11.54	51.30	7.78	2.92**
Interpersonal Relation	49.41	10.97	50.64	08.78	1.44
Impulse Control	49.76	11.00	50.26	8.78	0.58
Problem Solving	49.55	10.94	50.49	8.84	1.09
Emotional Awareness	49.56	11.09	50.48	8.63	1.08
Flexibility	49.66	9.89	50.37	10.12	0.83
Reality Testing	49.82	8.78	50.20	11.19	0.45
Stress Tolerance	49.97	7.53	50.03	12.15	0.06
Assertiveness	49.90	10.03	50.11	9.97	0.25
Empathy	48.98	11.86	51.11	7.30	2.50**
Total Emotional Intelligence	49.12	12.61	50.97	5.80	2.17*

*=Significant at .05 level   **=Significant at .01 level

The effect of the gender on emotional intelligence of the Montessori school children

has been presented in table 5.5. The Montessori school female children scored higher

(M=50.97, SD=5.80) than the Montessori school male children (M=49.12, SD=12.61)

and both the groups differ significantly (t=2.17, p<.05). This shows that the

Montessori school female children are more emotionally intelligent than the

Montessori school male children. The Montessori school female children are better

than the Montessori school male children in understanding and reacting appropriately

towards ones` emotions.

In self-regard dimension the Montessori school female children scored higher

(M=51.30, SD=7.78) than the Montessori school male children (M=48.82, SD=11.54)

and both the groups differ significantly (t=2.92, p<.01). Whereas on the empathy

dimension also both the groups differ significantly (t=2.50, p<.01). The Montessori school female children scored higher (M=51.11, SD=7.30) than the Montessori school male children (M=48.98, SD=11.86). The result shows that the Montessori school female children have higher self-regard and empathy compared to the Montessori school male children.

In interpersonal relation, the Montessori school female children scored higher (M=50.64, SD=8.78) than the Montessori school male children (M=49.41, SD=10.97) and there is no significant difference (t=1.44, p>.05) between these two groups. Similarly in impulse control dimension also the Montessori school female children scored higher (M=50.26, SD=8.78) than the Montessori school male children (M=49.76, SD=11.00) and there is no significant difference between the groups (t=0.58, p>.05). In problem solving dimension there is no significant difference (t=1.09, p>.05) between the Montessori school female children (M=50.49, SD=8.84) and the Montessori school male children (M=49.55, SD=10.94). In emotional awareness dimension the Montessori school female children scored higher (M=50.48, SD=8.63) than the Montessori school male children (M=49.56, SD=11.09) but there is no significant difference (t=1.08, p>.05) between the two groups.

In flexibility dimension, the Montessori school female children scored higher (M=50.37, SD=10.12) than the Montessori school male children (M=49.66, SD=9.89) and there is no significant difference (t=0.83, p>.05) between the groups. In reality testing dimension the Montessori school female children scored higher (M=50.20, SD=11.19) than the Montessori school male children (M=49.82, SD=8.78) and no significant difference (t=0.45, p>0.5) is found. There is no significant difference (t=0.06, p>.05) between the Montessori school male (M=49.97, SD=7.53) and the female (M=50.03, SD=12.15) children in stress tolerance dimension. In assertiveness

dimension the Montessori school female children scored higher (M=50.11, SD=9.97) than the Montessori school male children (M=49.90, SD=10.03) and no significant difference (t=0.25, p>.05) is found between the two groups.

In all the dimensions of emotional intelligence the Montessori school female children scored higher than the Montessori school male children and significant difference is found only in total emotional intelligence and in dimensions like self regard and empathy. Bracket, Mayer, and Warner (2003) studied emotional intelligence and its relation with daily activities and found that females got meaningfully higher scores than males in emotional intelligence. Siaruchi and his colleagues (2004) studied emotional intelligence of boys and girls, and found that the girls were meaningfully higher than the boys in overall emotional intelligence, emotion understanding skill, and emotion regulation and emotion utilization. Goleman (1995) considered males and females have their own personal profiles of strength and weakness for emotional intelligence. Dutta, Chetia, and Soni (2015) found insignificant difference between male and female students in their emotional intelligence. Studies conducted by Mayer, Caruso and Salovey in 2001 and Mayer and Geher in 1996 indicate that girls score higher on measures of emotional intelligence than boys.

Table 5.6

Means, Standard deviations and 't' values of the male and the female children of the Montessori education on frustration

| Modes of Frustration | Montessori Children | | | | `t` Value |
| | Male (*n* =287) | | Female (*n* =262) | | |
	Mean	S D	Mean	S D	
Regression	49.97	9.71	50.03	10.32	0.06
Fixation	49.69	9.13	50.34	10.87	0.76
Resignation	50.18	9.80	49.80	10.22	0.44
Aggression	50.11	9.54	49.88	10.49	0.26
Total Frustration	50.00	9.45	50.00	10.58	0.00

The results (table 5.6) on frustration level of the Montessori children in relation to gender reveal that there is no significant difference between the Montessori school male and the female children. The score obtained by the Montessori school female children is slightly higher (M=50.00, SD=10.58) the than the scores of the Montessori school male children (M=50.00, SD=9.45), but there is no significant difference (t=0.00, p>.05).

On regression dimension of frustration the Montessori school female children scored higher (M=50.03, SD=10.32) than the Montessori school male children (M=49.97, SD=9.71) and there is no significant difference (t=0.06, p>.05) between the two groups. Where as in fixation dimension also the Montessori school female children scored higher (M=50.34, SD=10.87) than the Montessori school male children (M=49.69, SD= 9.13), but there is no significant difference (t=0.76, p>.05) between these two groups in fixation dimension.

In resignation dimension of frustration the Montessori school male children scored higher (M=50.18, SD=9.80) than the Montessori school female children

(M=49.80, SD=10.22) and no significant difference is found between the two groups (t=0.44, p>.05). Where as in aggression dimension also the Montessori school male children scored higher (M=50.11, SD=9.54) than the Montessori school female children (M=49.88, SD=10.49) and there is no significant difference (t =0.26, p>.05) between the two groups.

The present study contradicts the previous studies. In previous literature it is found that there is gender difference in the level of frustration (Jasuja, 1983; Patel, 1996; Gupta, 1990) and the finding reports that the boys are more frustrated than the girls.

5. 4. Effect of gender on self-concept, emotional intelligence and frustration of the traditional high school children

In this section the findings of statistical 't' test is presented to understand the significant difference between the gender in self-concept, emotional intelligence and frustration of traditional high school children. The discussion of Ha$_3$ is done in this part.

Table 5.7

Means, Standard deviations and 't' values of the male and the female children of the traditional education on self-concept

| Dimensions of Self-Concept | Traditional Children | | | | `t` Value |
| | Male (n =275) | | Female (n =258) | | |
	Mean	S D	Mean	S D	
Physical	50.55	8.80	49.41	11.12	1.31
Social	50.33	9.28	49.65	10.71	0.78
Temperament	50.16	8.71	49.83	11.22	0.37
Education	50.76	8.52	49.19	11.32	1.82
Moral	50.42	9.15	49.55	10.82	1.00
Intellectual	51.02	9.25	48.91	10.64	2.44**
Global Self-Concept	50.68	8.55	49.28	11.31	1.62

 **=Significant at .01 level

Table 5.7 depicts the results of the traditional school children on self-concept in relation to their gender. The result reveals that there is no significant difference (t=1.62, p>.05) between the traditional school male and female children in their level of global self-concept. The score obtained by the traditional school male children are slightly higher (M=50.68, SD=8.55) than the traditional school female children (M=49.28, SD=11.31) but there is no significant difference between these two groups.

On intellectual self-concept there is significant difference (t=2.44, p<.01) between the traditional school male and the female children. The traditional school

male children scored higher (M=51.02, SD=9.25) than the traditional school female children (M=48.91, SD=10.64) and the results indicate that the traditional school male children have significantly higher intellectual self-concept than the traditional school female children. Excluding other dimensions of self concept only in intellectual dimension the significant difference is found.

It is observed that in all the dimensions of self concept the male children from the traditional school scored higher than the traditional school female children, however, statistical difference was not found. On the physical dimension of self concept the traditional school male children obtained higher score (M=50.55, SD=49.41) than the traditional school female children (M= 49.41, SD=11.12) and no significant difference (t=1.31, p>.05) is found between the two groups. Even in social dimension of self concept the traditional school male children scored higher (M=50.33, SD=9.28) than the traditional school female children (M=49.65, SD=10.71) and there is no significant difference (t=0.78, p>.05) between the groups.

In temperament dimension of self concept the traditional school male children scored higher (M=50.16, SD=8.71) than the traditional school female children (M=49.83, SD=11.22) and there is no significant difference (t=0.37, p>.05) between the two groups. The similar result is found in educational dimension of self concept, the traditional school male children obtained higher scores (M=50.76, SD= 8.52) than the traditional school female children (M=49.19, SD=11.32), and there is no significant difference (t=1.82, p>.05) between the two groups. In moral dimension of self concept the traditional school male children scored higher (M=50.42, SD=49.55) than the traditional school female children (M=49.55, SD=10.82), and there is no significant difference (t=1.00, p>.05) between the two groups in moral dimension of self concept.

Overall findings show that only in intellectual dimension of self-concept there is significant difference between the traditional school male and female children. Whereas in total and in other dimensions of self-concept there is no significant difference between these two groups. Kalanek (1997) and Muckleroy (2005) support the present study by reporting that there is no gender difference in self-concepts. Pajares and Miller (1994) contradicts the above findings and reports that male children have higher level of self-concept than female children and their finding is supported by Carpenter and Buss (1969), Ramkumar (1973) and Marian (1977). Whereas Wylie (1963) quotes that female children have higher self-concept than male children.

