



**Impact of Emotional Stability on Academic Performance of Secondary Students in Obio/Akpor
Local Government Area of Rivers State**

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ABSTRACT

This study examined impact of emotional stability on academic performance of secondary students in Obio/Akpor Local Government Area of Rivers State. Two research objectives and research questions were used for the study. Descriptive survey research design was adopted for the study. The population of the study comprised of the students of the 20 senior secondary schools in Obio/Akpor local government area with a population of 17,227. Sample size for the study was of 240 students comprising 130 male and 110 female students that were used as sample size for the study: The simple random sampling technique was used to select 10 secondary schools within the area of study. From the 10 schools selected for the study, simple random sampling was used also to select 24 students from each of the 10 schools selected. The instrument for data collection was a closed-ended structured questionnaire titled "Impact of Emotional Stability on Academic Performance of Public Secondary Schools Questionnaire" The responses from the research questions were analyzed with mean and standard deviation statistic. The findings revealed that constant positive mood and composure have positive impact on academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. Based on the findings, it was recommended among others that teachers and school administrators should encourage students to seek counseling on how to build self-confidence to promote their academic performance in teaching learning activities.

Keywords: Impact, emotional stability, positive mood, composure, self awareness, self-confidence

INTRODUCTION

Emotional stability is nothing but the steady state of mind even in the situations of stress and emotional outburst. Being emotionally stable and steadiness are some of the characteristics of emotional stability. Emotional stability is a chain reaction in which personality regularly strives for a greater state of mental health. Emotional stability is not only the effective factor of personality patterns but it also helps to keep in control the growth of adolescent's growth. A person who is capable of keeping his emotions stable even in the tough corners might be emotionally childish in their behavior (Agarwal, 2014).

Only an emotional stability person will have the capacity to with stand in the tight situations, capacity to tolerate frustrations, have the ability to offer strong resistance even in the delay situations in satisfying a eager need. An emotional stability student is able to cope with his family and friends in a better manner. According to cole, the important character of emotional stability is to with stand higher tension and should be a character of fun and recreation. Therefore,

it is agreeable to say that an emotional stability person has not resolved all his stress that arouses conflicts and anxiety. Rather, he is on the way putting his constant efforts in gaining healthy integration of thoughts, feelings and actions.

Emotional stability significantly impacts students' performance. Emotional stability is crucial for musicians, as it influences their ability to withstand stress during performances. In academic settings, emotional maturity correlates positively with academic performance, with emotionally stable students achieving better results (Guise, 2017). Research on student teachers found no gender differences in emotional stability affecting academic achievement. Additionally, university students with stable positive emotions demonstrated better overall course performance compared to those with stable negative emotions or mixed profiles. Therefore, emotional stability plays a vital role in students' academic and musical achievements, highlighting the importance of developing emotional resilience and control for optimal performance outcomes.

Generally, emotional stability is important in having a good quality and fair life because without it, many people are exposed to emotional breakdowns, which can be twisting and may devastate a period of your life or your life as a whole (Guise, 2017). However, it may be described as a person's ability to remain stable and balanced and one's capacity to deal with mental stress. Emotional stability refers to a person's ability to remain stable and balanced. Being emotional stable means, you are able to stay calm during stressful periods and tend not to experience many negative feelings. So, when life throws things your way you are better equipped to remain productive and capable through it. According to Obungwah (2022), an emotionally stable student tolerates minor stress and strains of day to day living without becoming emotionally upset, anxious, nervous, tense, or angry. Similarly, Kalita (2016), noted that emotionally stable students are able to maintain composure under minor emotional stress. They are fairly constant in their basic mood, and they generally revert quickly to that state following those occasions when they have experienced considerable stress or have been exceptionally provoked. The emotionally unstable student, on the other hand, is subject to fairly wide, frequent, and often unpredictable mood shift. Emotional stability enables the individuals to develop an integrated and balanced way of perceiving the problems of life. This organizational ability and structured perception helps one to develop reality-oriented thinking, judgment and evaluation ability. One develops feelings, perceptions and attitudes that help in understanding the realities of life and conditions and circumstances that create miserable situations in life.

