

Mood Swing and Emotional Intelligence in relation to Academic Achievement Among Higher Secondary Students of West Bengal

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ABSTRACT

West Bengal, with its distinct cultural, social, and educational context, may exhibit unique patterns in the relationship between mood swings, emotional intelligence, and academic achievement. Investigating these factors in a specific regional context can provide insights that are applicable to the local educational system. Academic achievement during higher secondary education has long-term consequences, including access to higher education and future career opportunities. Understanding the factors that influence academic success at this stage can have far-reaching effects on students' future prospects. Therefore, the present study has been taken regarding the Mood Swing and Emotional Intelligence in relation to Academic Achievement among higher secondary students of West Bengal. In this study, the main objectives are to study the level of Emotional Intelligence and Mood Swing among Higher Secondary students in West Bengal. And to study the relationship between Mood Swing and academic achievement & Emotional Intelligence and academic achievement among Higher Secondary students of West Bengal. A descriptive survey method has been used for the study. The study was conducted on a total participant of 125 students of higher secondary level. The findings of the study reveal that, there is no significant mean difference between Boy students and Girl students with respect to Emotional Intelligence. Their Emotional Intelligence is almost similar. In terms of locality of HS level students, there is no significant mean difference between Rural students and Urban students with respect to Emotional Intelligence. The findings of the study reveal that, there is a statistically significant positive relationship between Mood Swing and academic achievement among Higher Secondary students of West Bengal. The findings of the study reveal that, there is a statistically significant positive relationship between Mood Swing and academic achievement among Higher Secondary students of West Bengal.

KEYWORDS: Mood Swing, Emotional Intelligence, Academic achievement, Higher Secondary Students.

INTRODUCTION

Adolescence is a critical phase in an individual's life marked by physical, emotional, and cognitive changes. One of the defining characteristics of this period is mood swings, which can have a significant impact on various aspects of a student's life, including their academic performance. In West Bengal, higher secondary education serves as a crucial stepping stone towards a student's future prospects. Therefore,

understanding the interplay between mood swings and emotional intelligence in the context of academic achievement among higher secondary students is of paramount importance.

Mood swings, often associated with hormonal fluctuations and psychological development, can be intense and unpredictable during the teenage years. These fluctuations can influence students' ability to focus, study effectively, and engage in learning. Furthermore, mood swings can lead to emotional disturbances, impacting students' overall well-being, self-esteem, and relationships, which in turn can affect their academic performance.

Emotional intelligence (EI), on the other hand, refers to one's capacity to recognize, understand, manage, and effectively use emotions in various aspects of life. It encompasses skills such as self-awareness, self-regulation, empathy, and interpersonal skills. Developing emotional intelligence is not only crucial for personal development but also plays a vital role in academic success. Higher emotional intelligence can help students manage their mood swings, reduce stress, and enhance their ability to communicate and collaborate effectively with peers and educators.

West Bengal's higher secondary education system is known for its rigorous curriculum and competitive environment. Students face a multitude of challenges, from academic pressure to peer and family expectations. Consequently, the emotional well-being of students becomes a key factor in their academic journey. This study aims to explore the levels of mood state and emotional intelligence and their combined influence on the academic achievement of higher secondary students in West Bengal. By shedding light on this complex interplay, this research intends to provide valuable insights for educators, parents, and policymakers. Understanding how mood swings and emotional intelligence affect academic performance can inform the development of interventions and support systems tailored to the unique needs of West Bengal's higher secondary students. Ultimately, the goal is to help students navigate their academic journey with greater resilience, emotional intelligence, and success.

SIGNIFICANCE OF THE STUDY

A study on mood swings and emotional intelligence in relation to academic achievement among higher secondary students in West Bengal can be derived from several factors. The emotional well-being of students is crucial for their overall academic success. Mood swings and emotional fluctuations can significantly impact a student's ability to concentrate, study effectively, and perform well in exams. Understanding the relationship between mood swings, emotional intelligence, and academic achievement is vital to improving the academic environment.

Emotional intelligence plays a vital role in how individuals manage their emotions and interact with others. Students with higher emotional intelligence may be better equipped to handle stress, manage their moods, and build positive relationships, which can positively influence their academic performance.

