

A COMPARATIVE STUDY ON EMOTIONAL INTELLIGENCE OF MALE AND FEMALE STUDENTS OF SECONDARY LEVEL BELONGING TO GANGARAMPUR BLOCK IN DAKSHIN DINAJPUR DISTRICT

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Abstract- Emotional intelligence is a vital role in educational arena. Teachers play a significant role to improve the emotional intelligence of the students. Emotional intelligence is influenced by various external factors. A survey is conducted to evaluate the emotional intelligence of secondary students both genderwise and mediumwise. Statistical data analysis was performed to find out any difference exist or not. The results show the difference between boy students and girls studying in English medium schools while there is no difference between them in Bengali medium schools.

KeyWords: Emotional intelligence, Boy Student, Girl Student, English medium, Benali medium.

1. Introduction:

Emotion is an important part of our life. The management of emotions is a complex issue, requiring a certain degree of skill and competence. Teacher can develop the emotional intelligence of a student in different ways. Emotional intelligence plays a critical role in a student's progress, nurturing skills that impact their academic performance and future success. It gives them the ability to manage their emotions effectively so as to come with flying colours. In the present study the investigator tries to search whether any difference exist between boy and girl students from Bengali and English medium schools in emotional intelligence.

2. Objectives of Study:

1. To assess the emotional intelligence of total secondary students.
2. To assess the emotional intelligence of secondary boy and girls students in English medium.
3. To assess the emotional intelligence of secondary boy and girls students in Bengali medium.

3. Null Hypotheses of the Study:

H_{01} : There is no significance difference between secondary boy students and girl students in emotional intelligence studying in English and Bengali medium schools.

H_{02} : There is no significance difference between secondary boy students and girl students studying in English medium school.

H_{03} : There is no significance difference between secondary boy students with that of secondary girl students studying in Bengali medium school.

4. Methodology of the Study:

Data were collected through a questionnaire administered on secondary students from three schools of Gangarampur block in Dakshin Dinajpur district by applying Random Sampling Method. A suitable statistical technique was applied for data analysis.

5. Sample of the Study:

A sample of 60 secondary school students, 30 boys and 30 girls equally from English and Bengali medium schools was collected from Gangarampur block of Dakshin Dinajpur district.

6. Questionnaire used in the Study:

The Emotional Intelligence Scale by Hyde, Pathe and Dhar was introduced to evaluate the emotional intelligence of the secondary students. The scale consisted of 34 items in a 5-point Likert Scale which was used to record the score the performances of the students.

7. Groups used in the Study :

In the present study there were two four groups, boys & girls of English medium and boys & girls of Bengali medium.

8. Variable of the Study : Emotional intelligence of secondary school students.

9. Result of the Study :

The mean, standard deviation, t-test were employed to test the null hypotheses and accordingly the results were obtained which are given below :

Table 1 : Emotional Intelligence of Secondary Boy Students and Girl Students

Groups	N	Mean	SD	MD	df	SE _D	t-value	Significance level
Boy Students	30	107.10	14.3	4.95	58	3.47	1.43	Not Significant
Girl Students	30	102.15	12.5					

t at 0.05 level is 2.00 for df 58.