The qualification in school training is measured by academic performance, which depends on emotional stability of the student among other factors. Emotional stability is a desirable trait. It is one's ability to withstand difficult situations, handle adversity, and remain productive and capable throughout. It is the capacity to maintain one's emotional balance under stressful circumstances. To live a fulfilling life, one needs emotional stability. Keeping our emotions in check allows us to be compassionate, productive and focused on what we want to achieve in life (Wolff, 2018). From the above assertion, it means that emotional stability results in relationships that stand the test of time.

However, Agarwal (2014), acknowledged that without emotional stability, a person may have a hard time living a normal and efficient life. Handling relationships and doing daily activities such as studying or going to work can be an issue among people who are emotionally unstable as they cannot handle their problems and stress accordingly and they let their problems get to their head thus affecting the way they live their lives.

Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. According to Kumaravelu, (2018), the process involved in achieving expected learning objectives can be tasking and thus requires emotional stability for excellent result to be achieved, this can be attributed to the fact that academic performance and anxiety is significantly related to each other. According to

Adegboye, and Adegboye (2021), emotions are at the centre of student's academic activities in school environment, controlling student's thoughts, decisions and behaviours which could have positive or negative impact on their academic performance, which is why in academic environment, emotional stability is very germane for effective academic achievement.

Consequently, Qbungwah (2022), noted that the power of student's emotions is unrivalled, as earlier mentioned they influence students behaviours, thoughts and decision making. for example, if a student pass exams or test. this gives the student immense feeling of happiness and excitement and a reason to celebrate with friends. To Guise, (2017), this effect isn't exclusive to positive emotions, negative emotions also have an impact on us. anger, fear, resentment, frustration and anxiety are all emotions people regularly experience. These negative emotions can create extra stress and can impact individual's decisions, behaviours and thoughts. Bethel- Eke, and Eremia (2019) acknowledged that studies carried out by Kauffman, 2001; Reid 2024, have suggested that students with emotional instability perform 1- 2 years below grade level, with significant differences in achievement as compared to students with emotional stability. The study also suggested declining academic deficits across the content areas as students increased in age. These studies drew conclusion based on increases in grade-level equivalent differences across time. However, none of these studies examined the impact of emotional stability on academic performance of secondary school students hence the gap in knowledge that this study is set out to cover. Kumaravelu (2018) identified dimensions of emotional stability as constant positive mood, composure, tolerance, self-awareness, confidence among others. It is believed that the acquisition of these positive emotion stability traits, would have positive impact on student's academic performance in secondary schools. It was based on this background that this study was designed to examine the impact of emotional stability of secondary school students in Obio/Akpor Local Government Area of Rivers State.

Concept of Emotional Stability

Emotional stability is significant in having a good and balanced life because without it, people are prone to emotional breakdowns, which can spiral and ruin a season of your life or your life as a whole (Guise, 2017). To put it simply, it refers to a person's ability to remain stable and balanced and one's ability to deal with psychological stress. An emotionally stable person tolerates minor stress and strains of day to day living without becoming emotionally upset, anxious, nervous, tense, or angry. They are able to maintain composure under minor emotional stress. They are fairly constant in their basic mood, and they generally revert quickly to that state following those occasions when they have experienced considerable stress or have been exceptionally provoked (Kalita, 2016). The emotionally unstable person, on the other hand, is subject to fairly wide, frequent, and often unpredictable mood shifts. Emotional stability enables the person to develop an integrated and balanced way of perceiving the problems of life. This organizational ability and structured perception helps one to develop reality-oriented thinking, judgment and evaluation ability. One develops feelings, perceptions and attitudes that help in understanding the realities of life and conditions and circumstances that create miserable situations in life.

Without emotional stability, therefore, a person may have a hard time living a normal and efficient life. Handling relationships and doing daily activities such as studying or going to work can be an issue among people who are emotionally unstable as they cannot handle their problems and stress accordingly and they let their problems get to their head thus affecting the way they live their lives (Guise, 2017). As Grade 12 Senior High School students, the researchers aim to determine the effect of one's emotional stability on their academic performance or achievement among their fellow senior high school students. We live in a country where mental health, in

general, isn't really focused on. Little do people know that one's mental health might affect someone in so many ways: physically, mentally, emotionally, and spiritually.

