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## Emotional Stability as Correlate of Students' Academic Performance in Primary Schools

Yahaya Olarewaju<sup>1</sup>, Kayode Ezecheal Obafemi<sup>1,\*</sup>, Bilikis Ajoke Olasinde<sup>2</sup>

<sup>1</sup>Kwara State University, Nigeria

<sup>2</sup>Kwara State College of Education, Nigeria

\*Correspondence: E-mail: [ourchildrenyourchildren@gmail.com](mailto:ourchildrenyourchildren@gmail.com)

### ABSTRACT

The study examined emotional stability as a correlate of students' academic performance in primary schools in Ilorin West Local Government Area of Kwara State, Nigeria. The research adopted a correlational survey design. A simple random sampling technique was used to select 200 students from 20 schools. Two validated research instruments were used for data gathering. They were the Self-report Questionnaire on Students' Emotional Stability (SQPES) and Performance Proforma (PP). The findings of the study revealed that the level of students' emotional stability was low. It was also revealed that there was a significant relationship between student's emotional stability and academic performance. Finally, the study also reported that there was no significant difference in students' emotional stability based on gender. It was recommended that teachers should foster positive peer relationships and promote inclusivity among students. Promoting peer relationships will provide students with opportunities to connect with their peers and develop meaningful relationships that engender emotional stability.

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## 1. INTRODUCTION

The relationship between emotional stability and academic performance in primary schools has garnered significant attention in educational research due to its profound implications for learners' well-being and academic success. Emotional stability, often conceptualized as the ability to regulate emotions effectively and maintain a steady mood, plays a crucial role in shaping students' cognitive, social, and behavioral functioning within educational settings (Kokkinos, 2007). Academic performance, on the other hand, encompasses a range of academic outcomes, including grades, test scores, and classroom engagement (Pintrich & De Groot, 1990; Jimerson et al., 2003; Honicke & Broadbent, 2016), which are indicative of students' mastery of curriculum content and their ability to meet educational standards (McCoy, 2013).

In recent years, there has been growing recognition of the multifaceted nature of learner development, with increasing emphasis placed on the role of socio-emotional factors in shaping academic outcomes (Brackett et al., 2011). Research suggests that learners who possess higher levels of emotional stability tend to exhibit greater resilience, adaptability, and self-regulation skills, which are essential for navigating the academic challenges inherent in the primary school environment. Conversely, deficits in emotional stability have been associated with a range of adverse outcomes, including academic underachievement, behavioral problems, and school dropout (Brackett et al., 2010).

Emotional stability plays a crucial role in shaping various aspects of a student's academic journey. According to the theory of emotional intelligence proposed by Salovey and Mayer (1990), emotional stability is a key component of emotional intelligence, which encompasses the ability to regulate emotions effectively. Research has consistently demonstrated that students who exhibit higher levels of emotional stability tend to experience fewer emotional disturbances, such as anxiety and stress, which can significantly impact their academic performance. Furthermore, emotional stability has been linked to greater resilience and adaptability in the face of academic challenges (Di Fabio & Saklofske, 2014).

Understanding the relationship between emotional stability and academic performance is particularly salient in the context of primary education, where foundational skills and attitudes toward learning are established. Primary school years represent a critical period of development during which children undergo significant cognitive, emotional, and social growth, laying the groundwork for future academic success and well-being.

Many studies (Brackett et al., 2011; Di Fabio & Saklofske, 2014) have been carried on emotional stability but none of these studies examined emotional stability as correlate of students' academic performance particularly at the primary school level in Ilorin West Local Government Area of Kwara State, Nigeria. This is the research gap the study intended to fill.

A moderating variable that might likely influence the outcomes of the studies is gender. Gender represents the distinct features and roles specific to particular groups of individuals concerning their sexuality and sex (Obafemi, 2021). Influence of gender and differences in academic performance as complex tasks, thus many studies appear to be contradictory. Research has highlighted gender disparities in the classroom, often attributed to instructional design during the teaching and learning process (Adigun et al., 2015). Conversely, some studies have illuminated reversed scenarios (Obafemi et al., 2023b; Obafemi et al., 2023a). In this study, the researchers investigated emotional stability as a correlation of students' academic performance in primary schools in Ilorin West Local Government Area of Kwara State. The findings of this study will have practical implications for educators, school counselors, and policymakers involved in primary education. By gaining a deeper

understanding of the relationship between emotional stability and academic performance, educators can develop targeted interventions to support students who may be struggling due to emotional challenges. For instance, implementing social-emotional learning (SEL) programs tailored to enhance students' emotional regulation skills can help create a conducive learning environment where all students can thrive (Durlak *et al.*, 2011).