Understanding the relationship between emotional intelligence and academic achievement can inform educational strategies and interventions. Schools and policymakers in West Bengal can use this knowledge to design programs that foster emotional intelligence, creating a more conducive learning environment.

This study finds a significant relationship between mood swings, emotional intelligence, and academic achievement, it can open the door for targeted interventions. Schools can develop programs to enhance emotional intelligence, provide counseling services, and offer support to students experiencing mood swings.

In summary, conducting a study on mood swings and emotional intelligence in relation to academic achievement among higher secondary students in West Bengal is rooted in the importance of emotional

well-being for academic success, the prevalence of mood swings during adolescence, the significance of emotional intelligence, the potential for educational interventions, and the regional context. Such a study can yield valuable insights that can benefit students, educators, and policymakers in West Bengal and beyond.

STATEMENT OF THE PROBLEM

The problem selected is stated as follows: **Mood swing and Emotional Intelligence in relation to academic achievement among the Higher Secondary student of West Bengal.**

OPERATIONAL DEFINITION

Mood Swing

Mood Swing is an extreme or sudden change of mood. Such changes can play a positive part in promoting problem solving and producing flexible forward planning or be disruptive. Where mood swings are severe, they may be categorised as part of mental illness such as bipolar disorder, where erratic and disruptive mood swings are defining feature.

Emotional Intelligence

Emotional Intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. This ability to express and control emotions is essential but so is the ability to understand, interpret and respond to the emotions of others. Some experts suggest the Emotional Intelligence is more important than I.Q. for success in life.

Academic achievement

Academic achievement is the extent to which a student or institution has achieved either short- or long-term educational goals. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates.

Higher Secondary Students:

Higher secondary students typically refer to individuals enrolled in grades 11 and 12 or equivalent levels of education. These students are in the final two years of their pre-university education before entering higher education institutions. For this study, participants will be limited to students within this age group and educational stage in West Bengal.

OBJECTIVES OF THE STUDY

1. To study the level of emotional Intelligence among Higher Secondary students in West Bengal.
2. To study the level of mood swing upon Higher Secondary level students in West Bengal.
3. To compare the level of Emotional Intelligence among Higher Secondary students with regard to their gender and locality (Rural and Urban).
4. To compare the level of Mood Swing among Higher Secondary students with regard to their gender and locality (Rural and Urban).
5. To study the relationship between Mood Swing and academic achievement among Higher Secondary students of West Bengal.
6. To study the relationship between Emotional Intelligence and academic achievement among Higher Secondary students of West Bengal.

HYPOTHESIS OF THE STUDY

1. There is no significant mean difference between Boy students and Girl students with respect to Emotional Intelligence.
2. There is no significant mean difference between Rural students and Urban students with respect to Emotional Intelligence.
3. There is no significant mean difference between Boy students and Girl students with respect to Mood swing.
4. There is no significant mean difference between Rural students and Urban students with respect to Mood swing.
5. There is no significant relationship between Mood Swing and academic achievement among Higher Secondary students of West Bengal.
6. There is no significant relationship between Emotional Intelligence and academic achievement among Higher Secondary students of West Bengal.

REVIEW OF RELATED LITERATURE

Philip, E. (2022) conducted a research on the topic – The Influence Of Learning Environment Towards Malaysian ESL Students Self Esteem, Mood And Academic Performance In The ESL Classroom. In this study, the researcher wanted to identify the influence of ESL students' learning environment towards their academic performance in the ESL classroom, to identify the influence of ESL students' learning environment and their mood towards their academic performance in the ESL reading classroom, to identify the influence of learning environment towards Malaysian ESL students' self-esteem in the ESL reading classroom, to identify the influence of learning environment and their self-esteem towards Malaysian ESL students' academic performance in the ESL reading classroom. This study uses a descriptive qualitative systematic review research. Based on the study above, it deduced that the five elements of the learning environment do have an impact and is significant through the hypotheses on ESL students' mood and their academic performance as well as their self-esteem.

