

## List of Tables

4.1 <i>The sample characteristics</i> .....	70
5.1. <i>Means, Standard deviations and ‘t’ values of the children of Montessori and traditional education on self-concept</i> .....	78
5.2 <i>Means, Standard deviations and ‘t’ values of the children of Montessori and traditional education on emotional intelligence</i> .....	82
5.3. <i>Means, Standard deviations and ‘t’ values of the children of Montessori and traditional education on frustration</i> .....	88
5.4. <i>Means, Standard deviations and ‘t’ values of the male and the female high school children of Montessori education on self-concept</i> .....	92
5.5. <i>Means, Standard deviations and ‘t’ values of the male and the female children of Montessori education on emotional intelligence</i> .....	95
5.6. <i>Means, Standard deviations and ‘t’ values of the male and the female children of Montessori education on frustration</i> .....	98
5.7. <i>Means, Standard deviations and ‘t’ values of the male and the female children of traditional education on self-concept</i> .....	100
5.8. <i>Means, Standard deviations and ‘t’ values of the male and the female children of traditional education on emotional intelligence</i> .....	103
5.9. <i>Means, Standard deviations and ‘t’ values of the male and the female children of traditional education on frustration</i> .....	106
5.10. <i>Means, Standard deviations and ‘t’ values of the rural and the urban children of Montessori education on self-concept</i> .....	108
5.11. <i>Means, Standard deviations and ‘t’ values of the rural and the urban children of Montessori education on emotional intelligence</i> .....	111
5.12. <i>Means, Standard deviations and ‘t’ values of the rural and the urban children of Montessori education on frustration</i> .....	114

5.13. Means, Standard deviations and 't' values of the rural and the urban children of traditional education on self-concept.....	116
5.14. Means, Standard deviations and 't' values of the rural and the urban children of traditional education on emotional intelligence.....	119
5.15. Means, Standard deviations and 't' values of the male and the female children of traditional education on frustration.....	122
5.16. Means, Standard deviations and 't' values of the middle and the high income family children of Montessori education on self-concept .....	124
5.17. Means, Standard deviations and 't' values of the middle and the high income family children of Montessori education on emotional intelligence....	127
5.18. Means, Standard deviations and 't' values of the middle and the high income family children of Montessori education on frustration.....	131
5.19. Means, Standard deviations and 't' values of the low and the middle income family children of traditional education on self-concept.....	134
5.20. Means, Standard deviations and 't' values of the low and the middle income family children of traditional education on emotional intelligence.....	138
5.21. Means, Standard deviations and 't' values of the low and the middle income family children of traditional education on frustration.....	143
5.22.1. Means and standard deviations of the Montessori children on self-concept in relation to their age.....	143
5.22.2. One way ANOVA for self-concept scores of the sample groups in relation to their age.....	141
5.23.1. Means and standard deviations of the Montessori children on emotional intelligence in relation to their age.....	145
5.23.2. One way ANOVA for emotional intelligence scores of the sample groups in relation to their age.....	145

5.24.1. Means and standard deviations of the Montessori children on frustration in relation to their age.....	146
5.24.2. One way ANOVA for frustration scores of the sample groups in relation to their age .....	146
5.25.1. Means and standard deviations of the traditional children on self-concept in relation to their age.....	147
5.25.2. One way ANOVA for self-concept scores of the sample groups in relation to their age.....	147
5.25.3. The mean difference between the group interns of 'S' values for self-concept of traditional school children in relation to their age .....	148
5.26.1. Means and standard deviations of the traditional children on emotional intelligence in relation to their age.....	149
5.26.2. One way ANOVA for emotional intelligence scores of the sample groups in relation to their age.....	149
5.26.3. The mean difference between the group interns of 'S' values for emotional intelligence of traditional school children in relation to their age.....	150
5.27.1. Means and standard deviations of the traditional children on frustration in relation to their age.....	151
5.27.2. One way ANOVA for frustration scores of the sample groups in relation to their age .....	151
5.28.1. Means and standard deviations of the Montessori children on self-concept in relation to their religion.....	152
5.28.2. One way ANOVA for self-concept scores of the sample groups in relation to their religion.....	152

5.28.3. <i>The mean difference between the group interns of ‘S’ values for self-concept of Montessori school children in relation to their religion.....</i>	153
5.29.1. <i>Means and standard deviations of the Montessori children on emotional intelligence in relation to their religion.....</i>	154
5.29.2. <i>One way ANOVA for emotional intelligence scores of the sample groups in relation to their religion.....</i>	154
5.29.3. <i>The mean difference between the group interns of ‘S’ values for emotional intelligence of Montessori school children in relation to their religion.....</i>	155
5.30.1. <i>Means and standard deviations of the Montessori children on frustration in relation to their religion.....</i>	156
5.30.2. <i>One way ANOVA for frustration scores of the sample groups in relation to their religion.....</i>	156
5.31.1. <i>Means and standard deviations of the traditional children on self-concept in relation to their religion.....</i>	157
5.31.2. <i>One way ANOVA for self-concept scores of the sample groups in relation to their religion .....</i>	157
5.32.1. <i>Means and standard deviations of the traditional children on emotional intelligence in relation to their religion.....</i>	158
5.32.2. <i>One way ANOVA for emotional intelligence scores of the sample groups in relation to their religion .....</i>	158
5.32.3. <i>The mean difference between the group interns of ‘S’ values for emotional intelligence of traditional school children in relation to their religion.....</i>	159
5.33.1. <i>Means and standard deviations of the traditional children on frustration in relation to their religion.....</i>	160

5.33.2. <i>One way ANOVA for frustration scores of the sample groups in relation to their religion.....</i>	160
5.34. <i>Correlation between the dependent variables self-concept, emotional intelligence and frustration among the Montessori Children .....</i>	161
5.35. <i>Correlation between the dependent variables self-concept, emotional intelligence and frustration among the traditional Children.....</i>	163