

# A study of emotional intelligence and frustration tolerance among adolescent

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## ABSTRACT

In every sphere of life whether it is education, academic or personal, adolescents feel lots of obstacles on the way of their goals in life. Sometimes they are able to deal with them rationally but sometimes they deal with it emotionally. In case if they are incapable to deal with these obstacles they get frustrated. To cope up with frustration the adolescents need to be emotionally intelligent that means they should have flexibility, optimist thought and skilled to control impulses. The present study attempted to correlate frustration tolerance with emotional intelligence. A total of 120 adolescents were selected from Jaipur city in the age group of 12- 19 years of age. Out of 120 adolescents, 60 were girls and 60 were boys. For data collection Emotional intelligence scale and Frustration tolerance tool was used. A positive correlation was found between emotional intelligence and frustration tolerance of adolescents. Girls were found to have high emotional intelligence as well as frustration tolerance as compared to boys. A significant difference was found in emotional intelligence and frustration tolerance at different age. Adolescents of 12-15 years have high emotional intelligence and frustration tolerance than adolescents of 16-19 years.

## INTRODUCTION

In the modern society, an individual is recognized as successful and smart only because of his intelligence. It means that how much he has knowledge about his subject matter and lot of information of science and technology.

In 1950, Binet and Simon defined intelligence as "the ability to judge well, to understand well, and to reason well". Intelligence is an ability to carry on abstract thinking" by Terman (1921). Thorndike (1920) defined intelligence is power of good response from the point of truth and fact. Intelligence is "the global or aggregate capacity of the individual, to think rationally, to act

purposefully and to deal effectively with his environment." (Wechsler, 1958).

By the above definition it is clear that intelligence is the integration of all the three domains-cognitive, affective and psychomotor. An intelligent person must have balanced domains so that he can cope stress, frustration and also emotional problems and setbacks in his life.

By these definitions, it is assumed that with the help of IQ scores, one may predict the success of a person in his life and education. But there is something not quite accurate or right about this method of predicting success. It is recently recognized that there is a need of fully exploration of what human intelligence is.

**Emotional intelligence :**

In 1993, Gardner included interpersonal and intrapersonal intelligence in his multiple intelligence theory. He emphasized the importance of emotion and feeling of an individual along with the reason or cognition. At this stage the term intelligence is not only abstract thinking, adjustment, adaptation or capacity or ability to learn lots of information, while it can be said that it is a combination of all. By taking this view, the term emotional intelligence was emerged.

If we talk about the origin of emotional intelligence, then we should mention the name of Charles Darwin's early work on the importance of emotional expression for survival and adaptation. In 1920, Thorndike include the concept of SI explained it as "the ability- relations. This concept of social intelligence spawned the foundation for the Emotional Intelligence we discuss today.

In 1950, Maslow also described emotional need in his hierarchy of needs. He suggest self-esteem and self-actualization the higher order needs level driving our actions.

The term emotional intelligence was first used academically by Pyane (1985) in his doctoral dissertation. "Then in 1990 the work of two American University Professors, John Mayer and Payer Salover, was published in two academic journal articles entitled "Emotional intelligence" the article attempted to develop a way of scientifically measuring the difference between people's ability in the area of emotions. They found that some people will be better than at things like identifying their own feelings, identifying the feelings of others, and solving problems involving emotional issues.

Daniel Goleman, in the early 1990's wrote articles on emotional intelligence for the magazine popular psychology and then later for the New York Times newspaper. In 1992 he did research for a book about emotion and emotional literacy.

In 1995, Goleman published a book under the title "Emotional intelligence." In 1998 he published another book called "working with Emotional intelligence." In that book he widened the definition of emotional intelligence emphasizing on the skill part. According to him, it consists of 25 "skills, abilities and competencies".

Emotional intelligence can be defined as "Emotional intelligence is being able to recognize, name and appropriately deal with the emotion that we feel and experience. We may all feel anger, emotional intelligence

is knowing what to do with the emotion of anger to achieve the best possible outcome" by lea Brovedani (1986).

"Emotional intelligence is the ability to acquire and apply knowledge from your emotions and the emotions of others. You can use the information about what you're feeling to help you make effective decisions about what to say or do (or not say or do) next "by Byron Stock (1997).

Emotional intelligence plays very important role in all areas of our lives, because it is concerned with emotion, and always with human being. Emotion play a major role in determining how well we raise our children, how well our children perform in school, how successful we are in our careers, how well we get along with others, and how much intimacy we have in our relationships. Happiness of an individual and society are determined by emotion.