Ayophika, W. P. (2021) conducted a research on the topic – Self-concept and happiness in relation to academic achievement among higher secondary students in Meghalaya. In this study, the researcher wanted to study the Self-concept, Happiness and Academic Achievement of Higher Secondary Students. , To study the Self-concept of male students as compared to female students, To study the Happiness of male students as compared to female students, To study the relationship between Self-concept and Academic Achievement of Higher Secondary Students, To find out the relationship between Happiness and Academic Achievement of Higher Secondary Students, To study the causes of high and low Self-concept and high and low Happiness among male and female Higher Secondary Students. In the present study the researcher employed the mixed method design that is the sequential explanatory method in order to study the Self-concept and Happiness in relation to Academic Achievement among Higher Secondary Students in Meghalaya. The major findings of the study shows that majority of our Higher Secondary Students have an average Self-concept, Happiness and Academic Achievement which may not prove to be satisfactory in the long run for the students.

Mali, P. (2018) conducted a research on the topic – Academic achievement as a function of emotional intelligence and self-esteem of higher secondary students. In this study, the researcher wanted to measure the academic achievement of the Higher Secondary students, To measure the academic achievement of the Higher Secondary students in relation to emotional intelligence, To measure the academic achievement

of Higher Secondary students in relation to self-esteem, To study the relation between academic achievement and emotional intelligence, academic achievement and self-esteem and to predict academic achievement from emotional intelligence and self-esteem. Descriptive Method was used in this study. The results have shows that the dependence of academic achievement on emotional intelligence and self-esteem suggesting that their promotion would help the Higher Secondary students to plane insightfully their career which in turn would save national wastage and in education and enhance the nation's progress. Jani, V. (2017) conducted a research entitled as, Academic Achievement Of Higher Secondary Students In Relation To Study Involvement And Institutional Climate. In this study, the researcher wanted to find out the level of Study involvement of higher secondary students, To find out the level of Institutional climate of higher secondary students, To find out the relationship between Academic achievement and Study involvement of higher secondary students, To find out the relationship between Academic achievement and Institutional climate of higher secondary students. The investigator has selected the survey method for the study after reviewing the characteristics of the methods of research in education. The present study reveals that the higher secondary students have moderate level of academic achievement. This may be due to the fact that cognitive and intelligence of the majority students lies in the average level. So, the academic achievement of higher secondary students is moderate level.

Sulaganni, M. K. (2016) conducted a research on the topic – A Study of Emotional Intelligence, School Adjustment and Study Habits of Secondary School Students in Relation to their Academic Achievement in Social Science. In this study, the researcher wanted to investigate the relationship of Emotional intelligence, School adjustment and Study habits with Academic achievement in Social science in the entire sample and sub samples of secondary school students, To examine influence of the independent variables i.e., Emotional intelligence, School adjustment and Study habits and their interaction on the dependent variable i.e., Social science, To determine the relative efficiency of independent variable viz Emotional intelligence, School adjustment and Study habits in the prediction of dependent variable i.e., Academic achievement in Social science among secondary school students. Investigator was used normative survey method. The findings of the present study revealed that School adjustment has made positive and significant influence on Academic achievement in social science. This may be due to the following characteristics like, overcoming blocks, reading goals, satisfying motives, relieving frustration and maintaining equilibrium and has own mechanism of maintaining balance in his personality etc., These positive characteristics of students well-adjusted in school helps in Academic achievement in social science.

Jegadha, S. (2016) conducted a research on the topic – Academic anxiety stress coping ability and parental support in relation to academic achievement of higher secondary students. In this study, the researcher wanted to find out the level of academic anxiety and its dimensions of higher secondary students with reference to background variables such as Gender, Class, Group, Community, Locality of Residence, Nature of school, Type of school, Locality of school. To find out the level of stress coping ability and its dimensions of higher secondary students with reference Gender, Class, Group, Community, Locality of Residence, Nature of School, Type of School, Locality of School. To find out the level of parental support and its dimensions of higher secondary students with reference Gender, Class, Group, Community, Locality of Residence, Nature of School, Type of School, and Locality of School. To find out the level of academic achievement of higher secondary students with reference Background variables such as Gender, Class, Group, Community, Locality of Residence, Nature of School, Type of School, and Locality of School. The investigator selected descriptive method using survey as a technique for present study. The

findings of the present study suggest that, students from rural schools have more academic anxiety than students from urban schools and academic achievement are also lesser than the students from urban schools.