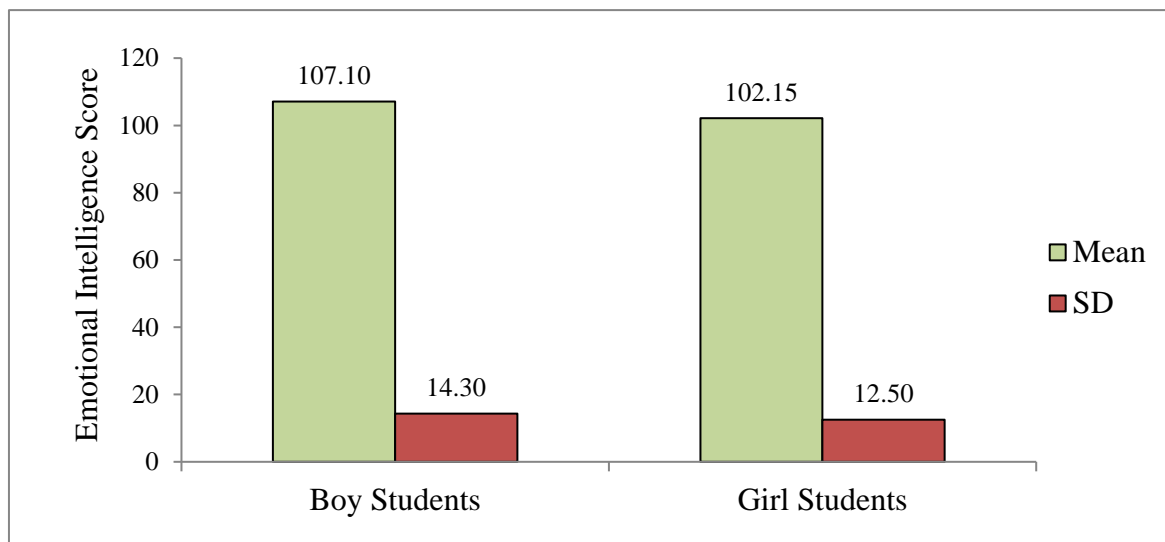


Fig. 1 : Emotional Intelligence of Secondary Boy Students and Girl Students

Table 2 : Emotional Intelligence of Secondary Boy Students and Girl Students in English Medium Schools

Groups	N	Mean	SD	MD	df	SE _D	t-value	Significance level
English Medium Boy Students	15	112.07	2.67	2.95	28	0.81	3.63	Sig. at 0.01 level
English Medium Girl Students	15	109.12	1.67					

t at 0.01 level is 2.76 for df 28.

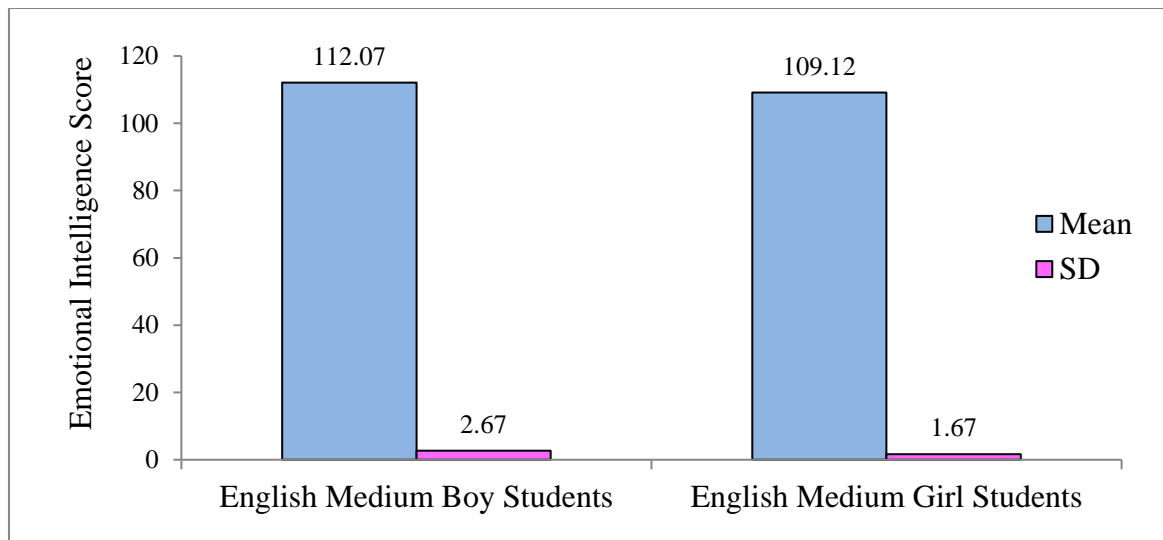


Fig. 2 : Emotional Intelligence of Secondary Boy Students and Girl Students in English Medium Schools

Table 3 : Emotional Intelligence of Secondary Boy Students and Girl Students in Bengali Medium Schools

Groups	N	Mean	SD	MD	df	SE _D	t-value	Significance level
Boy Students	15	102.13	25.61	6.95	28	7.39	0.94	Not Significant
Girl Students	15	95.18	12.77					

t at 0.05 level is 2.05 for df 28.