Table 5.8

Means, Standard deviations and 't' values of the male and the female children of the traditional education on emotional intelligence

Dimensions of Emotional Intelligence	Traditional Children				`t` Value
	Male (*n* =275)		Female (*n* =258)		
	Mean	S D	Mean	S D	
Self Regard	49.64	10.20	50.38	9.78	0.85
Interpersonal Relation	49.59	9.63	50.44	10.37	0.98
Impulse Control	49.24	9.56	50.81	10.40	1.80
Problem Solving	49.50	9.97	50.53	10.01	1.19
Emotional Awareness	49.97	9.89	50.03	10.13	0.06
Flexibility	50.05	9.98	49.94	10.03	0.12
Reality Testing	50.04	9.54	49.96	10.47	0.09
Stress Tolerance	50.32	10.07	49.66	9.92	0.75
Assertiveness	49.50	9.79	50.53	10.21	1.18
Empathy	49.07	10.10	51.00	9.81	2.23*
Total Emotional Intelligence	49.70	9.94	50.32	10.06	0.71

*=Significant at .05 level

The results presented in table 5.8 reveal that the gender has no significant effect on total emotional intelligence of the traditional school children. The traditional school female children scored higher (M= 50.32, SD=10.06) than the traditional school male children (M=49.70, SD= 9.94) and no significant difference (t=0.71, p>.05) is found between the two groups.

Only in empathy dimension of emotional intelligence there is a significant difference (t=2.23, p<.05) between the traditional school male and female children. The traditional school female children scored higher (M=51.00, SD=9.81) than the traditional school male children (M=49.07, SD=10.10). The obtained result indicates that the traditional school female children significantly have higher empathy than the traditional school male children.

In self regard dimension of emotional intelligence the traditional school female children scored higher (M= 50.38, SD= 9.78) than the male children of traditional school (M=49.64, SD=10.20) and there is no significant difference (t=0.85, p>.05) between the two groups. In interpersonal relations also the traditional school female children scored higher (M=50.44, SD=10.37) than the traditional school male children (M=49.64, SD=10.20) and no significant difference (t=0.98, p>.05) is found. In impulse control dimension the female children scored higher (M=50.81, SD=10.40) compared to the male children of traditional school (M=49.24, SD=9.56), and no significant difference (t=1.80, p>.05) between the two groups was found.

In problem solving dimension the traditional school female children scored higher (M=50.53, SD=10.01) than the traditional school male children (M=49.50, SD=9.97) and no significant difference (t=1.19, p>.05) is found between the two groups. Similarly in emotional awareness dimension the traditional school female children scored higher (M=50.03, SD=10.13) than the traditional school male children (M=49.97, SD=9.89) and no significant difference (t=0.06, p>.05) is found between the two groups.

In flexibility dimension the traditional school male children scored higher (M=50.05, SD=9.98) than the traditional school female children (M=49.94, SD=10.03), and there is no significance difference (t=0.12, p>.05) between the two groups. In reality testing dimension also the traditional school male children scored higher (M=50.04, SD=9.54) than the traditional school female children (M= 49.96. SD=10.47) and there is no significant difference (t=0.09, p>.05) between the two groups. In stress tolerance dimension the traditional school male children scored higher (M=50.32, SD=10.07) than the traditional school female children (M=49.66, SD=9.92) and there is no significant difference (t=0.75, p>.05) between the two

groups. In assertiveness dimension the traditional school female children scored higher (M=50.53, SD=10.21) than the traditional school male children (M=49.50, SD=9.79) and there is no significant difference (t=1.18, p>.05) between the two groups.

The few previous studies (Gakhar & Manhas, 2005; Dutta, Chetia, & Soni, 2015; Depape, et al., 2006) also report that there is no gender difference in emotional intelligence among high school male and female children and supports the finding of the present study. Katyal and Awasthi (2005) contradicts the above findings and report that female children are more emotionally intelligent than male children. Das and Tripathy (2015) support the findings of Katyal and Awasthi (2005).

Table 5.9

Means, Standard deviations and 't' values of the male and the female children of the traditional education on frustration

| Modes of Frustration | Traditional Children | | | | `t` Value |
| | Male (*n* =275) | | Female (*n* =258) | | |
	Mean	S D	Mean	S D	
Regression	49.08	9.34	50.98	10.58	2.20*
Fixation	49.89	9.57	50.12	10.44	0.26
Resignation	50.20	10.0	49.79	10.01	0.47
Aggression	49.50	9.79	50.53	10.21	1.18
Frustration	49.83	9.83	50.18	10.19	0.40

*=Significant at .05 level

The results presented in table 5.9 reveal that the gender has no significant effect on the frustration of the traditional school children. Result of the total frustration depicts that the traditional school female children are more frustrated compared to the traditional school male children but the difference is insignificant. The score obtained by the traditional school female children are slightly higher (M=50.18, SD=10.19) than the scores obtained by the traditional school male children (M=49.83, SD=9.83) and there is no significant difference (t=0.40, p>.05) between the two groups.

Among all the dimensions of frustration, the traditional school female children scored higher compared to the traditional school male children, only in regression dimension significant difference (t=2.20, p<.05) is found. The obtained scores by the traditional school female children are significantly higher (M=50.98, SD=10.58) than the scores obtained by the traditional school male children (M=49.08, SD=9.34).

In fixation dimension the traditional school female children scored higher (M=50.12, SD=10.44) than the traditional school male children (M=49.89, SD=9.57)

and there is no significant difference (t=0.26, p>.05) between the two groups. In resignation dimension, it is found that the traditional school male children scored higher (M=50.20, SD=10.00) than the traditional school female children (M=49.79, SD=10.01). However, there is no significant difference (t=0.47, p>.05) between the two groups. In aggression dimension the traditional school female children scored higher (M=50.53, SD=10.21) than the traditional school male children (M=49.50, SD=9.79) and there is no significant difference (t=1.18, p>.05) between the two groups.

The present study reports that there is no gender difference in the frustration level of the traditional school children. Rani (1989) and Singh and Choudhary (2015) supports the above findings and report that there is no gender difference in frustration of children. Where Rai and Gupta (1988) contradicts the above findings and states that the female children are better in frustration tolerance than the male children. Das and Tripathy (2015) and Malavia (1977) reveal that males are more aggressive than females.

5. 5. Effect of domicile on self-concept, emotional intelligence and frustration of the Montessori high school children

In this section the findings of statistical 't' test is presented to understand the significant difference in self-concept, emotional intelligence and frustration of Montessori high school children with regarding to their domicile. The discussion of Ha$_4$ is done in this part.

Table 5.10

Means, Standard deviations and 't' values of the rural and the urban children of the Montessori education on self-concept

| Dimensions of Self-Concept | Montessori Children | | | | `t` Value |
| | Rural (*n* =14) | | Urban (*n* =535) | | |
	Mean	S D	Mean	S D	
Physical	43.21	18.75	50.18	9.63	2.58**
Social	46.00	18.91	50.10	9.66	1.52
Temperament	42.46	18.62	50.20	9.62	2.87**
Education	45.66	14.43	51.11	9.85	1.64
Moral	46.53	11.88	50.09	9.94	1.31
Intellectual	51.34	13.67	49.96	9.90	0.50
Global Self-Concept	44.93	19.41	50.13	9.63	1.92

**=Significant at .01 level

The effect of domicile on self concept of Montessori school children is presented in the table 5.10. On global self concept there is no significant difference (t=1.92, p>.05) between the Montessori school rural and the urban children in their level of self concept. The Montessori school urban children scored higher (M=50.13, SD=9.63) than the Montessori school rural children (M=44.93, SD=19.41).

On physical dimension of self concept the Montessori school urban children scored significantly higher (M=50.18, SD=9.63) than the Montessori school rural children (M=43.21, 18.75) and there is significant difference (t=2.58, p<.01) between

the two groups. The similar result is found in the temperament dimension of self concept also. The Montessori school urban children scored significantly higher (M=50.20, SD=9.62) than the Montessori school rural children (M=42.46, SD=18.62) and there is significant difference (t=2.87, p<.01) between the two groups. The above result shows that the Montessori school urban children have significantly higher physical and temperament self-concept compared to the Montessori school rural children.

On the social dimension of self concept the Montessori school urban children scored higher (M=50.10, SD=9.66) than the Montessori school rural children (M=46.00, SD=187.91) and there is no significant difference (t=1.52, p>.05) between the Montessori school rural and the urban children. In education dimension of self concept the Montessori school urban children scored higher (M=51.11, SD=9.85) than the Montessori school rural children (M=45.66, SD=14.43) and there is no significant difference (t=1.64, p>.05) between the two groups. Similar results are found in moral dimension of the self concept. In moral dimension the Montessori school urban children scored higher (M=50.09, SD=9.94) than the Montessori school rural children (M=46.53, SD=11.88) and there is no significant difference (t=1.31, p>.05) between these two groups. Whereas contrary to this in intellectual dimension the Montessori school rural children scored higher (M=51.34, SD=13.67) than the Montessori school urban children (M=49.96, SD=9.90), but there is no significant difference (t=0.50, p>.05) between the two groups.

The significant difference is found only in physical and temperamental dimensions of self-concept among the Montessori school rural and the urban children. In global self-concept and in other dimensions like social, education, moral and

intellectual self-concept the significant difference was not found between the Montessori school urban children and the Montessori school rural children.

The present research finding supports the research of Joshi and Srivastava (2009), they have reported that there is no significant influence of domicile on self-concept of high school children. Whereas findings by Deidra (1998) and Sreelatha, Wilson and Shivasubramanian (2015) reported that the urban children have significantly higher self-concept than the rural high school children. Agrawal and Teotia (2015) contradict the above finding and states that the rural children have significantly higher self-concept than urban children.

