

**THE EFFECTS OF EMOTIONAL INTELLIGENCE STABILITY ON
ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL
STUDENTS IN ILORIN WEST LGA, KWARA STATE**

BY

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CERTIFICATION

This is to certify that this project work was carried out by **Adeleke Muniroh Agbeke** having met the requirement for the award of Nigeria certificate in Education, in the Department of English Language, Kwara State College of Education, Ilorin.

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DEDICATION

This research project is dedicated to Almighty Allah for sparing my life till this moment.

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My profound gratitude goes to Almighty God, the creator of the universe for His absolute guidance and protection from the beginning of my life to date. I pray for more of His protection and guidance throughout my life and hereafter.

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faith in me inspite of my shortcomings. May God spare your lives to let you reap from the fruits of your labour (Ameen).

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Thanks and God bless

Adeleke Muniroh Agbeke

ABSTRACT

This study explores the effects of emotional intelligence stability on the academic performance of junior secondary school students in Ilorin West LGA, Kwara State. The study adopts descriptive research design survey, questionnaire was used to collect data from the respondents, One hundred students were randomly selected from Junior Secondary School in Ilorin West LGA, Kwara State. The results of the study indicate a significant relationship between emotional intelligence stability and academic performance of junior secondary school students. The study concludes that emotional intelligence is a strong predictor of academic achievement, it is necessary for the curriculum developers to integrate emotional intelligence into the curriculum of the learner. Based on the result findings recommendations were made that, the government should encourage the development of a strong achievement motivation in the learners through the provision of appropriate counseling intervention programs and enabling environment, teacher should foster positive peer relationship and promote inclusivity among students.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Emotional intelligence, often known as EI, refers to the capacity to recognise, control, and regulate emotions, which facilitates flexible thinking and comprehension of the significance and outcomes of emotions (Nazari and Emami, 2012). According to Maalouf, Hallit (2022) and Shafait, Khan (2021), emotional intelligence serves as a significant indicator of different types wellbeing, health, and overall quality of life. Emotional intelligence is often seen as essential in both personal and professional contexts. It has an impact on our ability to regulate behaviour, negotiate intricate social situations, and make individual choices that lead to favourable outcomes. Compared to cognitive intelligence, which remains generally stable throughout the course of one's life, emotional intelligence has the potential to be enhanced and improved with time Dhliwayo and Coetzee, 2020).

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emotional intelligence has the potential to be enhanced and improved with time Dhliwayo and Coetzee, 2020).

Education is a term that is used in every field of life. It is very helpful in the progress of any society. Education improves the skills of the students and grows them not only mentally but also physically. They make them able to move or survive in society. Education is the combination of feeling and thinking. (Goleman 1995). Education reflects not only on herself but also on others. In education, we focus to study or build skills, which are known as emotional intelligence and stability. Teachers are the main source of any nation. Teachers are the pillars of any society, and every society depends on its pillars. Emotional intelligence and stability is the ability that every person has naturally. It is very useful in teaching. A teacher who got training has high knowledge of emotional intelligence and stability. If a teacher is emotionally intelligent and stable, they should teach their students more effectively.

Emotional intelligence is an ability, capacity, or skill to perceive, access and manage the emotions of oneself, of others, and of groups. Emotional intelligence is an array non –cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. A classroom is a place where students learn how to behave with their fellows. They know how to deal with other students. It is an area where students actually develop their emotions. They learn how to control their emotions. in the classroom, students face a lot of things like anger, love,

sharing, and a lot of things that are the actual development of emotions. In our education system, mostly we can see that teachers want quiet classrooms for effective teaching but in we see that students learn more in activity as compared to reading. (Carroll et al. 1998).