Generally, Emotional stability is nothing but the steady state of mind even in the situations of stress and emotional outburst. Being emotionally stable and steadiness are some of the characteristics of emotional stability. Emotional stability is a chain reaction in which personality regularly strives for a greater state of mental health, according to Agarwal (2014), only a emotional stability person will have the capacity to with stand in the tight situations, capacity to tolerate frustrations, have the ability to offer strong resistance even in the delay situations in satisfying a eager need. An emotional stability student is able to cope with his family and friends in a better manner. The important character of emotional stability is to with stand higher tension and should be a character of fun and recreation. Therefore, it is agreeable to say that an emotional stability person has not resolved all his stress that arouses conflicts and anxiety. Rather, he is on the way putting his constant efforts in gaining healthy integration of thoughts, feelings and actions. On the other hand, Kalita as cited in Terry and Lane (2010) in her study, explained that emotional stability is one of the contributor's o high academic achievement. When students have high emotional stability, they usually perform better academically than those who manifest low levels of emotional stability. In the same vein, Wolff (2018) acknowledged that Thorndike and Hagen consider that emotional stability of a person is characterized by of moods, intent, interests, optimism, cheerfulness, composure, feeling of being in good health, freedom from feeling of guilt, worry or loneliness, freedom from day dreaming, freedom from perseveration of ideas and moods. Diani and Muh (2019), acknowledged that Emotional stability enables the person to develop an integrated and balanced way of perceiving the problems of life. This organizational ability and structured perception helps one to develop reality-oriented thinking, judgment and evaluation ability.

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. Emotional stability in this regard creates the individual to be emotionally fit and morally sound. In the situations of storm and stress, students tend to be caught in the clutches of stress, anxiety, emotional outbursts with regard their academic achievement. In order to with stand all these situations, the individual needs to be emotionally stable.

However, studies have shown that learners with higher confidence are more willing to learn, challenge themselves, and have better resilience in the face of difficult transitions like changing schools. In fact, confidence has been quoted as the number one predictor of academic achievement. This is particularly true for core subjects such as English, Mathematics and science, where confidence has long-term, positive effects on learners' success. These benefits persist through school and college and into university, where learners with high confidence are more likely to attend, continue to achieve, and build a strong sense of belonging with their peers (Rafiq, 2021). Confidence is also a big factor in keeping learners engaged with their education and the world around them. We know that by increasing confidence, you're allowing the learner to believe they have the potential to achieve and reduce their fear of failing. This motivates them to attend school or college regularly, have better focus during classes, and complete coursework and exams to the best of their ability.

Positive Emotions and Academic Performance of Students

Seminal research on human behavior suggests that creating positive associations with the learning process is more effective than creating negative ones. Subsequent studies have indicated that one way to create these effective associations is through fostering positive emotions while learning. Positive emotions are marked by contentment, enthusiasm, and enjoyment in the present moment (Seligman, 2021). In academic settings, positive emotions have been linked to the acquisition of various skills that foster academic success. Cultivating happiness in the classroom has been suggested to help students sustain a sense of resilience, mindfulness, and even physical health. Additionally, brain imaging has indicated that positive emotions are vital to effective learning; instructional styles that support positive emotions have been correlated with more effective cognitive processing. Empirical studies have specified that all of these outcomes may inspire a tendency to think critically and flexibly. With a positive classroom environment, students may encounter academic challenges with more acceptance and determination.

On the other hand, negative emotions, marked by anxiety, anger, or discontent in the present, have been shown to worsen memory processing and learning efficiency. Although negative emotions can sometimes promote achievement, such as when disappointment or failure motivates a student to try harder (Aronson, 2022), learning experiences that are joyous and uplifting appear to be more effectual, especially for learning that takes place in classroom settings. While negative emotions may occasionally prompt a student to try harder, such discontent has shown to more frequently prompt avoidance and social isolation, both of which may lead to academic decline in children and adolescents. This paper will explore the process by which feeling good may translate into learning well for children and adolescents and present two interventions that may promote the positive emotions cited to improve academic achievement.