Table 5.11

Means, Standard deviations and 't' values of the rural and the urban children of the Montessori education on emotional intelligence

Dimensions of Emotional Intelligence	Montessori Children				`t` Value
	Rural (*n* =14)		Urban (*n* =535)		
	Mean	S D	Mean	S D	
Self Regard	47.83	14.96	50.06	9.85	0.82
Interpersonal Relation	48.14	9.23	50.05	10.02	0.70
Impulse Control	45.92	16.89	50.11	9.75	1.54
Problem Solving	43.70	17.75	50.16	9.68	2.39**
Emotional Awareness	46.63	10.89	50.09	9.97	1.27
Flexibility	47.87	10.25	50.06	9.99	0.80
Reality Testing	46.63	12.20	50.09	9.93	1.27
Stress Tolerance	48.08	9.08	50.05	10.02	0.72
Assertiveness	47.04	11.79	50.08	9.95	1.12
Empathy	42.14	21.19	50.21	9.48	3.00**
Total Emotional Intelligence	47.62	8.95	50.06	10.02	0.90

**=Significant at .01 level

The effect of domicile on emotional intelligence of the Montessori children in table 5.11 shows that there is no significant difference (t=0.90, p>.05) between the Montessori school rural and the urban children in emotional intelligence. The Montessori school urban children scored higher (M=50.06, SD=10.02) than the Montessori school rural children (M=47.62, SD=8.95). The research findings of Gakhar and Manhas (2005) support the present study and the study by Thakkar (2007) reveals that the urban children have significantly higher emotional intelligence.

Only in problem solving and empathy dimensions of emotional intelligence the significant difference is found between the two groups. In problem solving the Montessori school urban children scored higher (M=50.16, SD=9.68) than the Montessori school rural children (M=43.70, SD=17.75) and there is significant

difference (t=2.39, p<.01.) between the two groups. Where as in empathy dimension the Montessori school urban children scored higher (M=50.21, SD=9.48) than the Montessori school rural children (M=42.14, SD=8.95) and there is significant difference (t=3.00, p>.01) between the two groups. The above findings reveal that the problem solving ability and empathy are higher among the Montessori school urban children compared to the Montessori school rural children.

In self-regard dimension the Montessori school urban children obtained higher scores (M=50.06, SD=9.85) than the Montessori school rural children (M=47.83, SD=14.96) but there is no significant difference (t=0.82, p>.05) between the two groups. Even in interpersonal relation also the Montessori school urban children scored higher (M=50.05, SD=10.02) than the Montessori school rural children (M=48.14, SD=9.23) and there is no significant difference (t=0.70, p>.05) between the two groups. Similarly in impulse control dimension the Montessori school urban children scored higher (M=50.11, SD=9.75) than the Montessori school rural children (M=45.92, SD=16.89) but there is no significant difference (t=1.54, p>.05) between the two groups in impulse control.

In emotional awareness dimension the Montessori school urban children obtained higher scores (M=50.09, SD=9.97) compared to the Montessori school rural children (M=46.63, SD=10.89) and there is no significant difference (t=1.27, p>.05) between the two groups. In flexibility dimension of emotional intelligence the Montessori school urban children scored higher (M=50.06, SD=9.99) than the Montessori school rural children (M=47.87, SD=10.25) and there is no significant difference (t=0.80, p>.05) between the two groups. Whereas in reality testing dimension also significant difference (t=1.27, p>.05) is not found between the Montessori school rural (M=50.09, SD=9.93) and the urban children (M=46.63,

SD=12.20). Even in stress tolerance dimension the Montessori school urban children scored higher (M=50.05, SD=10.02) than the Montessori school rural children (M=48.08, SD=9.08) and there is no significant difference (t=0.72, p>.05) between the two groups. In assertiveness dimension the Montessori school urban children scored higher (M=50.08, SD=9.95) than the Montessori school rural children (M=47.04, SD=11.79) and there is no significant difference (t=1.12, p>.05) between the two groups.

In all the dimensions of emotional intelligence and in the total emotional intelligence although the Montessori school urban children scored higher than the Montessori school rural children but no significance difference was found. Only in problem solving and empathy dimensions of emotional intelligence there is significant difference between the two groups. Lone (2015) and Panth and Patel (2015) supports the present research findings by reporting that there is no significant difference between rural and the urban children on emotional intelligence. Whereas Joiceswarnalatha (2015) and Nara (2013) reports that the urban children are more emotionally intelligence compared to the rural children.

Table 5.12

Means, Standard deviations and 't' values of the rural and the urban children of the Montessori education on frustration

| Modes of Frustration | Montessori Children | | | | `t` Value |
| | Rural (*n* =14) | | Urban (*n* =535) | | |
	Mean	S D	Mean	S D	
Regression	54.97	11.18	49.87	9.94	1.88
Fixation	49.98	9.31	50.00	10.02	0.00
Resignation	52.59	9.73	49.93	10.00	0.98
Aggression	56.00	13.19	49.84	9.87	2.28*
Total Frustration	53.72	10.23	49.90	9.98	1.41

*=Significant at .05 level

The results of the Montessori school children in relation to domicile (table 5.12) reveal that there is no significant difference between the Montessori school rural and the urban children on their level of frustration. The Montessori school rural children scored higher (M=53.72, SD=10.23) than the Montessori school urban children (M=49.90, SD=9.98) and there is no significant difference (t=1.41, p>.05) between the two groups in their level of frustration.

In aggression mode of frustration the Montessori school rural children are found to be highly frustrated (M=56.00, SD=13.19) than the Montessori school urban children (M=49.84, SD=49.84) and the difference between the two groups is highly significant (t=2.28, p<.05).

In regression dimension of frustration the Montessori school rural children scored higher (M=54.97, SD=11.18) than the Montessori school urban children (M=49.87, SD=9.94) but there is no significant difference (t=1.88, p>.05) between the two groups. But in fixation dimension the Montessori school urban children scored higher (M=50.00, SD=10.02) than the Montessori school rural children (M= 49.98, SD=9.31) and there is no significant difference (t=0.00, p>.05) between the two

groups. In resignation dimension also the Montessori school rural children scored higher (M=52.59, SD=9.73) than the Montessori school urban children (M=49.93, SD=10.00) but there is no significant difference (t=0.98, p>.05) between the two groups.

The above results show that, excluding aggression dimension of frustration, in all other dimension and in total frustration there is no significance difference between the Montessori school rural and the urban children. Patil (2016b) reports that the rural school children are highly aggressive and frustrated compared to the urban school children and the research by Dey et al. (2014) reveals that urban school children are more frustrated than rural school children.

5.6. Effect of domicile on self-concept, emotional intelligence and frustration of the traditional high school children

In this section the findings of statistical 't' test is presented to understand the significant difference between the gender in self-concept, emotional intelligence and frustration of the traditional high school children. The discussion of Ha$_5$ is done in this part.

Table 5.13

Means, Standard deviations and 't' values of the rural and the urban children of traditional education on self-concept

| Dimensions of Self-Concept | Traditional Children | | | | | `t` Value |
| | Rural (*n* =145) | | Urban (*n* =388) | | |
	Mean	S D	Mean	S D	
Physical	50.29	10.20	49.89	9.93	0.40
Social	48.77	10.08	50.46	9.94	1.74
Temperament	49.87	9.78	50.05	10.09	0.18
Education	50.73	10.38	49.73	9.85	1.02
Moral	50.45	10.19	49.83	9.93	0.63
Intellectual	51.52	9.99	49.81	10.00	0.72
Global Self-Concept	50.00	10.46	50.00	9.83	0.00

Table 5.13 shows that the domicile has no significant effect on the global self-concept of the traditional school children. The traditional school rural (M=50.00, SD=10.46) and the urban children (M=50.00, SD=9.83) obtained the same mean score and the result shows that there is no significant difference (t=0.00, p>.05) between the two groups.

In physical dimension the traditional school rural children obtained the scored higher (M=50.29, SD=10.20) than the traditional school urban children (M=49.89,

SD=9.93), it shows that there is no significant difference (t=0.40, p>.05) between the traditional school rural and the urban children in physical self concept.

In social dimension the traditional school urban children scored higher (M=50.46, SD=9.94) than the traditional school rural children (M=48.77, SD=10.08), it indicates that there is no significant difference (t=1.74, p>.05) between the two groups in social self-concept.

In temperament dimension the score obtained by the traditional school urban children is higher (M=50.05, SD=10.09) than the traditional school rural children (M=49.87, SD=9.78), this implies that there is no significant difference (t=0.18, p>.05) between the two groups in their temperament.

Regarding educational self concept also there is no significant difference between the two groups. The traditional school rural children scored higher (M=50.73, SD=10.38) than the traditional school urban children (M=49.73, SD=9.85, t=1.02, p>.05). In moral dimension of self concept the traditional school rural children scored higher (M=50.45, SD=10.19) than the traditional school urban children (M=49.83, SD=9.93) and there is no significant difference (t=0.63, p>.05) between the two groups. The similar results are found in intellectual dimension also. The traditional school rural children scored higher (M=51.52, SD=9.99) than the traditional school urban children (M=49.81, SD=10.00) however there is no significant difference (t=0.72, p>.05) between the two groups.

The present study reports that there is no significance difference between the traditional school rural and the urban children in their self-concept and the results are supported by the study conducted by Joshi and Srivastava (2009); Young (1998); Sankar and Reddy (2014) and Igbo, Onu and Obiyo (2015). Agrawal and Teotia (2015); Adeyanju (2006) and Adebule (2014) contradicts the above findings and

reports that urban school children have higher self-concept compared to the rural

school children.

Table 5.14

Means, Standard deviations and 't' values of the rural and the urban children of the traditional education on emotional intelligence

| Dimensions of Emotional Intelligence | Traditional Children | | | | `t` Value |
| | Rural (*n* =145) | | Urban (*n* =388) | | |
	Mean	S D	Mean	S D	
Self Regard	50.51	9.73	49.81	10.10	0.71
Interpersonal Relation	50.22	9.97	49.92	10.02	0.31
Impulse Control	50.81	9.87	49.70	10.04	1.14
Problem Solving	51.15	10.47	49.57	9.79	1.62
Emotional Awareness	50.94	10.04	49.65	9.97	1.33
Flexibility	50.68	10.20	49.74	9.92	0.96
Reality Testing	50.08	10.38	49.97	9.86	0.11
Stress Tolerance	50.54	9.38	49.80	10.22	0.76
Assertiveness	50.55	9.79	49.80	10.07	0.77
Empathy	50.39	9.75	49.86	10.09	0.54
Total Emotional Intelligence	50.66	9.80	49.75	10.07	0.92

The table 5.14 shows that there is no significant difference between the traditional school rural and the urban children on emotional intelligence. On the total emotional intelligence the mean score obtained by the traditional school rural children is higher (M=50.66, SD=9.80) than the scores of the traditional school urban children (M=49.75, SD=10.07), this shows that there is no significant difference (t=0.92, p>.05) between the traditional school rural and the urban children on total emotional intelligence.