The relationship between emotional stability and academic performance in primary schools has garnered significant attention in educational research due to its profound implications for learners' well-being and academic success. Emotional stability, characterized by effective emotion regulation and mood steadiness, is vital for students' cognitive, social, and behavioral functioning within educational settings. Conversely, deficits in emotional stability have been linked to academic underachievement and behavioral issues. Research consistently demonstrates that emotional stability contributes to students' resilience, adaptability, and self-regulation skills, all crucial for navigating academic challenges. This is particularly significant in primary education, where foundational skills and attitudes towards learning are established. However, despite numerous studies on emotional stability, none have specifically examined its correlation with academic performance in primary schools in Ilorin West Local Government Area of Kwara State, Nigeria, indicating a research gap. Understanding the relationship between emotional stability and academic performance can inform the development of targeted interventions, such as social-emotional learning programs, to support students facing emotional challenges and create a conducive learning environment for all learners to thrive.

The research question is what level of students' emotional stability is in Ilorin West Local Government Area of Kwara State, Nigeria.

Research hypotheses are the following:

- (i) H01: There is a significant relationship between emotional stability and students' academic performance in primary schools in Ilorin West Local Government Area of Kwara State.
- (ii) H02: There was no significant difference in students' emotional stability based on gender.

## 2. METHODS

The research adopted a correlational survey design. The population for the study was all primary school students in Ilorin West Local Government Area of Kwara State, Nigeria. A simple random sampling technique was used to select nine (9) public primary schools and 11 private primary schools. 20 students were randomly selected from each sampled school resulting in a total of 200 students, and primary five classes were used. We designed instruments for data gathering. They were the Self-report Questionnaire on Students' Emotional Stability (SQPES) and Performance Proforma (PP). SQPES was used to gather data on students' emotional stability while Performance Proforma (PP) was used to get students' performance in social studies. The two instruments were given to some experts in the Department of Early Childhood and Primary Education at Kwara State University to give the instrument both face and content validity. Their comments and suggestions were used to produce a final copy of the two instruments. To establish the reliability of the SQPES, the test-retest method was adopted. The questionnaire was administered twice, with an interval of two weeks, to 25 students who were not part of the study but were in the same local government area. Data from the two administrations were correlated using Pearson Product Moment Correlation (PPMC). The reliability coefficient was 0.74. After testing the reliability of SQPES, Both PP and SQPES were used for data gathering. Data collected were analyzed

using descriptive statistics (frequency counts, percentage & mean) and inferential statistics (PPMC and t-test). The two hypotheses were tested at a 0.05 level of significance.

### 3. RESULTS AND DISCUSSION

#### 3.1. Research Question: What is the level of students' emotional stability in Ilorin West Local Government Area of Kwara State?

**Table 1** shows the responses of respondents on the students' emotional stability in Ilorin West Local Government Area of Kwara State. It was indicated that the following items were high: I do reason along with my classmates (mean=1.35), I get angry with little issues among the students(mean=1.38), I get angry with little things but not keep malice(mean=1.37), I do be in the right frame of mind at school(mean=1.54), I do have bad mood at home before getting to school(mean=1.71), The school management principle always makes me to have mood swing (mean=1.41), My emotional stability does not affect my friendship in school(1.49), I do get angry anytime anywhere(mean=1.39), My emotional status about some teachers is reason behind my failure(mean=1.31), My emotional stability is the reason for my innovation and academic performance (mean=1.40). The weighted mean is 1.44 which is a numeric indicator that the students' emotional stability was low.

**Table 1.** Summary of frequency counts, mean, and percentages showing students' emotional stability in Ilorin West Local Government Area of Kwara State, Nigeria.

S/N	Items	Mean
1	I do reason along with my classmates	1.35
2	I get angry with little issues among the students	1.38
3	I get angry with little things but do not keep malice	1.37
4	I am in the right frame of mind at school	1.54
5	I do have a bad mood at home before getting to school	1.71
6	The school management principal always makes me have a mood swing	1.41
7	My emotional stability does not affect my friendships in school	1.49
8	I do get angry anytime anywhere	1.39
9	My emotional status toward some teachers is the reason behind my failure	1.31
10	My emotional stability is the reason for my innovation and academic performance	1.40
<b>Weighted Mean</b>		<b>1.44</b>

Decision rule: Low = 1.00 - 1.49; High = 1.50 - 2.00

#### 3.2. Research Hypothesis One: There is no significant relationship between emotional stability and students' academic performance in primary schools in Ilorin West Local Government Area of Kwara State

**Table 2** shows the significant relationship between emotional stability and students' academic performance in primary schools in Ilorin West Local Government Area of Kwara State. The table reveals that there was a significant relationship between relationship between emotional stability and students' academic performance in primary schools ( $r = 0.487$ ;  $p < 0.05$ ). The hypothesis was, therefore, rejected in the light of the result since the significant value was less than 0.05 level of significant.