It is very important to understand that Emotional intelligence be not the opposite of intelligence, it is not the triumph of head over heart-it is the unique intersection of both. Emotional intelligence combines affect with cognition, emotion with intelligence.

Emotional intelligence, then, is the ability to use emotion to help someone solve problems and live a more effective life. Emotional intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution.

**Models of emotional intelligence:**

Several models of emotional intelligence have been developed. One major distinction between emotional intelligence, there are three main models of EI:

*Ability model:*

The model claims that emotional intelligence includes four types of abilities perceiving emotion, using emotions, understanding emotion and managing emotion.

*Mixed model:*

The model claims that emotional intelligence includes five types of mixed model self-awareness, self-recognize, social skills, empathy and motivation.

*Trait model:*

Emotional intelligence encompasses behavioural dispositions and self-perceived abilities and is measured by self-report.

### **Frustration :**

Frustration refers to the situations or the event that creates obstacle in the way to goal. In other words the sense of disappointment that result from the obstacles is frustration. In our course of life we encounter many obstacles and barriers between our goals and ourselves. The process of blocking or thwarting of needs causes frustration in human beings.

Sears (1942) defined frustration, as “the condition which exists when goal response suffer interference”.

Maslow and Murphy (1954) viewed frustration as, “The blocking of motivated action.” On the other Amsel (1958) defined, “Frustration as a conceptualization of a hypothetical implicit reaction elicited by non – reward after a number of prior rewards.”

Gilmar (1966), defined, frustration as, “the state of an organism resulting when the satisfaction of motivated behaviour is made difficult or impossible, when goal is blocked.”

Frustration is the blocking or thwarting of one’s needs and desires.” Human being set some goals to fulfil their needs and to live a successful and happy life. But these needs cannot be always satisfied due to obstructions or scarcity of resources. This makes them frustrated and tense. Continuous frustration of our basic needs may lead to serious maladjustments or condition of mental ill health Kuppuswamy (1969).

Frustration has important part of our development from birth to death and is inevitable in our daily life. We have a number of desires, which are not fulfilled due to certain obstacles. There is more or less minor frustration, which is encountered every day-a person misses the bus; causing a late arrival for an appointment; the office assistant is ill; delaying the preparation of an important report. There is, of course, much greater frustration in life. A boy who always wanted to marry his childhood beloved is jilted for another. A student fails in the school entrance examination and is denied admission. A sense of psychological disorder interrupts a brilliant career.

Individual’s behaviour is influence by many factors and frustration is one of the major factor. There are many specific situations that lead to frustration but broadly they can be categorised in three categories- Physical environment, biological limitations and psychological make-up of human beings. Besides its inevitability, frustration is a phenomenon of a great consequence to human happiness. It is not always that frustration leads

to negative consequences, there are many constructive sides of frustration pointed out by many psychologists such as: it may lead to greater and better organised effort, determination towards success and satisfaction.

There are basically two sources of frustration. One is external environment factors including physical, social, and economic factor. Another source is internal/ personal factor including physical defect, mental deficiency, conflicting desire and high level of aspirations.

Feelings of frustration are also aroused when things do not work out as planned (Goodale, 1978). Frustration occurs wherever the organism meets a more or less insurmountable obstacle or obstructions in its route to the satisfaction of any vital need. There are a number of other factors that have impact on frustration, aggression and frustration-tolerance but have received less attention from the investigators.

The individual who fails to achieve his goal may react in a variety of different ways. This kind and intensity of the reaction will depend upon the nature of the individual, the strength of the motivation and the source of the frustration.

An adolescent who has been brought up in culture that does not condone emotional demonstrations may have strong internal reactions that continue over a period of time, while one who has been brought up in the opposite type of culture may curse and throw his tools about then manifest no further reaction. Where there are strong motivations and highly prized goals, reactions to frustration are likely to be strong. However, there is by no means a perfect correlation between intensity of reaction to blocking and the strength of motivation. Sometimes failure to achieve a goal that is only mildly wanted will result in strong reactions. Finally, the intensity of reaction is related to the source of the frustration. The individual who fails to achieve a highly desired goal may generalize his dissatisfaction to other related areas.

The consequences of frustration are not necessarily bad. The adolescent who fails in mathematics may take another subject such as biology and so rechanneled his efforts that he achieves success on the new subject. Frustration is likely to lead to an intensification of efforts. This increase in effort may not be directed toward the original goal but rather may be expanded in other directions where success is more likely to be achieved. Reaction to frustration varies from person to person in the different forms such as restlessness, aggression, apathy, fantasy,

stereotype, regression and anxiety.