In self regard dimension of emotional intelligence the rural children of traditional school scored higher (M=50.51, SD=9.73) than the traditional school urban children (M=49.81, SD=10.10) and it was found that there is no significant difference (t=0.71, p>.05) between the two groups in self regard. Similar results are found in an

interpersonal relation dimension also. The traditional school rural children scored higher (M=50.22, SD=9.97) than the traditional school urban children (M=49.92, SD=10.02) and there is no significant difference (t=0.31, p>.05) between the traditional school rural and the urban children in interpersonal relation.

In impulse control dimension the traditional school rural children scored higher (M=50.81, SD= 9.87) than the traditional school urban children (M=49.70, SD=10.04) and there is no significant difference (t=1.14, p>.05) between the two groups. Similar results are found in problem solving dimension of emotional intelligence also. The traditional school rural children scored higher (M=51.15, SD=10.47) than the traditional school urban children (M=49.57, SD=9.79) and there is no significant difference (t=1.62, p>.05) between the two groups. Whereas in emotional awareness dimension the traditional school rural children scored higher (M=50.94, SD=10.04) than the traditional school urban children and there is no significant difference (t=1.33, p>.05) between the two groups. In flexibility dimension also the traditional school rural children scored higher (M=50.68, SD=49.74) than the traditional school urban children (M=49.74, SD=9.92) and there is no significant difference (t=0.96, p>.05) between the two groups in flexibility dimension.

In reality testing dimension the traditional school rural children scored higher (M=50.08, SD=10.38) than the traditional school urban children (M=49.97, SD=9.86) and there is no significant difference (t=0.11, p>.05) between the two groups. In stress tolerance dimension of emotional intelligence the traditional school rural children scored higher (M=50.54, SD=9.38) than the traditional school urban children (M=49.80, SD=10.22) and there is no significant difference (t=0.76, p>.05) between the two groups.

In assertiveness dimension the traditional school rural children scored higher (M=50.55, SD=9.76) than the traditional school urban children (M=49.80, SD=10.07) and there is no significant difference (t=0.77, p>.05) between the two groups. Whereas in empathy dimension the traditional school rural children scored higher (M=50.39, SD=9.75) than the traditional school urban children (M=49.86, SD=10.09) and there is no significant difference (t=0.54, p>.05) between the two groups.

In all the dimensions of emotional intelligence and in total emotional intelligence the traditional school rural children scored higher than the traditional school urban children but there is no significant difference between these two groups and the findings of Singravelu (2007) and Kasinath (2008) supports the present study. Whereas Shanwal (2005) reports that rural children are high in their emotional intelligence compared to their counter group. Punia and Sangwan (2011) and Adsul (2013) reveal that urban children are more emotionally intelligent than the rural children.

Table 5.15

Means, Standard deviations and 't' values of the rural and the urban children of the traditional education on frustration

| Modes of Frustration | Traditional Children | | | | `t` Value |
| | Rural (*n* =145) | | Urban (*n* =388) | | |
	Mean	S D	Mean	S D	
Regression	51.12	8.79	49.58	10.39	1.57
Fixation	50.51	9.27	49.81	10.26	0.72
Resignation	50.30	10.14	49.89	9.95	0.42
Aggression	50.55	9.79	49.80	10.07	0.77
Total Frustration	51.44	8.42	49.46	10.48	2.03*

*=Significant at .05 level

The above table (5.15) shows comparison between the traditional school rural and the urban children on frustration variable. On the total frustration there is significant difference between the two groups (t=2.03, p<.05). The scores indicate that the traditional school rural children (M=51.44, SD=8.42) have significantly high frustration than the traditional school urban children (M=49.46, SD=10.48). The result shows that the traditional school rural children are significantly high frustrated than the traditional school urban children.

In regression dimension of frustration the traditional school rural children scored higher (M=51.12, SD=8.79) than the traditional school urban children (M=49.58, SD=10.39) and there is no significant difference (t=1.57, p>.05) between the two groups. In fixation dimension the traditional school rural children scored higher (M=50.51, SD=9.27) than the traditional school urban children (M=49.81, SD=10.26) and there is no significant difference (t=0.72, p>.05) between the two groups. Similarly resignation dimension the traditional school rural children scored higher (M=50.30, SD=10.14) than the traditional school urban children (M=49.89,

SD=9.95) and there is no significant difference (t=0.42, p>.05) between the two groups in resignation dimension of frustration. In aggression mode of frustration the traditional school rural children scored higher (M=50.55, SD=9.79) than the traditional school urban children (M=49.80, SD=10.07) and there is no significant difference (t=0.77, p>.05) between the two groups.

From the above findings it is understood that the traditional school rural children have significantly high frustration than the traditional school urban children. However, in different dimensions of frustration significant difference was not found between the two groups. Rai and Gupta (1988) support the present study by quoting that the urban children are better in frustration tolerance while compared to rural children.

5. 7. Effect of family income on self-concept, emotional intelligence and frustration of the Montessori high school children

In this section the findings of statistical 't' test is presented to understand the significant difference between the Montessori high school children from the middle and the high economic status in self-concept, emotional intelligence and frustration. The discussion of Ha_6 is done in this part.

Table 5.16

Means, Standard deviations and 't' values of the middle and the high income family children of the Montessori education on self-concept

Dimensions of Self-Concept	Montessori Children				`t` Value
	Middle (*n* =240)		High (*n* =309)		
	Mean	S D	Mean	S D	
Physical	47.67	11.56	51.81	8.16	4.70***
Social	49.63	11.44	50.29	8.71	0.73
Temperament	49.23	9.96	50.60	10.00	1.59
Education	48.35	11.17	51.28	8.78	3.34***
Moral	47.79	12.23	51.72	7.41	4.64***
Intellectual	51.70	9.34	48.68	10.30	3.55***
Global Self-Concept	49.10	10.97	50.70	9.13	1.82

***=Significant at .001 level

For the purpose of analysis related to the family income, the obtained data was categorized into three groups (low, middle and high income family). The family monthly income ranging till Rs.10,000/- was considered as the low income families. The family monthly income above Rs. 10,001/- till Rs.70,000/- was considered as the middle income families, and the family monthly income above Rs. 70,001/- was considered as the high income families. As the low income children were not found in the Montessori group, the comparison was made between the middle and the high income group children to ascertain the effect of income on all the three variables.

The table 5.16 shows the comparison scores of self-concept of the Montessori school children with regard to their economic status. A significant difference is found among the Montessori school children from the middle and the high economic background on some dimensions of the self-concept, but there is no significant difference between the Montessori children from the middle and the high economic status on global self-concept. The Montessori school children from the high economic status scored higher (M=50.70, SD=9.13) than the Montessori school children from the middle economic status (M=49.10, SD=10.97), but there is no significant difference (t=1.82, p>.05) between the two groups in self concept.

The analysis of the scores on the physical self-concept dimension reveals that the Montessori school children from the high economic background have significantly higher level of physical self-concept (M=51.81, SD=8.16) compared to the children from the middle economic background (47.67, SD=11.56) and difference between the two groups is highly significant (t=4.70, p<.001), which means that high economic status increases physical self-concept of the Montessori school children.

Further, in education, moral and intellectual dimensions of self-concept a significant difference is found between the Montessori school children from the high and the middle economic status. On education dimension the Montessori school children from the high income status have scored higher (M=51.28, SD=8.78) than the Montessori school children from the middle economic background (M=48.35, SD=11.17) and there is significant difference (t=3.34, p<.001) between the two groups in their level of educational self-concept. Whereas in the moral dimension the Montessori school children with higher economic status scored higher (M=51.72, SD=7.41) than the Montessori children from the middle economic background (M= 47.79, SD=12.23), which shows that both the group differ significantly (t=4.64,

$p<.001$). The result shows that the Montessori children from higher economic status have higher educational and moral self-concept.

Contrary to this, in intellectual dimension the Montessori school children from the middle economic background have scored higher (M=51.70, SD=9.34) than the Montessori school children from higher economic background (M=48.68, SD=10.30) and there is significant difference between the two groups (t=3.55, $p<.001$). The Montessori children from middle economic status have higher intellectual self-concept compared to the Montessori children from higher income background.

On social self-concept, the Montessori school children with higher economic status have scored higher (M=50.29, SD=8.71) than the Montessori children from the middle economic status (Mean=49.63, SD=11.44), however there is no significant difference (t=0.73, $p>.05$) between the two groups. In temperament dimension there is no significant difference (t=1.59, $p>.05$) between the Montessori school children with high and middle level of family income. The Montessori school children from the high income status have scored higher (M=56.60, SD=10.00) than the Montessori children from the middle economic background (M=49.23, SD=9.96).

The finding reveals that there is no significant difference between the children from middle economic background and the children from higher economic background on their level of self-concept. Chauhan (1982) and Pramanick (1996) support the present findings. Whereas Marsh (1984), Rasul (2015), Sharma (1996) and Sen and Saxena (1997) state that children from higher economic background have higher self-concept compared to the counter group.

Table 5.17

Means, Standard deviations and 't' values of the middle and the high income family children of the Montessori education on emotional intelligence

| Dimensions of Emotional Intelligence | Montessori Children | | | | `t` Value |
| | Middle (*n* =240) | | High (*n* =309) | | |
	Mean	S D	Mean	S D	
Self Regard	48.58	12.74	51.11	7.01	2.77**
Interpersonal Relation	48.60	12.31	51.09	7.58	2.74**
Impulse Control	48.02	13.59	51.54	5.40	3.77***
Problem Solving	49.42	11.59	50.45	8.55	1.15
Emotional Awareness	48.32	12.97	51.31	6.57	3.26***
Flexibility	48.72	12.96	50.99	6.73	2.47**
Reality Testing	48.18	12.52	51.41	7.19	3.57***
Stress Tolerance	48.82	9.12	50.92	10.55	2.49**
Assertiveness	48.64	12.34	51.06	7.55	2.67**
Empathy	48.89	12.04	50.86	7.97	2.19*
Total Emotional Intelligence	48.64	13.94	51.06	4.94	2.56**

*=Significant at .05 level   **=Significant at .01 level   ***=Significant at .001

The above table (no. 5.17) presents the comparison results of the Montessori children with middle and high economic background on emotional intelligence. The result shows that there is significant difference between the two groups in their level of emotional intelligence. On the total emotional intelligence the Montessori children from the high economic background have scored higher (M=51.06, SD=4.94) than the Montessori children from the middle economic background (M=48.64, SD=13.94) and the difference is highly significant (t=2.56, p<.01). The result indicates that the Montessori children from the higher economic background are more emotionally intellectual than the children from middle economic background.