Das, K. (2015) conducted a research entitled as A study of guidance needs in relations to stress mental health and academic achievement of higher secondary students in West Garo Hills district of Meghalaya. In this study, the researcher wanted to study the guidance needs of higher secondary school students in the areas of physical, social, psychological, educational and vocational, To study the stress level of the higher secondary school students, To study the mental health of the higher secondary school students, To study the academic achievement of the higher secondary school students, To study the relationship between guidance needs and stress level of higher secondary school students. The study used Descriptive type Expost-facto design.

Baskaran, M. (2015) conducted a research entitled as, Influence of psycho social factors on Study habits and academic achievement of Higher secondary students. In this study, the researcher wanted to find out the level of psycho-social factors of higher secondary students, To find out the level of study habits of higher secondary students, To find out the level of academic achievement of higher secondary students, To find out the significant difference, if any, in psycho-social factors of higher secondary students with regard to gender, age, group, religion, community, nature of school, type of school, location of school, location of residence, family type, father’s education and mother’s education. . In this study the investigator adopted the survey method to study the influence of psycho-social factors on study habits and academic achievement of higher secondary students. There is significant positive relationship between study habits and academic achievement of higher secondary students. This result is quite natural that the students are aware of the fact that education is the only ladder for their life’s improvement. Moreover their exposure towards better study habits also helps them to develop a desirable study habits lead to better achievement.

RESEARCH METHODOLOGY

A brief description of the methodology of the study has been presented below:

Research Design: In the present study, a descriptive survey method is employed.

Population: All the Higher Secondary students of West Bengal were considered as population of the study.

Sample: The total number of the sample is 125 Higher Secondary students.

Table 1. Distribution of sample according to different variables in percentage.

Variable		Total Number	Percentage
Gender	Male	65	52%
	Female	60	48%
Locality	Rural	72	57.60%
	Urban	53	42.40%

Sampling Technique: The study is followed by Probability Sampling – Simple Random sampling.

Tools: Based on the objectives of the study, two Questionnaires along with a Likert 5-point rating scale were designed and employed during the study. One questionnaire for Emotional Intelligence and other one for Mood Swing.

Variables: For the present study, Mood state & Emotional Intelligence are the independent variable. Academic achievement is the dependent variable.

DELIMITATION OF THE STUDY

1. This research was conducted with 125 numbers of Higher Secondary level students.
2. This research was delimited in the area in West Bengal.
3. The study was conducted on Higher Secondary level students only.
4. The variable of the study was delimited to Mood state, Emotional intelligence, Gender, Locality, Academic achievement of Higher Secondary level students of West Bengal.