The Mechanisms of Positive Emotions

The major mechanism that may account for the influence of positive emotions in the classroom is explained by the “Broaden and Build Model”. This model proposes that positive emotions broaden an individual’s awareness and encourage more exploratory thoughts and actions, while negative emotions have a narrowing effect. While negative emotions might occasionally drive a student to work harder, the Broaden and Build Model points out that this determination is caused by the fixating effect of negative emotions, while the work ethic produced by positive emotions has shown to be driven by an expanded outlook (Fredrickson & Losada, 2015). In sum, positive emotions have been shown to broaden the mind and make an individual more likely to notice details of their surroundings, as well as generate solutions that require thinking beyond the immediate setting. This finding may be particularly useful in the classroom. Broadening of the mind may advance a student’s skills and resources when a mindful awareness of the present environment translates into increased engagement. Over time, a student’s increased engagement may become a productive state of “flow,” defined by a state of concentration and optimal engagement in an activity.

When a student’s outlook is augmented by positive emotions, they may be more likely to achieve flow. When developing this concept, Csikszentmihalyi (2017) found that when one

works in a state of flow, even above his or her academic ability, they are able to continuously learn new skills and ideas. Csikszentmihalyi (2017) also outlined that the prime circumstances to produce flow are mindful attention, intrinsic motivation, serenity, immediate feedback, and a lack of attention to physical needs. A classroom that fosters positive emotions is likely to produce these conditions, according to research on the Broaden and Build Model. Thus, the mechanisms of the Broaden and Build and Flow theories may work together to increase academic success.

Broadening and flow in the classroom. Research on positive emotions in the classroom suggest that the mechanisms behind Broaden and Build and flow work together to improve academic achievement. In school settings, increased positive emotions are correlated with secondary levels of student engagement, while negative emotions are associated with lower levels of engagement (Reschly, 2018). Students who experience more positive emotions throughout the school day may demonstrate greater coping skills. Research reveals that experiencing positive emotions facilitates recovery from tasking experiences, such as test anxiety. Studies also suggest that a higher level of positive emotions predicts higher grades and better math and reading skills two years later in adolescents (Suldo, 2013), as well as cognitive investment and level of satisfaction in elementary school students. Such research supports the idea that inducing positive emotions in the classroom eliminates the fear of failure, self-consciousness, and other distractions in order to create the optimal conditions for flow.

The broadening effect of positive emotions can give students a sense of mindfulness, motivation, and gratification that prompts them to feel more comfortable in their environment and eliminates anxieties that may prevent them from being wholly engaged in a task (Kraemer-Naser, 2022). Experiencing positive emotions is associated with more achievement, not simply because individuals are left feeling better, but also because a broadened mindset helps them to develop the ability to achieve flow. During flow, challenge is conquered by the intrigue and ability induced by positive emotions. Thus, educators may benefit from creating school cultures where students are primed to handle negative emotions by generating more positive ones. Such schools may help students broaden their mindset and increase their opportunities for peak engagement.

Self Confidence and Students Academic Performance

In today's society, there is an increasing emphasis on academic success and the external validation that comes with it. From a young age, students are often told that their worth is tied to their grades, extracurricular achievements, and future career prospects. As a result, many students struggle with low self-confidence and feelings of inadequacy when they feel like they're not meeting these societal expectations. However, what if we shifted our focus from external accomplishments to cultivating healthy self-confidence in students? In this blog post, we will explore the vital role that healthy self-confidence plays in student success and overall well-being. By understanding its importance and taking steps towards building it, educators can help nurture confident individuals who are better equipped to navigate the challenges of school and beyond.

The Role of Self-Confidence in a Student's Life

Healthy self-confidence is not just about feeling good about oneself. It significantly influences a student's academic performance, creativity, resilience, and relationships with peers. A student with a healthy level of self-confidence is more likely to take on challenges, overcome academic difficulties, and express their thoughts and ideas. They are not afraid of making mistakes as they see them as opportunities to learn and grow. This mindset equips them with a stronger ability to navigate through the trials and tribulations of life. On the other hand, students who lack self-confidence may hesitate to try new things or voice their opinions, hindering their academic and personal growth. Thus, understanding and nurturing self-confidence is of paramount importance to foster a positive and empowering learning environment (Guise, 2017).