In all the dimensions of emotional intelligence the Montessori school children from the higher economic background scored higher than the Montessori school

children from the middle economic background except in the problem solving dimension. In self regard dimension of emotional intelligence the children from higher economic background have scored higher (M=51.11, SD=7.01) than the Montessori children from the middle economic background (M=48.58, SD=12.74) and both the groups differ significantly (t=2.77, p<.01). In interpersonal relationship dimension of emotional intelligence the Montessori school children from the higher economic background have scored higher (M=51.09, SD=7.58) than the Montessori school children from the middle economic background (M=48.60, SD=12.31) and there is significant difference (t=2.74, p<.01) between the two groups in interpersonal relationships. In impulse control dimension of emotional intelligence the Montessori school children from higher economic background have scored higher (M=51.54, SD=5.40) than the Montessori school children from the middle economic background (M=48.02, SD=13.59) and there is significant difference (t=3.77, p<.001) between the two groups in their level of impulse control.

In emotional awareness dimension of emotional intelligence the Montessori school children from higher economic background have scored higher (M=51.31, SD=6.57) than the Montessori school children from middle economic background (M=48.32, SD=12.97) and there is significant difference (t=3.26, p<.001) between both the groups in their level of emotional awareness. In flexibility dimension of emotional intelligence the Montessori school children from the higher economic background have scored higher (M=50.99, SD=6.73) than the Montessori school children from the middle economic background (M=48.72, SD=48.72) and there is significant difference (t=2.47, p<.01) between the two groups.

In reality testing dimension of emotional intelligence the Montessori school children from the higher economic background have scored higher (M=51.41,

SD=7.19) than the Montessori children from the middle economic background (M=48.18, SD=12.52) and both the groups differ significantly (t=3.57, p<.001). In stress tolerance dimension of emotional intelligence the Montessori school children from the higher economic background have scored higher (M=50.92, SD=10.55) than the Montessori school children from middle economic background (M=48.82, SD=9.12) and there is significant difference (t=2.49, p<.01) between the two groups in their level of stress tolerance.

In assertiveness dimension of emotional intelligence the Montessori school children from higher economic background have scored higher (M=51.06, SD=7.55) than the Montessori school children from middle economic background (M=48.64, SD=12.34) and there is significant difference (t=2.67, p<.01) between the two groups in their level of assertiveness. In empathy dimension of emotional intelligence the Montessori school children from the higher economic background (M=50.86, SD=7.97) have scored higher than the Montessori school children from the middle economic background (M=48.89, SD=12.04) and both the groups differ significantly (t=2.19, p<.05). However it was found that in problem solving dimension of emotional intelligence the Montessori school children from the higher economic background (M=50.45, SD=8.55) have scored higher than the Montessori school children from middle economic background (M=49.42, SD=11.59) but there is no significant difference (t=1.15, p>.05) between the two groups.

It was found that the Montessori school children from higher economic status have higher self-regard, good interpersonal relations, high impulse control, good problem solving ability, higher emotional awareness, more flexible, good in reality testing, better in stress tolerance, assertive and has higher empathy compared to the Montessori school children from middle economic status. The present research

reveals that the Montessori school children from higher economic status are significantly high in emotional intelligence compared to the Montessori school children from middle economic status.

Mohanty and Devi (2010) in their study they reported that parents education and income influence the emotional intelligence of children and the children from high economic group have significantly higher emotional intelligence and this finding supports the present research. Whereas few researches contradicts the above finding and states that family income does not significantly influence the emotional intelligence of children (Gowdhaman & Murugan, 2010; Goleman, 1995).

Table 5.18

Means, Standard deviations and 't' values of the middle and the high income family children of the Montessori education on frustration

| Modes of Frustration | Montessori Children | | | | `t` Value |
| | Middle (*n* =240) | | High (*n* =309) | | |
	Mean	S D	Mean	S D	
Regression	51.49	13.87	48.85	5.05	2.80**
Fixation	51.83	13.69	48.58	5.26	3.48***
Resignation	51.91	13.66	48.51	5.28	3.65***
Aggression	52.03	13.62	48.42	5.30	3.87***
Total Frustration	52.00	14.17	48.44	4.06	3.77***

=Significant at .01 level   *=Significant at .001 level

The above table (no. 5.18) shows the group comparison between the Montessori school children with high and middle economic background in their level of frustration. The Montessori school children with the middle economic background have scored higher (M=52.00, SD=14.17) in total frustration compared to the Montessori school children from the high economic background (M=48.44, SD=4.06) and found that both the groups differ significantly (t=3.77, p<.001). The result indicates that the Montessori school children from middle economic group are more frustrated than the Montessori school children from higher economic background. This result is similar to the total frustration as well as for all the dimensions of frustration, and Mathur (1970) supports the present research findings.

In regression dimension of frustration the children from the middle economic background have scored higher (M=51.49, SD=13.87) than the Montessori school children from the higher economic background (M=48.85, SD=5.05) and both the groups differ significantly (t=2.80, p<.01). The present research finding states that the

Montessori children from middle income family portray more regression behavior than the Montessori school children from high income family.

In fixation dimension of frustration the Montessori school children from the middle economic background (M=51.83, SD=13.69) have scored higher than the Montessori school children from the higher economic background (M=48.58, SD=5.26) and both the groups differ significantly (t=3.48, p<.001) and reveals that the Montessori school children from middle income family are significantly more fixated than the Montessori school children from high income family.

In resignation dimension of frustration the Montessori school children from the middle economic background have scored higher (M=51.91, SD=13.66) than the Montessori school children from the high economic background (M=48.51, SD=5.28) and there is significant difference (t=3.65, p<.001) between the two groups. The findings report that the Montessori school children from middle economic background exhibit more of resignation behavior than the Montessori school children from high economic background.

In aggression dimension of frustration the Montessori school children from the middle economic background have scored higher (M=52.03, SD=13.62) than the Montessori school children from higher economic background (M=48.42, SD=5.30) and both the groups differ significantly (t=3.87, p<.001). From this finding it is evident that the Montessori school children from middle economic background are more aggressive than the Montessori children from high economic background.

The findings of the present study report that the Montessori school children from middle economic status are more frustrated than the Montessori school children from high economic background. Chatterjee (2016) and Singh and Pandey (1990)

contradicts the above findings and states that children from high economic status are

highly frustrated compared to their counter group.

5. 8. Effect of family income on self-concept, emotional intelligence and frustration of the traditional high school children

In this section the findings of statistical 't' test is presented to understand the significant difference between self-concept, emotional intelligence and frustration of the traditional high school children with regarding to their family income. The discussion of Ha$_7$ is done in this part.

Table 5.19

Means, Standard deviations and 't' values of the low and the middle income family children of the traditional education on self-concept

Dimensions of Self-Concept	Traditional Children				`t` Value
	Low (*n* =251)		Middle (*n* =282)		
	Mean	S D	Mean	S D	
Physical	50.72	9.65	46.07	10.96	3.59***
Social	50.63	9.53	46.56	11.71	2.97**
Temperament	50.63	9.44	46.54	12.10	2.89**
Education	50.57	9.54	46.88	11.77	2.67**
Moral	50.66	9.25	46.39	12.85	2.87**
Intellectual	50.45	9.48	47.55	12.23	2.03*
Global Self-Concept	50.70	9.35	46.15	12.34	3.17**

 *=Significant at .05 level   **=Significant at .01 level ***=Significant at .001 level

For the purpose of analysis related to the family income, the obtained data was categorized into three groups (low, middle and high income family). The family monthly income ranging till Rs.10,000/- was considered as the low income families. The family monthly income above Rs. 10,001/- till Rs.70,000/- was considered as the middle income families, and the family monthly income above Rs. 70,001/- was considered as the high income families. As the high income children were not found in the traditional group, the comparison was made between the middle and the low income group children to ascertain the effect of income on all the three variables.

The table 5.19 shows the comparison scores of self-concept of the traditional school children regarding to their economic status. A significant difference is found among the traditional school children of low and middle income families in the dimensions of the self-concept and also in the global self-concept. On the global self-concept the traditional school children from the low income families scored higher (M=50.70, SD=9.35) than the traditional school children from the middle economic background (M=46.15, SD=12.34) and there is a significant difference (t=3.17, p<.01) between the two groups in self concept. This result reveals that the traditional school children from low economic background have significantly high self-concept compared to its counter group.

The analysis of the scores on the physical self-concept dimension reveals that the traditional school children from the low income families have scored higher (M=50.72, SD=9.65) than the traditional school children from the middle income families (M=46.07, SD=10.96) and both the groups differ significantly (t=3.59, p<.001). The above results report that the traditional school children from the low economic background have higher physical self-concept compared to the traditional school children from the middle economic background.

On social self-concept, the traditional school children with low economic status have scored higher (M=50.63, SD=9.53) than the traditional school children from the middle income families (M=46.56, SD=11.71) and both the group differ significantly (t=2.97, p<.01). The result reports that the traditional school children from low economic background have significantly high social self-concept compared to its counter group.

In temperament dimension also there is significant difference between the traditional school children from the low and the middle income level. The traditional

school children from the low income families have scored higher (M=50.63, SD=9.44) than the traditional school children from the middle income background (M=46.54, SD=12.10) and both the groups differ significantly (t=2.89, p<.01). The result shows that the traditional school children from the low economic status have positive temperament compared to the traditional school children from the middle economic status.