DATA ANALYSIS AND INTERPRETATION

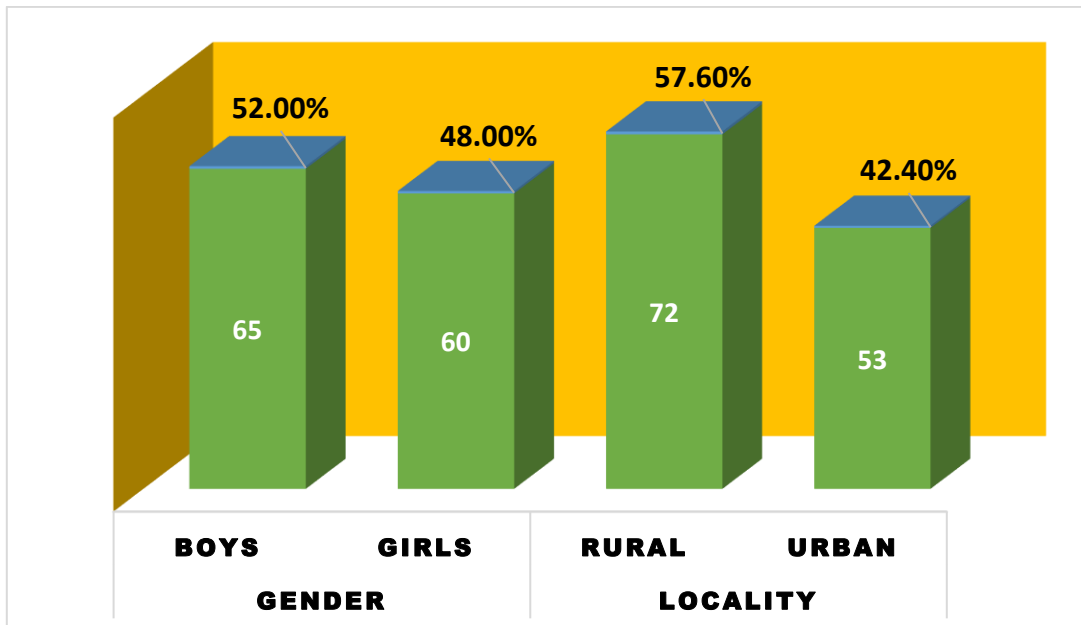


Figure -1: Distribution of samples: On the basis of Gender & Locality of the students.

Table -2. Scoring Procedure:

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
For Positive direction question	5	4	3	2	1
For Negative direction question	1	2	3	4	5

Data Analysis for Ho1

Ho1: There is no significant mean difference between Boy students and Girl students with respect to Emotional Intelligence.

Table 3. Analysis of the result by using t-test

	Boys	Girls
Mean	77.84615	78.83333
N	65	60
S.D.	9.609941	8.889466
df	123	
0.01 Critical Value (Two-tail)	2.616392	
't' value	0.553106	
Ho1 – Result: Null Hypothesis is not rejected at the 1% level.		

The above table (Table 3.) displays that the obtained t-value i.e., 0.55 is less than the table value with *df* 123 at 0.01 level of significance i.e., 2.61. It means there is no significant mean difference between Boy students and Girl students with respect to Emotional Intelligence. Hence Null hypothesis no. 1 **“There is no significant mean difference between Boy students and Girl students with respect to Emotional Intelligence”** is not rejected.

Data Analysis for Ho2

Ho2: There is no significant mean difference between Rural students and Urban students with respect to Emotional Intelligence.

Table 4. Analysis of the result by using t-test

	Rural Students	Urban Students
Mean	78.81944	77.64151
N	72	53
S.D.	9.547991	8.866736
df	123	
0.01 Critical Value (Two-tail)	2.616392	
't' value	0.483768	
Ho2 – Result: Null Hypothesis is not rejected at the 1% level.		

The above table (Table 2.) displays that the obtained t-value i.e., 0.48 is less than the table value with *df* 123 at 0.01 level of significance i.e., 2.61. It means there is no significant difference between Rural students and Urban students with respect to Emotional Intelligence. Hence Null hypothesis no. 2 **“There is no significant mean difference between Rural students and Urban students with respect to Emotional Intelligence”** is not rejected.

Data Analysis for Ho3

Ho3: There is no significant mean difference between Boy students and Girl students with respect to Mood swing.

Table 5. Analysis of the result by using t-test

	Boys	Girls
Mean	166.0615	179.3833
N	65	60
S.D.	30.83721	44.36524
df	123	
0.01 Critical Value (Two-tail)	2.616392	
't' value	0.052063	
Ho3 – Result: Null Hypothesis is not rejected at the 1% level.		

The above table (Table 5.) displays that the obtained t-value i.e., 0.05 is less than the table value with *df* 123 at 0.01 level of significance i.e., 2.61. It means there is no significant mean difference between Boy students and Girl students with respect to Mood swing. Hence Null hypothesis no. 3 “**There is no significant mean difference between Boy students and Girl students with respect to Mood swing.**” is not rejected.

Data Analysis for Ho4

Ho4: There is no significant mean difference between Rural students and Urban students with respect to Mood swing.

Table 6. Analysis of the result by using t-test

	Rural Students	Urban Students
Mean	184.8056	155.6792
N	72	53
S.D.	23.47227	47.53734
df	123	
0.01 Critical Value (Two-tail)	2.616392	
't' value	1.49	
Ho4 – Result: Null Hypothesis is not rejected at the 1% level.		