**Table 2.** Summary of Pearson 'r' table showing the relationship between parental personality and the use of abusive words among children in the Ilorin-South South local government area.

Variables	n	Mean	Std. Deviation	r	Sig.	Remark
Emotional Stability	200	14.35	4.377	0.487	0.000	Significant
Academic Performances	200	39.27	14.241			

### 3.3. Research Hypothesis Two: There is no significant difference in students' emotional stability based on gender.

**Table 3** shows the significant relationship between emotional stability and students' academic performance in primary schools in Ilorin West Local Government Area of Kwara State based on gender. There was no significant relationship between emotional stability and students' academic performance in primary schools based on gender ( $t = -0.374$ ;  $df = 148$ ;  $P > 0.05$ ). Therefore, in light of the result, the hypothesis is not rejected, hence there was no significant relationship between emotional stability and students' academic performance in primary schools based on gender since the significant level (0.709) is greater than 0.05 in Ilorin West Local Government Area of Kwara state.

**Table 3.** Showing the summary of independent sample t-test on differences in students' emotional stability based on gender.

Gender	n	Mean	Std. Deviation	t	df	Sig.	Remark
Male	82	14.20	4.356	-0.374	198	0.709	Not Significant
Female	118	14.47	4.415				

### 3.4. Discussion of Findings

The study showed that the level of students' emotional stability in Ilorin West Local Government Area of Kwara State was low. Comparative study of the Emotional Stability of adolescent students which concluded that for adolescents' students of private and government schools in Gurgaon, the comparative difference between the emotional stability is negligible. Comparative study of the emotional maturity of senior secondary school students and investigated the emotional maturity of adolescents in Chandigarh. The finding was also in tandem with the findings of [Adesokan et al. \(2024\)](#).

The findings of the study revealed that there was no significant difference between the students of govt. and private schools, in various areas of emotional maturity. The study was not in line with the findings, [Jones et al. \(2018\)](#) found that students with higher levels of emotional stability exhibited better academic outcomes compared to their less emotionally stable peers. Similarly, [Smith and Johnson \(2019\)](#) conducted a longitudinal analysis, revealing a positive association between emotional stability and academic success over time.

Paper is a modest attempt to study the emotional instability trait of personality among different levels of employment status in youth within the age group of 26 to 35 years. The sample is scattered in nature and a list of youths is prepared from the Haridwar district of Uttarakhand, India. The total sample consisted of 200 youths selected through cluster random sampling. The Dimensional Personality Inventory (DPI), tools were used to find out the

emotional instability trait of personality in youth. The results indicate that female youth are less emotionally stable rather than male youth in general.

The study revealed that there was a significant relationship between relationship between emotional stability and students' academic performance in primary schools. The study was in support of Wani et al. (2016) who investigated the level of emotional stability among Annamalai University students in Tamil Nadu. Results revealed that there is no significant difference found between the mean scores of emotional stabilities of boys and girls also the mean scores of emotional stabilities of students belong to the general category. Similarly, other studies have found no significant gender differences in emotional stability. Furthermore, cultural and societal norms may influence the expression and perception of emotional stability across genders with variations observed in different cultural contexts (Matud 2004).

#### 4. CONCLUSION

This study examined the emotional stability as a correlating of students' academic performance in primary schools in Ilorin West Local Government Area of Kwara State. Based on the findings of this study, it can be stated that the emotional stability of students had a significant relationship with students' academic performance. However, gender did not influence students' emotional stability. Based on the findings of the study the following recommendations were made:

- (i) There is a need to integrate the social-emotional learning (SEL) curriculum into the academic curriculum. By incorporating social-emotional learning into daily instruction, schools can support students' emotional stability while enhancing their academic performance.
- (ii) Teachers should foster positive peer relationships and promote inclusivity among students. Promoting peer relationships provides students with opportunities to connect with their peers and develop meaningful relationships that engender emotional stability.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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