It is observed that the performance of people at work and personal life is not just related to their intelligence but childhood abilities such as how capable he/she is to handle frustration, control emotional, and get along with other people. Frustration tolerance refers to how long an adolescent will stick with a task, especially when there are obstacles. An adolescent who is low in frustration tolerance seldom persists at a task for long but may show "high negative persistence"- repeatedly testing limits. It was found in the study of Wilde (2012) that best single predictor of grade point average was achievement frustration. The second best predictor of grade point average was emotional intolerance. It was revealed that students who had lower scores on the frustration discomfort scale had a higher overall college grade point average.

The greatest problem facing the world today is the deterioration of human values and practices. The youth of today does not know how to live together and how to cater to the needs of the society. These things create several complexities in the society and educational setup. The study shows that student has very low frustration tolerance. It was also found that males and females are significantly different in their reaction to frustration Bhutia (2014).

Dave (2013) found no gender difference in frustration of students of Secondary schools in his investigation on Construction and tryouts of Frustration Inventory. It means that gender does not create effect on frustration.

In a study of Dragomir and Greculescu (2011) frustration tolerance was compared between criminal adolescent and non-criminal adolescent. A significant difference was found among criminal and non-criminal adolescent. The criminal adolescents' frustration tolerance was significantly lower in comparison with non-criminal adolescents. It was observed that watching the movies had not only lowered frustration tolerance but it had also strengthened it due to catharsis.

To get rid of these problems, there is need of concentrating on the solutions by which we can save human to become a machine. There is a need to emphasize Emotional intelligence through educational processes rather than only intelligence.

It is felt that no one research directly concerned with frustration tolerance of students and how

emotional intelligence helps to tolerate frustration. As it is known that due to fast changing life, there exist several complexities in the society and also in our educational system. It all creates extra burden on the mind of the students and they get frustrated. Bernard (2004) and Ellis and Bernard (2006) concluded that the irrational beliefs of children lead to emotional distress and frustration tolerance disorders. To improve frustration tolerance children need to be trained to recognize low frustration tolerance self-talk, think about and challenge this thinking, and to develop behavioural coping and mastery competencies. So, coping to these problems a student needs cognitive skills as well as emotional maturity. For this he must be an emotionally intelligent student (Sobha, 2006). The emotional intelligence of adolescents is found to be positively and significantly related to frustration tolerance. The positive correlation reveals that people with a high emotional intelligence can tolerate setbacks to a greater extent.

The present study was an attempt to correlate some variables like frustration tolerance with emotional intelligence.

#### **Objectives of the study :**

- To compare the emotional intelligence of adolescents with respect to age.
- To compare the frustration tolerance of adolescents with respect to age
- To compare the emotional intelligence of adolescents with respect to gender.
- To compare the frustration tolerance of adolescents with respect to gender.
- To study the relationship of emotional intelligence with frustration tolerance of adolescents.
- To study the relationship of various dimensions of emotional intelligence with frustration tolerance of adolescents.

#### **Hypothesis of the study :**

Ho 1 There is no significant difference in emotional intelligence of adolescent with respect age.

Ho 2 There is no significant difference in Frustration Tolerance of adolescent with respect to age.

Ho 3 There is no significant difference in emotional intelligence of adolescent with respect gender.

Ho 4 There is no significant difference in Frustration Tolerance of adolescent with respect to gender.

Ho 5 Emotional intelligence of adolescents is not significantly related with their frustration tolerance.

Ho 6 various dimensions of Emotional intelligence of adolescents is not significantly related with their frustration tolerance.

## MATERIAL AND METHODS

In the present study the research design was descriptive. As the name implies, descriptive research methods are used when the researcher wants to describe specific behaviour as it occurs in the environment. The specific feature of descriptive study is to collect information without manipulating or changing the environment. That meant it provide information about the naturally occurring phenomena such as behaviour, attitude and other characteristics of a particular group. In the present study, the researcher wanted to describe one specific behaviour of frustration tolerance among adolescents. Researcher also tried to explore the relationship of emotional intelligence with frustration tolerance among adolescence.

### **Population :**

Adolescents of Jaipur were taken as population for intensive study.

### **Sample:**

The total sample for the study was of 120 adolescents. Out of this 60 adolescents were taken from the age group of 12 to 15 years (Early Adolescence) and 60 adolescents were from the age group of 16 to 19 years (Late Adolescence). Again the 60 adolescence were divided into 30 boys and 30 girls for each stage of adolescent sample.

### **Tools :**

Two tools were used by the researcher, one to measure emotional intelligence developed by Anukool *et al.* (2001) and another tool for frustration tolerance developed by Rai (1997). The tool for emotional Intelligence consisted of 34 items to measure all ten dimensions of emotional intelligence: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour.