Several research studies have shed light on the positive correlation between self-confidence and academic success. A study by The Journal of Educational Psychology found that students' self-confidence at the beginning of the school year significantly predicted their academic performance at the end of the year. Even after controlling for students' previous academic achievement, the results indicated the influential role of self-confidence in students' academic progress. Another research published in The British Journal of Educational Psychology demonstrated a close link between self-confidence and students' test performance. The study discovered that students with secondary levels of self-confidence were better able to manage test-related stress, which in turn led to higher test scores.

Finally, a study by the American Psychological Association revealed that self-confidence can even improve students' memory and information retention. Students who were confident in their learning abilities were more likely to engage in effective study strategies and retain what they learned. These studies collectively emphasize the significance of self-confidence in students' academic success (Guise, 2017). Therefore, encouraging a healthy sense of self-confidence should be a crucial component of educational practices and strategies.

Why Self Confidence is Important Academically

One meta-analysis analyzed 32 studies examining the relationship between a student's self-concept and their academic achievement. The review found that a high self-concept is related to high academic performance and vice-versa. As one study summed it up "self-confidence acts as a predictor of academic performance. The better the self-confidence, the better the academic performance so well established is the link between confidence and academic performance, the aforementioned meta-analysis included the recommendation that intervention programs should combine both skill development and self enhancement. But why is confidence so important when it comes to success in school and college? Confidence is likely to help students perform better academically because confident students have:

1. An inherent belief they have, or can acquire, the right skills to meet their goals
2. A sense of control over their lives and outcomes; they expect to be able to do what they set out to do
3. Realistic expectations of themselves
4. An understanding of their talents and how to best utilize them to meet their targets
5. No shame in asking for help when required

Evidence-backed ways to improve confidence

The good news is, there are plenty of ways to increase confidence. As one study put it: “confidence is not inherited, it is learned”. A 2021 research article entitled ‘Self-Esteem and Academic Engagement Among Adolescents’ outlined three steps individuals and institutions could take to promote confidence among students:

1. Encourage positive self evaluations

In order to boost self concept, students should be encouraged to make positive self-cognition evaluations. Staff can support this by setting reasonable learning goals and guiding students to reasonable attributions of success and failure when they encounter setbacks. There is some good evidence for positive self evaluations. One 2021 study looked at the role core self evaluation had on job search outcomes for college students and found, similar to previous research, that better self-perceptions and evaluations result in better future career plans and better outcomes overall.

2. Invest in peer support groups

Foster a positive learning environment, in which students feel properly supported and encouraged. One way to achieve this is through establishing peer support groups, where students are provided with peer encouragement which builds a sense of community and trust. Research has found peer support groups can be helpful in supporting deeper learning, reducing symptoms of depression, and preventing stress and burnout.

3. Look for red flags and act quick

Low levels of academic engagement and poor attendance can all highlight a student who is struggling. But research has also linked less commonly measured attributes, like stress overload, with poor grades and dropping out. Yet red flags like stress and burnout are rarely included in the predictive algorithm programs commonly used by colleges to identify students at risk of dropping out.

Therefore, programs used should be robust and colleges might like to consider supplementing with additional information. This could include student surveys which ask them to rate stress or confidence levels, along with a clear process for lecturers and pastoral staff to highlight concerns about individual students. This comprehensive approach could lead to quicker identifying at-risk students and intervening earlier with academic support and confidence building strategies, before they fall further into the dropout cycle (Guisse, 2017).

Statement of Problem

Emotionally stable people have weaker reactions to negative stimuli and hence are less readily discouraged, less distractible, and more confident in their own abilities they are less anxious and pay less attention to errors which facilitates learning from errors. This is evidenced within and outside learning environment. Students who are higher on emotional stability are more able to stay focused on learning activities such as homework, and have better academic outcomes as a consequence. However, a student who is low on emotional stability is regarded as unstable

Emotionally such a case is referred to as emotional instability. This implies that anybody who is emotionally unstable has no ability to control his/her emotion or feelings. The inability to keep one's emotion in check prevents such a person from being compassionate, productive and focused on what he/she wants to achieve in life. However, in public secondary schools in Obio/Akpor Local Government Area, it was observed that there is poor academic performance among secondary school students, a situation that has kept parents and school management worried about factors that may be responsible for such despite the effort geared towards improving learning among students. However, emotional stability has been acknowledged as being responsible for effective academic performance among students. The dimensions of emotional stability include constant positive mood, composure, awareness, confidence. But could the acquisition of these emotional stability traits have positive impact on students' academic performance among students in public secondary schools in Obio/Akpor Local Government Area of Rivers State?