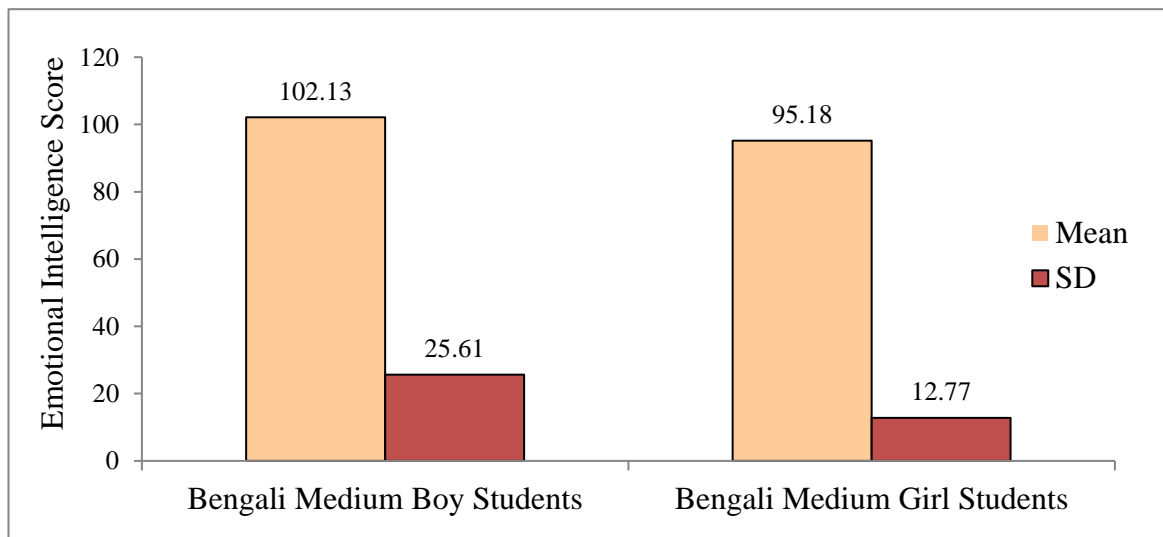


Fig. 3: Emotional Intelligence of Secondary Boy Students and Girl Students in Bengali Medium Schools

10. Findings of the Study:

There is no significant difference between the mean scores of boy and girl students of secondary schools in emotional intelligence as the t-value of 1.43 is less than the t-criterion value of 2.00 at 0.05 level for df 58. Hence the null hypothesis H₀₁ is accepted and the alternative hypothesis H₁ is rejected.

There is significant difference between the mean scores of boy and girl students of secondary English medium schools in emotional intelligence as the t-value of 3.63 is greater than the t-criterion value of 2.76 at 0.01 level for df 28. Hence the null hypothesis H₀₂ is rejected and the alternative hypothesis H₂ is accepted. The English medium boy students are better since the mean score being 112.07 is higher than that of The English medium girl student students being 109.12.

There is no significant difference between the mean scores of boy and girl students of secondary Bengali medium schools in emotional intelligence as the t-value of 0.94 is less than the t-criterion value of 2.05 at 0.05 level for df 28. Hence the null hypothesis H₀₃ is accepted and the alternative hypothesis H₃ is rejected.

11. Conclusion:

Emotional intelligence is an important part of our daily life. It has a crucial role to play in educational institutions. It shapes the cognitive behaviour of the students. It helps to set the educational path in the student’s career.

Emotional intelligence is an invaluable quality of students that nurture their academic success. By developing skills such as self-awareness, empathy and effective communication, students are better prepared to face the challenges. It can be concluded from the result of the present study that there is no significant difference between boy and girl students in emotional intelligence for total students and students studying in Bengali medium school, but there is significant difference between boy and girl students in emotional intelligence when they study in English medium school.

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