The tool for measuring frustration tolerance consists of a booklet in which four puzzle, and there is 31 blank

blocks. The adolescent had to draw the same puzzle in the boxes correctly but without repeating the lines and lifting the pencil. If he/she has drawn wrong puzzle then he had to move to the next block. Time given for the correct puzzle is also noted down with help of stop watch. For every new effort of making right puzzle, the adolescent had to move to the next blank block. If anyone is unable to draw puzzle correctly, he/she may leave it and move to next puzzle. For scoring, time and number of attempt are summed and mean time and mean number of attempt are calculated for each subject to know his/her frustration tolerance.

### **Data collection:**

The data was collected by the investigator from 120 adolescent. The data was collected by administering the emotional intelligence scale and frustration tolerance tool to 120 adolescent. The frustration tolerance tool was filled by the adolescent in front of investigator. The time taken to solve the puzzle number of attempts was noted by the investigator.

### **Statistical analysis :**

The collected data was tabulated and analyzed with appropriate statistical tools such as- Mean, standard deviation, co-efficient of correlation and t-test.

## OBSERVATIONS AND ANALYSIS

The results obtained from the present investigation are presented below:

### **Relationship of emotional intelligence and frustration tolerance :**

The first objective of the present investigation was “to study the relationship of emotional intelligence and frustration tolerance of adolescent.” The obtained data were analyzed with the help of correlation.

The Table 1 shows the significant difference in emotional intelligence of boys and girls ( $t = 2.26^*$ ). The mean value of emotional intelligence of boys and girls shows that girls have high emotional intelligence (136.21) as compared to boys (133.71). That means the null hypothesis which states that ‘There is no significant difference in emotional intelligence of boys and girls ‘is rejected.

Girls are more likely to have emotional intelligence in areas of “empathy, awareness of the feelings of others,

and coping with stress through ‘tending and befriending’, all components central to emotional intelligence” (Zeidner *et al.*, 2009).

However there is no significant difference was found in frustration tolerance of boys and girls ( $t=1.43$ ). But the mean value shows that girls have more frustration tolerance ability (mean= 17.31) as compared to boys (mean=15.88). Dave (2013) also found no gender

difference in frustration of students of Secondary schools in his investigation on Construction and tryouts of Frustration Inventory. However, Bhutia and Sungah (2014) conducted a study on adolescent of shillong their reaction to frustration with the objective to find out the reactions to frustration of adolescent. The study shows that student has very low frustration tolerance. It was also found that males and females are significantly

**Table 1 : Mean, SD and t-table of emotional intelligence and frustration tolerance of adolescent with respect to gender**

	Boys		Girls		t value
	Mean	S.D.	Mean	S.D.	
Emotional intelligence	133.71	5.44	136.21	6.62	2.26*
Frustration tolerance	15.88	4.25	17.31	6.44	1.43

**Table 2 : Mean, SD and t-table of emotional intelligence and frustration tolerance of adolescent with respect to age**

	12-15 years		16-19 years		t value
	Mean	S.D.	Mean	S.D.	
Emotional intelligence	132.16	4.70	134.76	7.00	2.38*
Frustration tolerance	20.39	7.16	22.79	2.84	2.42*

**Table 3 : Correlation value of emotional intelligence and frustration tolerance**

Variables	N	Mean	S.D.	Df	r
Emotional intelligence	120	134.96	4.66	118	+0.17*
Frustration tolerance		16.597	5.49		

**Table 4 : Correlation value of frustration tolerance (FT) with different dimensions of emotional intelligence**

Variables	N	Mean	S.D.	R
Self-awareness	120	17.78	2.16	0.40*
FT		16.597	5.49	
Empathy		18.39	2.35	0.093
FT		16.597	5.49	
Self-motivation		22.77	2.49	0.55*
FT		16.597	5.49	
Emotional stability		17.27	1.22	0.10
FT		16.597	5.49	
Managing relations		13.83	1.57	0.0018
FT		16.597	5.49	
Integrity		12.25	1.54	0.66*
FT		16.597	5.49	
Self-development		12.45	1.015	0.617*
FT		16.597	5.49	
Value orientation		8.05	0.625	0.117
FT		16.597	5.49	
Commitment		7.45	1.84	0.45*
FT		16.597	5.49	
Altruistic behaviour		8.59	1.71	0.014
FT		16.597	5.49	

\* indicates significance of value at P= 0.05

different in their reaction to frustration.