Purpose of the Study

The main purpose of this study was to examine the impact of emotional stability on academic performance of secondary students in Obio/Akpor Local Government Area of Rivers State. Specifically, the objectives of the study were to:

1. Determine the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.
2. Ascertain the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.

Research Questions

The following research questions were used to guide the study

1. What is the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State?
2. What is the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State?

Hypotheses

The researcher formulated the following null hypotheses that guided the study

1. There is no significant difference in the mean ratings of male and female students on the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.
2. There is no significant difference in the mean ratings of male and female students on the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State

METHODOLOGY

The study made use of descriptive survey research design. The population of the study consisted of 17, 227 students in public senior secondary schools in Obio/Akpor local government area Rivers State. (Source: Rivers State Secondary Schools Board Record, 2024). The simple random

sampling technique was used to select 10 public secondary schools within the area of study. From the 10 schools selected for the study, simple random sampling was used also to select 24 students from each of the 10 schools selected. Thus, a total of 240 students comprising 130 male and 110 female students were used as sample size for the study. The instrument for data collection was a closed-ended structured questionnaire titled “Impact of Emotional Stability on Academic Performance Questionnaire” The questionnaire was structured in a four (4)-point scale rated on Strongly Agree- SA (4) Agree - A (3), Disagree = 1) (2) Strongly Disagree- SD (1). The data collected were summarized in tables to reflect the views of the respondents, further analyzed with mean (x) statistic and standard deviation while the null hypotheses were tested using z-test statistical tool at 0.05 level of significant.

RESULTS AND DISCUSSION

Research Question 1: What is the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State?

Table 1: Mean and standard deviation analysis on the impact of constant positive mood on academic performance of public secondary school students in Obio/Akpor Local Government area of Rivers State.

S/ No	Questionnaire Items	Male Students = 180			Female Students = 120		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
1.	Positive mood encourage exploring of study materials that enhance student academic performance	2.89	0.85	Agree	2.95	0.86	Agree
2.	Positive mood enhances academic competence among students by broadening potential methods of solving problems	2.86	0.83	Agree	2.86	0.84	Agree
3.	Enhance students ability to integrate diverse materials that improves their knowledge in subject matters	2.78	0.83	Agree	2.91	0.85	Agree
4.	Positive mood enable students to have emotional resilience and learn more efficiently	2.83	0.84	Agree	2.82	0.84	Agree
5.	Serve as reinforcers strengthening motivation for the next stage of learning	2.86	0.84	Agree	2.86	0.84	Agree
Grand Total		2.84	0.84		2.88	0.85	

Source: Field Survey, 2024

The analysis in Table 1 above revealed that the respondents agreed on the view that positive mood encourage exploring of study materials that enhance student academic performance. The

analysis still indicated that the respondents accepted on the point that positive mood enhances academic competence among students by broadening potential methods of solving problems. It was also observed from the analysis that the respondents accepted the fact that positive mood enhance students ability to integrate diverse materials that improves their knowledge in subject matters. The study still showed that the respondents agreed on the view that positive mood enable students to have emotional resilience and learn more efficiently. The analysis also revealed that serve as reinforcers strengthening motivation for the next stage of learning.

Research Question 2: What is the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State?

Table 2: Mean and standard deviation analysis on the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.

S/ No	Questionnaire Items	Male Students = 180			Female Students = 120		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
6.	Composure enable students to absorb stress and focused more on their studies for effective academic performance	2.86	0.84	Agree	2.91	0.85	Agree
7.	Composure help students to quickly adapt to changing situations in learning environment	2.83	0.84	Agree	2.95	0.86	Agree
8.	Composure enhance students ability to learn from mistakes and improve their academic performance in learning environment	2.97	0.86	Agree	2.98	0.86	Agree
9.	Composure enable students to maintain a positive outlook instead of succumbing to panic or despair in teaching learning situation	2.94	0.86	Agree	2.99	0.86	Agree
10.	Composure enable students to maintain self- control, avoid procrastination and focused more on accomplishing academic task	2.92	0.85	Agree	3.00	0.87	Agree
Grand Total		2.90	0.85		2.97	0.86	

Source: Field Survey, 2024.