Students' intelligence has been conceptualized in diverse ways. Literally, it involves ability to exhibit high level of logical reasoning, ability to think fast, to understand facts and concepts at ease and to communicate in a manner that anyone can understand. It could also be viewed as the ability to think, to learn and act in any situation. Emotion is the state of the mind that is related to feelings and thought which may result to some degree of pleasure or displeasure. Emotional intelligence is therefore the power of a student to be aware of one's emotion, be able to control, express such emotion and handle interpersonal relationship effectively. There are numerous factors that influence students' achievement in science specifically physics an aspect of science and technological development of any nation. These factors are government, teachers, environmental, parents and student's factors.

Teachers factors which include the teacher characteristics and methods of instruction have been over researched. However, an aspect of students' factor such as emotional intelligence has not been fully researched in Physics education. This justified the topic of this study. Emotional intelligence is one of the pertinent factors influencing achievement of students in science and physics in particular. This is in agreement with

the submission of Connor (2018) who identified ten qualities of an emotional intelligent person as empathy, self-awareness, curiosity, analytical mind, belief, needs and want, passionate, optimistic, adaptability, and desire to help others to succeed. Empathy is the ability to understand or feel what another person is experiencing. It also refers to as thoughtfully considering other students' feeling in the process of making decisions (Goleman, 2004).

For students to be effective and efficient, they need empathy to develop and keep good interpersonal relationship with other students. Self-awareness means the ability of a student to have a deep understanding of his or her feelings, strengths, weaknesses, needs, and passion. Student with high self-awareness are said to be honest with themselves and with other students. Varunpa (2013) opined that such students usually speak precisely in specific terms and are open about their feelings and also like to discuss how their feeling impact their academic work. He further argued that students who are able to recognize how their feelings affect them, other students, and their academic performance are in a good position to achieve high academic scores both at the internal and external examinations. Curiosity is an act of been passionate and wanting to put in the best to achieve or acquire knowledge. Analytical mind is the ability to analyze information, think about new information and think deeply to process new information. Belief is the ability to belief in one's self, ability to have self-control, and have the power of faith that everything you work out for good. Needs and want is the ability to discern between the things needed versos thing that would be nice to have as want.

Needs include safety, survival, and sustenance among others. Passion is an act exhibiting strong and barely uncontrollable emotions to achieve desired goals, and lastly, optimistic is an act of improving relationship constructively; adaptability is the ability to think of an alternative solution when something does not work and lastly the desire to help others to succeed. It is possible for a student to have the best training in the world such as an incisive, analytical mind, and endless supply smart ideas; however, without emotional intelligence such a student won't be able to achieve his or her career and academic goals. Therefore, student needs to develop a strong emotional intelligence to achieve and sustain their long term academic goals (Goleman, 2004). From this background, it is clear that a strong emotional intelligence will be an exceptional advantage to physics students in pursue of higher academic performance and career development as a science student.

Studies have established that emotional intelligence is one of the major predictor of academic achievement of students in both external and internal examinations and it is also what equipped them as an employee after a university's degree in a working world (Oyewunmi, Osibanjo & Adeniji, 2016). It is against this background that this study investigated the influence of emotional intelligence on academic achievement of senior secondary school students.

Statements of Problems

The decline in the academic performance of junior secondary school students in Nigeria has been a major source of concern to stakeholders and policy makers in the education sector. Measures taken by the government at various levels to eliminate this problem and improve the academic achievement of students have focused more on improving infrastructure, equipping the schools and providing qualified teachers, may not have produced the desired results. Poor academic achievement among secondary school students limits their potentials for advancement in career and their ability to compete effectively in an ever increasingly competitive global village. Though the curricula at the secondary school level are designed to address this inherent gap but the importance of students' emotional standard of performance may have been seen to be missing, misunderstood or neglected. It is therefore necessary to address the ugly trend of poor academic achievement among secondary students by developing and enhancing their emotional intelligence skills which have been observed to be major determinants factor for academic achievement because a student may recover from physical pain or injury, but may never recover from the terror and degradation of his or her emotional state. Hence, it is necessary for students to be equipped with the skills of emotional intelligence as to achieve academic success. Therefore, this study investigated the effects of emotional intelligence stability on the academic performance of junior secondary school students in Ilorin West LGA, Kwara State.