The above table (Table 6.) displays that the obtained t-value i.e., 1.49 is less than the table value with *df* 123 at 0.01 level of significance i.e., 2.61. It means there is no significant mean difference between Rural students and Urban students with respect to Mood swing. Hence Null hypothesis no. 4 “**There is no significant mean difference between Rural students and Urban students with respect to Mood swing.**” is not rejected.

Data Analysis for Ho5

Ho5: There is no significant relationship between Mood Swing and academic achievement of Higher Secondary students of West Bengal.

Table 7. Analysis of the result by using Product Moment Correlation

Pearson Correlation Coefficient	Sample Size	T Statistic	DF	P Value

0.076281	125	0.848469	123	0.397825
Ho5 – Result: Null Hypothesis is rejected at the 5% level.				

The above table (Table 7.) displays that the obtained $r=0.076281$, at $p=0.397825$. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and the researcher conclude that there is a statistically significant positive relationship between Mood Swing and academic achievement among Higher Secondary students of West Bengal.

Data Analysis for Ho6

Ho6: There is no significant relationship between Emotional Intelligence and academic achievement of Higher Secondary students of West Bengal.

Table 8. Analysis of the result by using Product Moment Correlation

Pearson Correlation Coefficient	Sample Size	T Statistic	DF	P Value
0.143385	125	1.60682	123	0.110658
Ho6 – Result: Null Hypothesis is rejected at the 5% level.				

The above table (Table 8.) displays that the obtained $r=0.143385$, at $p=0.110658$. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and the researcher conclude that there is a statistically significant positive relationship between Emotional Intelligence and academic achievement among Higher Secondary students of West Bengal.

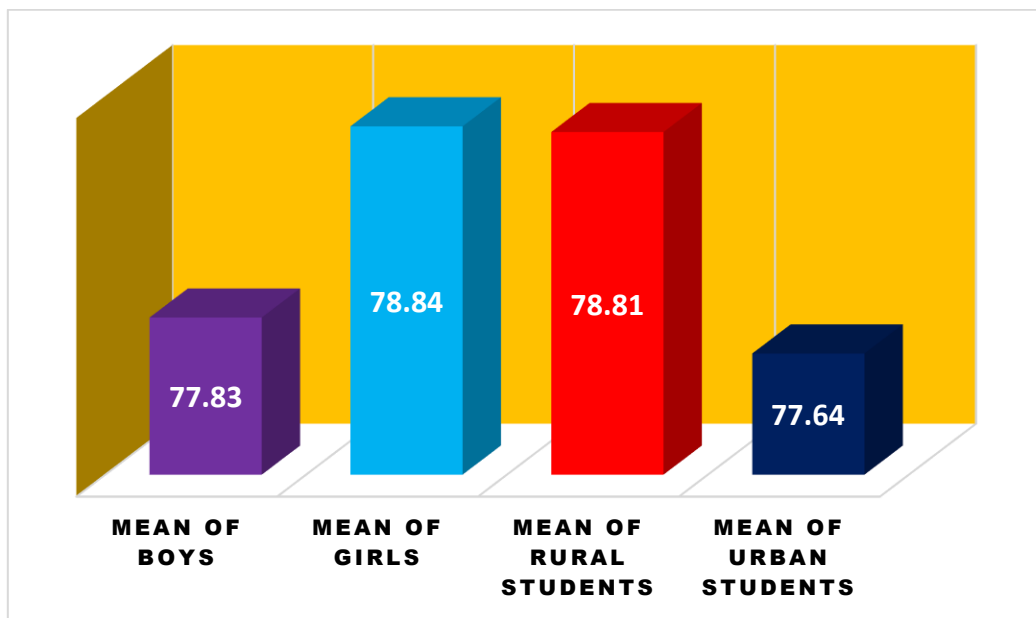


Figure – 2. Graphical Representation of Mean Score of Boys and Girls & Rural and Urban Students on Emotional Intelligence.