The data analysis in Table 2 above indicated that the respondents accepted the point that composure enable students to absorb stress and focused more on their studies for effective academic performance. The analysis also showed that the respondents agreed on the view that composure help students to quickly adapt to changing situations in learning environment. It was still noticed in the study that the respondents agreed on the fact that composure enhance students'

ability to learn from mistakes to improve their academic performance in learning environment. The analysis also revealed that the respondents accepted the view that composure enable students to maintain a positive outlook instead of succumbing to panic or despair in teaching learning situation. The study indicated that the respondents agreed on the fact that composure enable students to maintain self- control, avoid procrastination and focused more on accomplishing academic task.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of male and female students on the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.

Table 4: Z-test Analysis of significant difference in the mean ratings of male and female students on the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.

Status	N	Mean $\bar{X}$	Standard Deviation	df	z-cal	z-crit	Decision
Male Students	180	2.84	0.84	298	1.29	1.96	Accepted
Female Students	120	2.88	0.85				

The analysis on Table 3 revealed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of male and female students on the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.

Hypothesis 2: There is no significant difference in the mean ratings of male and female students on the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.

Table 4: Z-test Analysis of significant difference in the mean ratings of male and female students on the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State

Status	N	Mean $\bar{X}$	Standard Deviation	Df	z-cal	z-crit	Decision
Male Students	180	2.90	0.85	298	1.24	1.96	Accepted
Female Students	120	2.97	0.86				

The analysis on Table 4 indicated that the z-cal of 1.24 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of male and female students on the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State.

Discussion of Findings

The findings in research question one: What is the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State revealed that constant positive mood has significant impact on the academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State. The corresponding hypothesis was accepted and concluded that there is no significant difference in the mean ratings of male and female students on the impact of constant positive mood on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State. This finding is in collaboration with Giuse (2017), who observed that positive mood encourage exploring of study materials that enhance student academic performance. The analysis still indicated that the respondents accepted on the point that positive mood enhances academic competence among students by broadening potential methods of solving problems. It was also observed from the analysis that the respondents accepted the fact that positive mood enhance students ability to integrate diverse materials that improves their knowledge in subject matters. The study still showed that the respondents agreed on the view that positive mood enable students to have emotional resilience and learn more efficiently. The analysis also revealed that serve as reinforcers strengthening motivation for the next stage of learning.

The findings in Research Questions two: What is the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State indicated that composure has positive impact on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State. However, the corresponding hypothesis 2 was accepted and concluded that there is no significant difference in the mean ratings of male and female students on the impact of composure on academic performance of public secondary schools students in Obio/Akpor Local Government area of Rivers State. This study is in the same view with Wolff (2016), who noted that school composure enable students to absorb stress and focused more on their studies for effective academic performance. The analysis also showed that the respondents agreed on the view that composure help students to quickly adapt to changing situations in learning environment. It was still noticed in the study that the respondents agreed on the fact that composure enhance students' ability to learn from mistakes to improve their academic performance in learning environment. The analysis also revealed that the respondents accepted the view that composure enable students to maintain a positive outlook instead of succumbing to panic or despair in teaching learning situation. The study indicated that the respondents agreed on the fact that composure enable students to maintain self- control, avoid procrastination and focused more on accomplishing academic task.

CONCLUSION

The Impact of Emotional Stability on Academic Performance of Secondary Students in Obio/Akpor Local Government Area of Rivers State cannot be over emphasized. Based on the findings of the study, the researcher concludes that discovered that emotional stability such as constant positive mood, composure; self awareness, and self confidence have positive impact on students academic performance among students in public secondary schools. This implies that emotional stability enables students to develop an integrated and balanced way of perceiving the problems associated with life in line with academic activities thereby helping students to develop reality-oriented thinking, judgment and evaluation ability towards academic performance in secondary schools.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made to ensure that the study meet its objectives.

1. Teachers should be very observant about students' mood in teaching and learning situation so that they can engage students on discussion or activities that help students in building constant positive mood that enhances their academic performance.
2. The Ministry of Education should educate school administrators and teachers on how to assist students to build their composure during academic activities to enhance their academic performance in secondary schools.

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