Purpose of the Study

The study is design to investigate the effect of emotional intelligence stability on the academic performance of junior secondary school students in Ilorin West LGA, Kwara State. It is hope that the outcome of this study will throw light on the following questions.

- i. to find out whether relationship exist between emotional intelligence stability and students academic performance.
- ii. to determine whether emotional intelligence stability have effects on the academic performance of junior secondary school students
- iii. to determine the factors that affects emotional intelligence stability on the students' academic performance

Research Questions

Based the research topic, the following research questions were raised:

- i. Does significant relationship exist between emotional intelligence stability and students academic performance in junior secondary schools in Ilorin West LGA, Kwara State
- ii. What are the effects of emotional intelligence on academic performance of junior secondary schools in Ilorin West LGA, Kwara State.

- iii. What are the factors that affect emotional intelligence stability on the academic performance of students in junior secondary schools in Ilorin West LGA, Kwara State.

Research Hypotheses

Based on the research topic, the following research hypotheses were formulated to guide the study.

H₀₁: There is no significant relationship between emotional intelligence stability and academic performance of junior secondary school students in Ilorin West

H₀₂: There is no significant relationship between academic performance of junior Secondary school students and emotional intelligence stability in Ilorin West

H₀₃: There is no significant relationship between the factors that affects emotional intelligence stability and academic performance of junior secondary school students in Ilorin West.

Significance of the Study

It is expected that the findings of the study were meaningfully beneficial for the respondent of the study, both the students, parents, educational planners and policymakers in the thoughtful effect of emotional intelligence and stability on the performance of the teacher.

The information gathered by the study would assist curriculum experts to review the present educational curriculum with the aim of mainstreaming emotional intelligence skills as core component of senior secondary school curriculum.

Scope and Delimitation of the Study

This study was carried out to investigate the effect of emotional intelligence stability on the academic performance of junior secondary school students in Ilorin West LGA, Kwara State and delimited to public junior secondary school students. Descriptive research design of the survey type will be adopted for the study. The population used for the study covered all public junior secondary school students in Ilorin West LGA, Kwara State. A sample size of one hundred respondents were randomly selected and used for the study.

Operational Definition of Terms

Emotional intelligence: is an ability, capacity, or skill to perceive, access and manage the emotions of oneself, of others, and of groups

Academic Performance: is a state or quality of excelling in tests, in course work and performance in internal and external examinations of secondary school students.

Secondary School: this is a social institution in which group of individuals are brought together to share educational experience after primary school and before higher education

Junior Secondary School Students: these are teenagers and adolescents with the class range of J.S.S 1 – 3

Emotional Stability: is 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.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In order to learn the essence of this chapter there is the need to review other studies or works that are related to the effects of emotional intelligence stability on the academic performance of junior secondary school students in Ilorin West LGA, Kwara State. This was carried out under the following sub-headings:

- Concept of Emotional intelligence
- . Effects of Emotional intelligence on academic performance of students
- Theoretical framework
- Empirical Framework
- Factors that affects emotional intelligence
- Appraisal of the reviewed literature

Concept of Emotional intelligence

Emotional intelligence refers to the ability to monitor one's own emotions, to discriminate among them, and to use this information to guide one's thinking and actions (Mayer & Salovey, 1997). Although different models have been proposed, most of them share the idea of it being a construct that reveals the important and necessary relationships between cognition and emotion. The literature makes a differentiation

between “trait” and “ability” models. Under ability models, emotional intelligence is considered a mental ability. Specifically, one’s actual ability to recognize, process, and use emotion-laden information. It is a general cognitive-emotional ability that includes a set of skills such as perception, expression, understanding, and regulation of one’s emotions. This conceptualization is mainly represented by Salovey and Mayer’s model (Mayer et al., 1999; Mayer et al., 2002).