On education dimension the traditional school children from low income status have scored higher (M=50.57, SD=9.54) than the traditional school children with middle level income (M=46.88, SD=11.77) and both the group differ significantly (t=2.67, p<.01). It shows that the traditional school children from the lower economic status have higher educational self concept compared to the traditional school children from the middle economic status.

Whereas in moral self-concept the traditional school children with the low level economic status scored higher (M=50.66, SD=9.25) than the traditional school children with the middle level family income (M=46.39, SD=12.85) and there is significant difference (t=2.87, p<.01) between the two groups. The findings reports that the traditional school children from low economic status have higher moral self-concept than its counter group.

In intellectual dimension the traditional school children with the low economic background (M=50.45, SD=9.48) have scored higher than the traditional school children from the middle economic background (M=47.55, SD=12.23) and both the group differ significantly (t=2.03, p<.05). The traditional school children from low economic background have higher intellectual self-concept than the traditional school children from middle economic background.

The present research reveals that the traditional school children from lower economic background have higher self-concept compared to the traditional school children from middle economic background. Richman, Clark and Brown (1985) contradict the findings and states that the children from lower economic background have lower self-concept. Sharma (1992) and Vyas and Chowdhary (2017) state that the economic status of the family does not influence the self-concept of children.

Table 5.20

Means, Standard deviations and 't' values of the low and the middle income family children of the traditional education on emotional intelligence

Dimensions of Emotional Intelligence	Traditional Children				
	Low (*n* =251)		Middle (*n* =282)		`t` Value
	Mean	S D	Mean	S D	
Self Regard	50.32	9.71	48.24	11.34	1.56
Interpersonal Relation	50.25	9.84	48.64	10.79	1.25
Impulse Control	50.02	9.69	49.88	11.59	0.10
Problem Solving	50.41	9.60	47.75	11.75	1.93
Emotional Awareness	50.27	9.73	48.51	11.28	1.32
Flexibility	50.26	9.72	48.60	11.37	1.24
Reality Testing	49.95	9.92	50.27	10.45	0.25
Stress Tolerance	50.38	9.90	47.92	10.30	1.99*
Assertiveness	50.23	9.81	48.73	10.95	1.15
Empathy	50.32	9.91	48.22	10.36	1.70
Total Emotional Intelligence	50.29	9.65	48.21	11.64	1.37

*=Significant at .05 level

The above table (no. 5.20) shows the group comparison of the traditional school children of the low and the middle economic background on emotional intelligence. There is no significant difference between the two groups in the dimensions and on total emotional intelligence. Only in stress tolerance dimension there is significant difference between the two groups and found that the children from the low economic background are good in stress tolerance.

On overall emotional intelligence the traditional school children from the low economic background have scored higher (M=50.29, SD=9.65) than the traditional school children from the middle economic background (M=48.21, SD=11.64) and there is no significant difference (t=1.37, p>.05) between the two groups and the result indicates that both the group does not differ significantly.

In stress tolerance dimension of emotional intelligence the traditional school children from lower economic background have scored higher (M=50.38, SD=9.90) than the traditional school children from the middle economic status (M=47.92, SD=10.30) and both the two groups differ significantly (t=1.99, p<.05). The result reports that the children from lower economic background have significantly higher stress tolerance than their counter group.

Whereas in the self regard (M=50.32, SD=9.71), interpersonal relation (M=50.25, SD=9.84), impulse control (M=50.02, SD=9.69), problem solving (M= 50.41, SD=9.60), emotional awareness (M=50.27, SD=9.73), flexibility (M=50.26, SD9.72), assertiveness (M=50.23, SD=9.81), and in empathy (M=50.32, SD=9.91) dimensions of emotional intelligence the traditional school children from the lower economic background have scored higher than the traditional school children from the middle economic background. The scores of the traditional school children from the middle economic background are presented below: in self regard (M=48.24, SD=11.34), interpersonal relation (M=48.64, SD=10.79), impulse control (M=49.88, SD=11.59), problem solving (M=47.75, SD=11.75), emotional awareness (M=48.51, SD=11.28), flexibility (M=48.60, SD=11.37), assertiveness (M=48.73, SD=10.95) and in empathy (M=48.22, SD=10.36) dimensions of emotional intelligence. The obtained 't' score for the dimensions of emotional intelligence are as follows- self regard (1.56, p>.05), interpersonal relation (1.25, p>.05), impulse control (0.10, p>.05), problem solving (1.93, p>.05), emotional awareness (1.32, p>.05), flexibility (1.24, p>.05), assertiveness (1.15, p>.05) and empathy (1.70, p>.05), in all the above mentioned dimensions of the emotional intelligence there is no significant difference between the two groups.

Whereas in reality testing dimension the traditional school children from the middle economic background (M=50.27, SD=10.45) have scored higher than the traditional school children from the low economic background (M=49.95, SD=9.92), however there is no significant difference between the two groups (t=0.25, p>.05).

The above findings indicate that there is no significant difference between the traditional school children from the middle and the low income background in their emotional intelligence. The research finding of George and Adhikari (2017) supports the present research findings. Jamadar and Sindhu (2015) contradict the above findings and states that the children from upper economic backgrounds have higher emotional intelligence compared to the children from lower economic background.

Table 5.21

Means, Standard deviations and 't' values of the low and the middle income family children of the traditional education on frustration

| Modes of Frustration | Traditional Children | | | | `t` Value |
| | Low (*n* =251) | | Middle (*n* =282) | | |
	Mean	S D	Mean	S D	
Regression	50.77	9.42	45.78	11.92	3.58***
Fixation	50.37	9.61	47.98	11.76	1.73
Resignation	50.42	9.75	47.70	11.03	2.08*
Aggression	50.49	9.53	47.28	11.95	2.30*
Total Frustration	50.64	9.35	46.48	12.49	2.87**

*=Significant at .05 level   **=Significant at .01 level   ***=Significant at .001

The above table (no. 5.21) shows the group comparison between the traditional school children with low and middle economic background in frustration. On the total frustration the traditional children with the low economic background have scored higher (M=50.64, SD=9.42) than the traditional school children from the middle economic background (M=46.48, SD=12.49) and both the group differ significantly (t=2.87, p<.01). The result indicates that the traditional school children from lower economic group are more frustrated than the traditional school children from the middle economic background.

In regression dimension of frustration the traditional school children from the lower economic background have scored higher (M=50.77, SD=9.42) than the children from the middle economic background (M=45.78, SD=11.92) and both the group differ significantly (t=3.58, p<.001). The result reveals that the traditional school children from lower economic group portray more of regression behavior compared to the traditional school children from the middle economic background.

In fixation dimension of frustration the traditional school children from lower economic background have scored higher (M=50.37, SD=9.61) than the traditional school children from middle economic background (M=47.98, SD=11.76) and there is no significant difference between the two groups (t=1.73, p>.05).

In resignation dimension of frustration the traditional school children from lower economic background have scored higher (M=50.42, SD=9.75) than the traditional school children from middle economic background (M=47.70, SD=11.03) and both the groups differ significantly (t=2.08, p<.05). The traditional school children from lower economic background display more of resignation behavior compared to the traditional school children from middle economic background.

In aggression dimension of frustration the traditional school children from the lower economic background have scored higher (M=50.49, SD=9.53) than the traditional school children from middle economic background (M=47.28, SD=11.95) and found that the traditional school children from lower economic background are significantly highly aggressive (t=2.30, p<.05) than the traditional school children from middle economic background. The former group is found to be having high regressive behavior, resignation, aggression and total frustration than the latter group.

The present study reveals that the traditional children from the lower economic background are more frustrated than the traditional school children from middle level economic background and Cullen and Chastity (2017) supports the findings of the present study. Vyas and Choudhary (2017) and Sing and Choudhary (2015) state that there is no significant relationship between economic status and frustration of high school children.

5.9. Effect of age on self-concept, emotional intelligence and frustration of the Montessori high school children

In this section the findings of statistical 'F' test is presented to understand the significant difference between the Montessori high school children from different age group in their level of self-concept, emotional intelligence and frustration. The discussion of Ha_8 is done in this part.

Table 5.22.1

Means and standard deviations of the Montessori children on self-concept in relation to their age

Variable	14 years (n =198)		15 years (n =192)		16 years (n =159)	
	Mean	SD	Mean	SD	Mean	SD
Self-concept	49.92	9.60	49.88	11.06	50.24	9.15

Table 5.22.2

One way ANOVA for self-concept scores of the sample groups in relation to their age

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	12.93	2	6.47	0.06
Within groups	54787.06	546	100.34	
Total	54800.00	548		

Table 5.22.1 and 5.22.2 depicts the results of the Montessori school children on self-concept in relation to their age. The result reveals that there is no significant difference in the mean scores obtained by the Montessori school children of 14 (M=49.92, SD=9.60), 15 (M=49.88, SD=11.06) and 16 years (M=50.24, SD=9.15). The ANOVA results depicted in table 5.22.2 shows that there is no significant difference [F (2, 546) = 0.06, p>.05] between these groups. This result indicates that the age of the Montessori school children does not have significant effect on their self-concept. Cheng (2002) and Pauriyal, Sharma and Gulati (2010) supports the

present study by reporting that the dimensions and overall self-concept is not affected

by age.

Table 5.23.1

Means and standard deviations of the Montessori school children on emotional intelligence in relation to their age

Variable	14 years (n =198)		15 years (n =192)		16 years (n =159)	
	Mean	SD	Mean	SD	Mean	SD
Emotional Intelligence	48.93	14.25	49.95	5.52	51.39	7.29

Table 5.23.2

One way ANOVA for emotional intelligence scores of the sample groups in relation to their age

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	534.97	2	267.48	2.69
Within groups	54265.03	546	99.38	
Total	54800.00	548		

Table 5.23.1 and 5.23.2 shows the results of the Montessori school children on emotional intelligence in relation to their age. There is no significant differences [F (2, 546) = 2.69, p>.05] between the 14, 15, and 16 years Montessori school children, the high mean score favors the 16 years Montessori school children (M=51.39, 7.29) than the 14 (M=48.93, SD=14.25) and the 15 (M=49.95, SD=5.52) years Montessori school children. The above result indicates that the 16 years children have higher emotional intelligence than the 14 and 15 years children but the difference is insignificant. Even though there is no significant difference between the groups, mean scores showed that emotional intelligence increases with age and many research supports this findings (Salovey & Mayer, 1990; Goleman, 1996; Mayer, 2000; Kafetsios, 2004).