The Table 2 shows the significant difference in emotional intelligence of adolescent of 12-15 years and 16-19 years ( $t = 2.38^*$ ). The mean value of emotional intelligence of 12-15 years and 16-19 years shows that, adolescent of 16-19 years have high emotional intelligence (134.76) as compared to 12-15 years (132.16) adolescents. So, the null hypothesis which states that "There is no significant difference in emotional intelligence of adolescents of 12-15 years and 16-19 years" is rejected.

The findings suggest that emotional intelligence is a developing ability; it is likely that accumulated with exposure to experiences. As people grow they have more opportunity of learn about emotion, the gradations of emotion, increase emotional vocabulary, an experience more and more varied life situation. Perhaps they accumulate more feedback and integration leads to greater self-awareness. There is a link between age and empathy as with age an adolescent get more opportunity to connect with others and develop clearly defined set of values.

From the Table 3, it is evident that the correlation value of emotional intelligence and frustration tolerance is 0.17, which is significant at 0.01 level of significance with degree of freedom 118. It can be interpreted that the emotional intelligence and frustration tolerance are significantly correlated. Thus the null hypothesis which states that there will be no significant relationship between emotional intelligence and frustration tolerance of adolescents is rejected.

It can be said on the basis of the above result that a person with high emotional intelligence has high tolerance of frustration and *vice-versa*. The above finding can be supported with the results of Sobha (2006) that the emotional intelligence of adolescents is positively and significantly related to frustration tolerance. People with a high emotional intelligence can tolerate setbacks to a greater extent.

Farooq (2003) suggested that "to cope with academic pressure, students not only need to be emotionally stabled but also emotionally intelligent to meet the demands of everyday school life". An emotionally intelligent student is better able to manage stressful situation with the effective ability to meet challenges at school. Students who are emotionally intelligent are more resilient to stress and tend to develop positive attitude

within themselves. Their interpretive styles of perceiving stress empower or disempower them psychologically and make them resilient to stress. Students with high emotional intelligence have greater frustration tolerance and impulse control which enable them to accept stressful situation as a challenge and, recognize and manage their stressors.

### **Relationship of dimensions of emotional intelligence and frustration tolerance :**

It can be seen from the Table 4, that correlation value was found significant between many dimensions of emotional intelligence namely self-awareness, self-motivation, and self-development, integrity and commitment and frustration tolerance. The correlation value of frustration tolerance with self-awareness is (0.40\*), self-motivation (0.55\*), self-development (0.61\*), integrity (0.66\*) and commitment (0.45\*). That means the frustration tolerance of an adolescent having high self-awareness, self-motivation, self-development, integrity and commitment will be high. In other words it can be said that if an adolescent is committed towards his/her work and he is self-motivated, his/her frustration level will be low. The inability to inhibit responses is associated with increased emotional reactivity, lower frustration tolerance, decreased empathy, and a diminished ability to self-regulate emotions (Friedman *et al.*, 2003).

The correlation of frustration tolerance was not found significant with other dimensions of emotional intelligence such as empathy (0.093), emotional stability (0.10), managing relation (0.0018), value orientation (0.117) and altruistic behaviour (0.014).

Emotional intelligence includes confidence, persistence, organization, getting along (tolerance) and resilience. These are the attributes correlated with emotional intelligence, thus, it can be said that to combine these attributes with education one can attain a greater level of achievement at work and in our family and social communities with having better frustration tolerance" (Bernard, 1987).

The Table 2 also indicates that there is a significant difference in frustration tolerance of adolescents of 11-14 years and 16-19 years ( $t=2.42^*$ ). The mean value shows that 16-19 years adolescents have more frustration tolerance ability (mean=22.79) as compared to 11-14 years adolescents (mean=20.39). With increased exposure to learning opportunities the adolescents gain higher level of emotional intelligence which contributes

positively to the ability of tolerating frustration.

### Conclusion :

The aim of the present study is to examine the relationship between emotional intelligence and frustration tolerance of adolescents. The result reveals that frustration tolerance is significantly correlated with emotional intelligence. Thus emotionally intelligent adolescents are more tolerant to frustration.

When relationship of frustration tolerance with every dimension of emotional intelligence was analysed, it was found that, self-awareness, self-motivation, self-development, integrity and commitment is strongly correlated with frustration tolerance whereas other dimensions of emotional intelligence such as empathy, emotional stability, value orientation and altruistic behaviour. In other words it can be said that if an adolescent is committed towards his/her work and he is self-motivated, his/her frustration level will be low.

Girls were found to have high emotional intelligence as well as frustration tolerance as compared to boys. A significant difference was found in emotional intelligence and frustration tolerance of adolescents at different age. Adolescents of 12 to 15 years have high emotional intelligence and frustration tolerance than adolescents of 16 to 19 years.

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