Emotional intelligence is one of the pertinent factors influencing achievement of students in science and physics in particular. This is in agreement with the submission of Connor (2018) who identified ten qualities of an emotional intelligent person as empathy, self-awareness, curiosity, analytical mind, belief, needs and want, passionate, optimistic, adaptability, and desire to help others to succeed. Empathy is the ability to understand or feel what another person is experiencing. It also refers to as thoughtfully considering other students' feeling in the process of making decisions (Goleman, 2004). For students to be effective and efficient, they need empathy to develop and keep good interpersonal relationship with other students.

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).

Emotional Stability is measured as the mark to which a person is well familiar, cool, and threatened. Emotional stability is the effective factor of personality patterns, and it also helps in governing of emotional development. An individual who is skilled in controlling emotion in an extreme situation is an emotionally stable individual. Smitson (1974) said Emotional stability is the process in which the characters of an individual constantly struggle for greater emotional health. Emotional stability is fundamentally a measure of anxiety against wellbeing, where emotions are skillful rather than highly variable. Only emotionally stable people can involve true empathy, and empathy is a prime requirement for a successful social relationship (Sheema (2005)).

Emotional intelligence is a term comparable to such others as verbal-comprehension intelligence, perceptual organizational intelligence, or broad-visualization intelligence (Carroll, 1993). Emotional Intelligence, these are the following dimensions of Emotional Intelligence:

1. Self Confidence
2. Emotional Self Responsiveness
3. Attainment
4. Emotional Self Governor
5. Developing the others

6. Conflict management According to a report from the National Centre for Clinical Infant Programs, the most serious element for a student's success in school is an acceptance of learning abilities. (Emotional Intelligence, 1935.) The key ingredients for this understanding are:

1. Self-assurance
2. Interest
3. Intentionality
4. Self-discipline
5. Skill to co-operate and to work in a team
6. Capacity to communicate

Emotional intelligence is a substantial factor for Academic Achievement, hence raising their level of academic achievement by supporting them to accomplish their emotions well and find the ability to adjust their fear worry frustration. The study by Hamdallah (2005) intended to recognize problems in classroom management and their causes and recognized student behavioral problems, which hamper the learning process in UNRWA schools in Jordan in the school year 2004-2005.

The results of the study display that the scope to which teachers challenged general problems was low. Major universal problems which face teachers of the first

three classes were: to uphold students' attention and participation in the learning process, the ability of the teacher to evade and stop unwanted behavior, and the cooperation of teachers and school administration to develop a number of school rules which control students' behaviors in the classroom and the school and to find the physical environment which is appropriate for learning to take place and developing a positive relationship between teachers and school administration.

The most important reasons which take part in the existence of problems from the teachers' point of view are the large numbers of students in the classroom, the effect of economic and social environments of students on following their school work, and a large number of family members and its negative effect on the ability of parents to bring up their children. (Mayer and Salovey, 1997) These things are very important for a teacher to make herself emotionally intelligent and stable. If a teacher has emotionally stable in her class, they teach well, and it is affected on academic performance of the students. If a teacher has this thing, then she is teaching well.

- i. Emotional self-control
- ii. Emotional self-awareness
- iii. Achievement
- iv. De Self-confidence
- v. Developing others

Self-awareness means the ability of a student to have a deep understanding of his or her feelings, strengths, weaknesses, needs, and passion. Student with high self-awareness are said to be honest with themselves and with other students. Varunpa (2013) opined that such students usually speak precisely in specific terms and are open about their feelings and also like to discuss how their feeling impact their academic work. He further argued that students who are able to recognize how their feelings affect them, other students, and their academic performance are in a good position to achieve high academic scores both at the internal and external examinations.

Another experimental study was done by Mayer, Caruso & Salovey (1999) on investigative emotion in stories. This study also reinforced the presence of the fundamental developing factor (intelligence). Thus, the psychologists established through many researches a class or classes of intelligence existing beyond the verbal and performance intelligence. They continued to find out the rationale of the answer to their question and continued to examine the inter-correlation of new class or classes of intelligence with the existing measures of intelligence. Theories of Emotional Intelligence Theories of intelligence not only specify expert thinking and research work (Lohman, 2003), but also provide a great agreement of information to deliberate individual differences that exist among students in every classroom (Dickinson, 2000).