Table 5.24.1

*Means and standard deviations of the Montessori school children on the frustration
in relation to their age*

Variable	14 years (n =198)		15 years (n =192)		16 years (n =159)	
	Mean	SD	Mean	SD	Mean	SD
Frustration	50.94	11.95	49.50	10.42	49.43	5.96

Table 5.24.2

One way ANOVA for frustration scores of the sample groups in relation to their age

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	272.24	2	136.12	1.36
Within groups	54527.75	546	99.86	
Total	54800.00	548		

The results on frustration in relation to age of the Montessori children (table 5.24.1
and 5.24.2) indicate that the age of the children has no significant [F (2, 546) = 1.36,
p>.05] effect on frustration. There is meager difference in the mean scores of 14
(M=50.94, SD=11.95), 15 (M=49.50, SD=10.42) and 16 (M=49.43, SD=5.96) years
children of Montessori method of education. Whereas the studies by Campano,
Jessica and Munakaya (2004) and Romano (2005) contradict the above findings and
states that frustration increases with age due to increased responsibility and
commitments.

5. 10. Effect of age on self-concept, emotional intelligence and frustration of the traditional high school children

In this section the findings of statistical 'F' test is presented to understand the significant difference between the traditional high school children from different age group in their level of self-concept, emotional intelligence and frustration. Discussion of Ha_9 is done in this part.

Table 5.25.1

Means and standard deviations of the traditional children on self-concept in relation to their age

Variable	14 years (*n* =234)		15 years (*n* =173)		16 years (*n* =126)	
	Mean	SD	Mean	SD	Mean	SD
Self concept	51.25	9.45	50.31	8.50	47.26	12.19

Table 5.25.2

One way ANOVA for self-concept scores of the sample groups in relation to their age

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	1331.25	2	665.62	6.80***
Within groups	51868.74	530	97.86	
Total	53200.00	532		

***=Significant at .001

Table 5.25.1 and 5.25.2 presents the results on self-concept in relation to the age of the traditional school children. The obtained mean scores for 14 (M=51.25, SD=9.45), 15 (M=50.31, SD=8.50) and 16 years children (M=47.26, SD=12.19) differ significantly between age groups. The ANOVA result shows that there is significant difference [F (2, 530) = 6.80, p<.001] between the 14, 15 and 16 years traditional school children in their self-concept. Higher self-concept is found among 14 years children as compared to 15 and 16 years traditional school children. To find the difference between the paired groups the Scheffe's post hoc test was carried on.

Table 5.25.3

The mean difference between the groups in terms of 'S' values for self-concept of the traditional school children in relation to their age

Variable	Groups Compared	Mean Difference	Standard Error	'S' value
Self-concept	14-15 years	0.92	0.99	0.92
	14-16 years	3.99	1.09	3.66**
	15-16 years	3.08	1.16	2.65

**=Significant at .01 level

The result in the table 5.25.3 shows the significant difference between 14 and 16 years old traditional school children in their self-concept. The 14 years traditional school children have significantly very high ('S' value =3.66, P<0.01) level of self-concept compared to the 16 years old children. However, significant difference was not found between 14 and 15 years children, and between 15 and 16 years children. The finding of the present study contradicts the previous research done by Cheng (2002) and Pauriyal, Sharma and Gulati (2010) where they reports that self-concept increases with age.

Table 5.26.1

*Means and standard deviations of the traditional children on emotional intelligence
in relation to their age*

Variable	14 years (n =234)		15 years (n =173)		16 years (n =126)	
	Mean	SD	Mean	SD	Mean	SD
Emotional Intelligence	50.83	9.97	50.34	9.47	47.99	10.54

Table 5.26.2

*One way ANOVA for emotional intelligence scores of the sample groups in relation to
their age*

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	691.94	2	345.97	3.49**
Within groups	52508.05	530	99.07	
Total	53200.00	532		

**=Significant at .01 level

The result on emotional intelligence depicted in the table 5.26.1 and 5.26.2 reveals

that the age has significant effect on emotional intelligence of the traditional school

children. There is significant difference in the mean scores obtained between the 14

years (M=50.83, SD=9.97), 15 years (M=50.34, SD=9.47) and 16 years (M=47.99,

SD=10.54) age groups. The ANOVA result shows that there is significant difference

[F (2, 530) = 3.49, p<.01] between the groups on emotional intelligence in relation to

variation in age. Further Scheffe's post hoc test is conducted to check the difference

between the paired groups.

Table 5.26.3

The mean difference between the group in terms of 'S' values for emotional intelligence of traditional school children in relation to their age

Variable	Groups Compared	Mean Difference	Standard Error	'S' value
Emotional intelligence	14-15 years	0.49	0.99	0.49
	14-16 years	2.84	1.10	2.58*
	15-16 years	2.35	1.16	2.02

*=Significant at .05 level

The result in the table 5.26.3 shows significant difference between 14 and 16 years old traditional school children in their emotional intelligence. The 14 years traditional school children have significantly very high ('S' value=2.58, P<0.05) level of emotional intelligence compared to 16 years old traditional school children. However there is no significant difference between the emotional intelligence of 14 and 15 years traditional school children and 15 and 16 years traditional school children.

The finding of the present study contradicts with the previous studies which report that emotional intelligence increase with age (Kafetsios, 2004; Thakkar, 2007; Chapman & Hayslip, 2006).

Table 5.27.1

Means and standard deviations of the traditional school children on frustration in relation to their age

Variable	14 years (*n* =234)		15 years (*n* =173)		16 years (*n* =126)	
	Mean	SD	Mean	SD	Mean	SD
Frustration	48.92	10.93	50.62	9.14	51.15	9.14

Table 5.27.2

One way ANOVA for frustration scores of the sample groups in relation to their age

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	502.70	2	251.35	2.52
Within groups	52697.29	530	99.42	
Total	53200.00	532		

The results on frustration of traditional children in relation to their age (table 5.27.1 and 5.27.2) reveal that there is no significant effect of age on frustration. The obtained mean scores for the 14 (M=48.92, SD=10.93), 15 (M=50.62, SD=9.14) and 16 years children (M=51.15, SD=9.14) differ slightly and the ANOVA result reveals that there is no significant difference [F (2, 530) = 2.52, p>.05] between different age groups of traditional school children. The findings of the present study contradict with the previous studies which states that frustration increases with age (Manani, & Sexena, 1988; Rai & Gupta, 1988; Rao & Ramalingaswami, 1974).

5. 11. Effect of religion on self-concept, emotional intelligence and frustration of the Montessori high school children

In this section the findings of statistical 'F' test is presented to understand the significant difference between the Montessori high school children from different religious group in their level of self-concept, emotional intelligence and frustration. The discussion of Ha_{10} is done in this part.

Table 5.28.1

Means and standard deviations of the Montessori children on self-concept in relation to their religion

Variable	Hindu (*n*= 201)		Muslim (*n*= 128)		Christian (*n*= 136)		Others (*n*= 84)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Self concept	49.46	10.45	51.63	5.47	53.61	7.39	51.02	8.01

Table 5.28.2

One way ANOVA for self-concept scores of the sample groups in relation to their religion

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	867.25	3	289.08	2.92*
Within groups	53932.74	545	98.95	
Total	54800.00	548		

*=Significant at .05 level

Table 5.28.1 and 5.28.2 depicts the results of the Montessori school children on self-concept in relation to their religion. Former table reveals that there is significant difference in the mean scores obtained for the Montessori school children of Hindu (M=49.46, SD=10.45), Muslim (M=51.63, SD5.47), Christian (M=53.61, SD=7.39) and other religious group (M=51.02, SD=8.01). The ANOVA results are depicted in table 5.28.2. The result reveals that there is significant difference [F (3, 545) = 2.92, p<.05] between the Montessori school children from different religious groups. This

result reveals that the religion of the Montessori school children have significant effect on their self-concept. Further to find difference between the paired groups the Scheffe's post hoc test is conducted.

Table 5.28.3

The mean difference between the group in terms of 'S' values for self-concept of the Montessori school children in relation to their religion

Variable	Groups Compared	Mean Difference	Standard Error	'S' value
Self-concept	Hindu-Muslim	2.17	1.93	1.12
	Hindu- Christian	4.15	1.49	2.78*
	Hindu- Others	1.56	2.22	0.70
	Muslim-Christian	1.98	2.35	0.84
	Muslim- Others	0.60	2.87	0.20
	Christian- Others	2.59	2.59	1.00

*=Significant at .05 level

The result in the table 5.28.3 shows the significant difference between the Montessori school Hindu and Christian children in their self-concept. The Montessori school Christian children have significantly very high ('S' value=2.78, P<0.05) level of self-concept compared to the Montessori school Hindu children. However there is no significant difference between the self-concept of the Hindu and the Muslim, the Hindu and other religion, the Muslim and the Christian, the Muslim and other religion and the Christian and other religion Montessori school children in their level of self-concept.

Table 5.29.1

Means and standard deviations of the Montessori children on emotional intelligence in relation to their religion

Variable	Hindu (201)		Muslim (128)		Christian (136)		Others (84)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional Intelligence	49.91	6.68	52.17	3.36	52.44	2.72	43.25	7.2

Table 5.29.2

One way ANOVA for emotional intelligence scores of the sample groups in relation to their religion

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	1382.47	3	460.82	4.70**
Within groups	53417.52	545	98.01	
Total	54800.00	548		

**=Significant at .01 level

Table 5.29.1 and 5.29.2 shows the results of the Montessori school children on emotional intelligence in relation to their religion. The ANOVA results reveal that there is a significant difference [F (3, 545) = 4.70, p<.01] between the Montessori school Hindu, Muslim, Christian and other religious children, and the high mean score favors the Christian children (M=52.44, SD=2.72) than the Hindu (M=49.91, SD=6.68), the Muslim (M=52.17, SD=3.36) and other religious (M=43.25, SD=7.2) children. The above result indicates that the Christian children have higher emotional intelligence than the Hindu, the Muslim and other religious children and groups differ significantly. To find difference between paired groups the Scheffe's post hoc test is conducted.