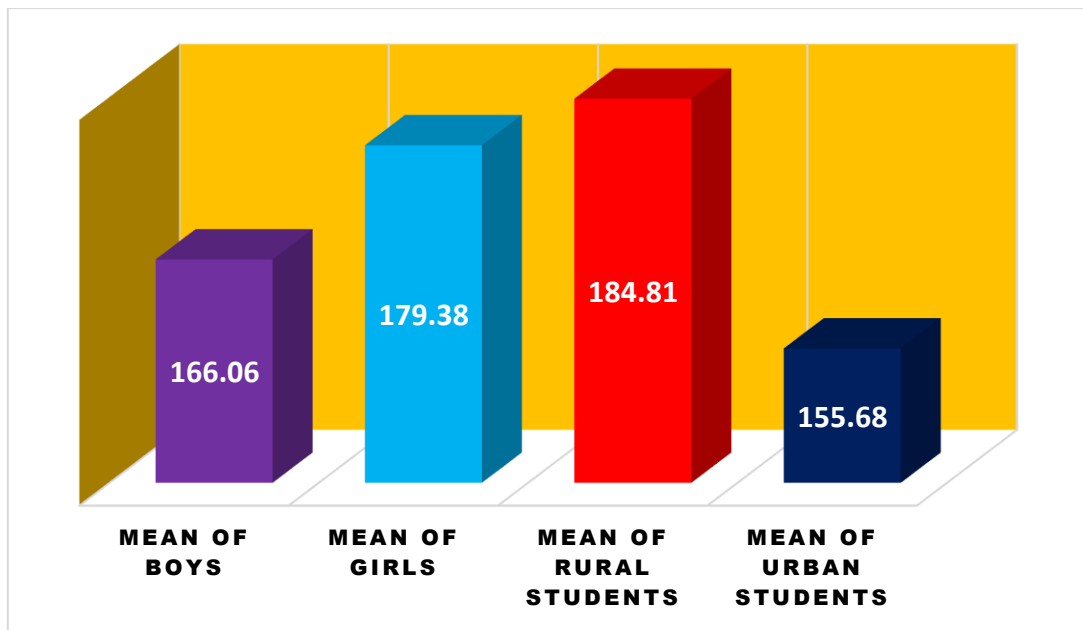


Figure – 3. Graphical Representation of Mean Score of Boys and Girls & Rural and Urban Students on Mood State.

FINDINGS OF THE STUDY

The findings of the study are grouped under the following sub-heads:

Level of Mood Swing

1. The findings of the study reveal that, there is no significant mean difference between Boy students and Girl students with respect to Mood swing.
2. The findings of the study reveal that, there is no significant mean difference between Rural students and Urban students with respect to Mood swing.
3. The findings of the study reveal that, there is a statistically significant positive relationship between Mood Swing and academic achievement among Higher Secondary students of West Bengal.

Level of Emotional Intelligence

1. The findings of the study reveal that, there is no significant mean difference between Boy students and Girl students with respect to Emotional Intelligence. Their Emotional Intelligence is almost similar.
2. In terms of locality of HS level students, there is no significant mean difference between Rural students and Urban students with respect to Emotional Intelligence.
3. The findings of the study reveal that, there is a statistically significant positive relationship between Mood Swing and academic achievement among Higher Secondary students of West Bengal.

CONCLUSION

The relationship between mood swings, emotional intelligence, and academic achievement among Higher Secondary students in West Bengal is intricate and impactful. Mood swings, often exacerbated by the demanding academic environment and competitive pressures, can detrimentally affect students' ability to concentrate, study effectively, and perform well academically. These fluctuations in mood can hinder their overall academic progress and well-being. On the other hand, emotional intelligence plays a pivotal role in mitigating the negative effects of mood swings. Developing emotional intelligence skills, including self-awareness, self-regulation, social awareness, and relationship management, equips students with tools

to manage stress, communicate effectively with teachers and peers, and navigate the challenges of their educational journey. Given the demanding educational landscape in West Bengal, characterized by the competitive Higher Secondary Examination (HSE) and societal expectations, students frequently experience mood swings due to stress, anxiety, and performance pressure. Addressing these mood swings and enhancing emotional intelligence are essential to create a conducive learning environment.

By recognizing the importance of emotional intelligence and addressing mood swings, Higher Secondary students in West Bengal can achieve better academic success and lead balanced, fulfilling lives. It is crucial for educational institutions, families, and the community to collaborate in promoting emotional intelligence to foster holistic development and resilience among students.

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