Table 5.29.3

The mean difference between the group in terms of 'S' values for the emotional intelligence of Montessori school children in relation to their religion

Variable	Groups Compared	Mean Difference	Standard Error	'S' value
Emotional Intelligence	Hindu-Muslim	2.25	1.92	1.17
	Hindu- Christian	2.52	1.48	1.70
	Hindu- Others	6.66	2.21	3.01*
	Muslim-Christian	0.26	2.34	0.11
	Muslim- Others	8.91	2.85	3.12*
	Christian- Others	9.18	2.58	3.55**

*=Significant at .05 level, **=Significant at .01 level

The result in the table 5.29.3 shows the significant difference between the Montessori school Hindu and the other religious children in their emotional intelligence. The Hindu children have significantly high ('S' value=3.01, P<0.05) level of emotional intelligence compared to the Montessori school children from other religious children. The Montessori school Muslim children have significantly high ('S' value=3.12, P<0.05) level of emotional intelligence compared to the Montessori school children from other religious group. Even the Montessori school Christian children have significantly high ('S' value=3.55, P<0.01) level of emotional intelligence.

Further the table shows that there is no significant difference between the emotional intelligence of the Montessori school Hindu and the Muslim, the Hindu and the Christian, and the Muslim and the Christian children in their level of emotional intelligence. Subbarayan and Visvanathan (2011) contradicts the above findings and state that the Christian children are significantly high in emotional intelligence than the Hindu children and the Muslim children are emotionally intelligent than the Hindu children.

Table 5.30.1

Means and standard deviations of the Montessori children on frustration in relation to their religion

Variable	Hindu(n =201)		Muslim (n =128)		Christian (n =136)		Others (n =84)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Frustration	50.41	10.78	48.95	4.12	47.28	3.76	48.97	6.50

Table 5.30.2

One way ANOVA for frustration scores of the sample groups in relation to their religion

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	489.27	3	163.09	1.63
Within groups	54310.72	545	99.65	
Total	54800.00	548		

The results on frustration in relation to religion of the Montessori children (table 5.30.1 and 5.30.2) indicate that the religion has no significant effect on frustration. There is meager difference between mean scores obtained by the Montessori school Hindu (M=50.41, SD=10.78), Muslim (M=48.95, SD=4.12), Christian (M=47.28, SD=3.76) and other religious children (M=48.97, SD=6.50) and there is no significant difference [F (3, 545) = 1.63, p>.05] between the religious groups and the findings of Malavia (1977) supports the present study. Burdettee, Ellison and Hill (2005) contradict the above result and states that the Christian children are less frustrated compared to the Hindu, the Muslim and other religious group children.

5. 12. Effect of religion on self-concept, emotional intelligence and frustration of the traditional high school children

In this section the findings of statistical 'F' test is presented to understand the significant difference between the traditional high school children from different religious group in their level of self-concept, emotional intelligence and frustration. Discussion of Ha_{11} is done in this part.

Table 5.31.1

Means and standard deviations of the traditional school children on self-concept in relation to their religion

Variable	Hindu (n =223)		Muslim (n =124)		Christian (n =97)		Others (n =89)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Self-concept	50.16	9.97	49.29	9.89	50.10	5.95	45.01	12.67

Table 5.31.2

One way ANOVA for self-concept scores of the sample groups in relation to their religion

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	258.79	3	86.26	.86
Within groups	52941.20	529	100.07	
Total	53200.00	532		

Table 5.31.1 and 5.31.2 presents the results on self-concept in relation to religion of the traditional school children. There is minimum mean difference between the Hindu (M=50.16, SD=9.97), the Muslim (M=49.29, SD=9.89), the Christian (M=50.10, SD=5.95) and other religion children (M=45.01, SD=12.67). The ANOVA result shows that there is no significant difference [F (3, 529) = 0.86, p>.05] between the traditional school children from different religious groups.

Table 5.32.1

Means and standard deviations of the traditional children on emotional intelligence in relation to their religion

Variable	Hindu (*n* =223)		Muslim (*n* =124)		Christian (*n* =97)		Others (*n* =89)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional Intelligence	50.42	9.56	45.61	12.99	46.16	4.27	50.68	13.17

Table 5.32.2

One way ANOVA for emotional intelligence scores of the sample groups in relation to their religion

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	979.14	3	326.38	3.30*
Within groups	52220.85	529	98.71	
Total	53200.00	532		

*=Significant at .05 level

The result on emotional intelligence depicted in tables 5.32.1 and 5.32.2 reveals that the religion has significant effect on emotional intelligence of the traditional school children. There is difference in the mean scores obtained between the Hindu (M=50.42, SD=9.56), the Muslim (M=45.61, SD=12.99), the Christian (M=46.16, SD=4.27) and the other religion children (M=50.68, SD=13.17) and the ANOVA result shows that there is significant difference [F (3, 529) = 3.30, p<.05] between the traditional school children from different religious groups. Further Scheffe's post hoc test is conducted to check the difference between the paired groups.

Table 5.32.3

The mean difference between the group in terms of 'S' values for emotional intelligence of traditional school children in relation to their religion

Variable	Groups Compared	Mean Difference	Standard Error	'S' value
Emotional intelligence	Hindu-Muslim	4.80	1.56	3.07*
	Hindu- Christian	4.27	5.75	0.74
	Hindu- Others	0.26	3.34	0.07
	Muslim-Christian	0.52	5.92	0.08
	Muslim- Others	5.06	3.63	1.39
	Christian- Others	4.53	6.62	0.68

*=Significant at .05 level

The result in the table 5.32.3 shows the significant difference between the traditional school Hindu and Muslim children in their emotional intelligence. The Hindu children from traditional schools have significantly high ('S' value=3.07, $P<0.05$) level of emotional intelligence compared to the traditional school children from Muslim religion. There is no significant difference between the Hindu and the Christian, the Hindu and the other religious children, the Muslim and the Christian, the Muslim and the other religious children and the Christian and the other religious children in their level of emotional intelligence. George and Adhikari (2017) support the present research and state that the Hindu children are more emotionally intelligent than the Muslim children, further quote that the Christian children are also more emotionally intelligent than the Muslim children and there is no significant difference between the Hindu and the Christian children in their level of emotional intelligence. Ahamad (2015) reveals that the religion does not have significant effect on emotional intelligence of the children.

Table 5.33.1

Means and standard deviations of the traditional school children on frustration in relation to their religion

Variable	Hindu (n =223)		Muslim (n =124)		Christian (n=97)		Others(n =89)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Frustration	49.97	9.84	50.78	10.39	49.20	3.50	48.02	16.93

Table 5.33.2

One way ANOVA for frustration scores of the sample groups in relation to their religion

Sources of Variants	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MS)	F ratio
Between groups	64.73	3	21.57	0.21
Within groups	53135.26	529	100.44	
Total	53200.00	532		

The result on frustration of traditional school children in relation to their religion (table 5.33.1 and 5.33.2) reveals that there is no significant effect of religion on frustration. The obtained mean scores for the Hindu (M=49.97, SD=9.84), the Muslim (M=50.78, SD=10.39), the Christian (M=49.20, SD=3.50) and the other religious children (M=48.02, SD=16.93) differ slightly and there is no significant difference [F (3, 529) = 0.21, p>.05] found between the groups. This implies that the religion does not have effect on frustration level of the traditional school children.

5. 13. Correlation between self-concept, emotional intelligence and frustration among the Montessori high school children

In this section the findings of statistical 'r' test is presented to understand the significant relationship between self-concept, emotional intelligence and frustration among the Montessori high school children. Discussion of Ha_{12} is done in this part.

Table 5.34

Correlation between the dependent variables -- self-concept, emotional intelligence and frustration -- among the Montessori School Children

Variables	Self-concept	Emotional Intelligence	Frustration
Self-concept	---	.29**	-.57**
Emotional Intelligence	---	---	-.31**
Frustration	---	---	---

**=Significant at .01 level

Table 5.34 shows correlation between the dependent variables -- self-concept, emotional intelligence and frustration -- of the Montessori school children. The result reveals that among the Montessori school children, the self-concept and emotional intelligence are significantly positively correlated (r=0.29, p<.01). This implies that the Montessori school children have higher self-concept and higher emotional intelligence. The finding of the present study is supported by the findings of Gakhar (2003) and Salvador (2012).

Whereas the variables self-concept and frustration are significantly negatively correlated (r=-.57, p<.01). From this result it is understood that as the Montessori school children have high self concept and they have high ability to tolerate frustrating situation.

Similarly, there is negative correlation (r=-.31, p<.01) between emotional intelligence and frustration. By this result it is understood that the Montessori school children have high emotional intelligence and low frustration. The study by Shobha

(2006) reports that the people with high emotional intelligence will tolerate frustration

for greater extent and finding supports the present study.

5. 14. Correlation between self-concept, emotional intelligence and frustration among the traditional high school children

In this section the findings of correlation test is presented to understand the significant relationship between self-concept, emotional intelligence and frustration among the traditional high school children.

Table 5.35

Correlation between the dependent variables -- self-concept, emotional intelligence and frustration -- among the traditional school children

Variables	Self-concept	Emotional Intelligence	Frustration
Self-concept	---	.68**	-.23**
Emotional Intelligence	---	---	-.47**
Frustration	---	---	---

   **=Significant at .01 level

Table 5.35 depicts the correlation between the dependent variables self-concept, emotional intelligence and frustration -- among the traditional school children. The result reveals positive correlation (r=.68, p<.01) between self-concept and emotional intelligence. This shows that the traditional school children with higher self-concept have higher emotional intelligence.

The variables self-concept and frustration are negatively correlated (r= -.23, p<.01). Similarly, there is negative correlation (r=-.47, p<.01) between emotional intelligence and frustration. By this result it is understood that the traditional school children have lower self-concept and lower emotional intelligence and high frustration.