There are certain theories of intelligence: Theory of Bar-On (1988) Bar-On introduced his theory of emotional intelligence in 1988 and developed the term emotional

quotient (EQ) as a resemblance to intelligence quotient (IQ). His theory is regarded as a theory of psychological wellbeing and adaption. The theory is contained of specific emotional abilities that affect a person's overall ability to effectively cope with environmental demands. Bar-On constructed a self-report emotional quotient inventory (EQ-I), which is used to examine an individual's emotional and social intelligence (Bar-On, 2000). Theory of Mayer & Salovey (1997) The theory of Mayer and Salovey appeared in 1997 and fascinated on four branches of skills that establish an emotionally intelligent person. These include a person's ability to handle emotions use emotions to allow thinking and observe emotions exactly in oneself and others (Mayer, Caruso and Salovey,2004). Mayer, Salovey, and Caruso (2004) designated that the theory mix Mayer, Salovey emotional Intelligence Test (MESCET), which planned to assess the four branches of emotional intelligence.

Theory of Goleman (1998) Goleman (1998) presents the theory of emotional intelligence. He considers emotional competencies as an educated skill based on emotional intelligence that helps individual to perform well. Goleman's (2002) lodgings light on the practical implementation of his emotional intelligence theory in different schools all over the world e.g., in Shanghai, sixty schools are practicing emotional intelligence-based curriculum. He remarks on one particular class where students work in teams, and in case of earnest talk among members of teams, they don't fight and go into separate rooms to calm down themselves and then work together again. In Connection, the second graders have developed feeling circles where they gather and segment their

feelings. Another school in California's keepcalm method is employed for a violent child to retain him/her calm. As soon as he feels to lose his foiling, he uses the keep calm method and gets emotional stability.

Emotional Intelligence in Everyday Life Emotions are very important in our life. We, the human beings, do a lot of workdays that are related to our emotions. Emotions are very significant in everyday life. When we are jerking something or making some decision, we need to be emotionally stable. We need to regulate our emotions in every decision. When teachers start to teach their students, it is important that he or they will be emotionally stable. Emotions in Teachers' Life Teachers are the pillars of any society. They also the backbone of any society; they give the right track of life. In our society, teachers have a very significant role.

Teachers are definitely human beings; they have emotions. When a teacher comes in class, they come with all of their potential. When a teacher is giving some lecture to their students, it is important that they should be emotionally strong. They should have command on her subject. It is needed that whether a teacher is in class or in the staff room, they should know how to behave and where to behave? A teacher who is emotionally strong shows a good teacher is not only in the classroom but also outside of the classroom. If a teacher behaves negatively with their students, they can't attain their goals. (Hargraves, 2002). the teacher should switch their emotions in the workplace. They should know the organization and guideline of emotions.

Effects of emotional intelligence on academic performance of students

Emotional Stability is measured as the mark to which a person is well familiar, cool, and threatened. Emotional stability is the effective factor of personality patterns, and it also helps in governing of emotional development. An individual who is skilled in controlling emotion in an extreme situation is an emotionally stable individual. Smitson (2014) said emotional stability is the process in which the characters of an individual constantly struggle for greater emotional health. Emotional stability is fundamentally a measure of anxiety against wellbeing, where emotions are skillful rather than highly variable. Only emotionally stable people can involve true empathy, and empathy is a prime requirement for a successful social relationship. (Edun & Akanbi, 2008).

Role of self-efficacy

Significantly, academic self-efficacy was found to be a highly effective mediator between emotional clarity and repair, and the many aspects of academic engagement. This mediation significantly enhanced behavioural and emotional involvement while reducing behavioural and emotional detachment. Students with high emotional clarity can better comprehend their emotional responses to academic problems, allowing them to retain a positive attitude and persevere in their efforts. Similarly, those with excellent emotional repair skills can recover more rapidly from setbacks and stress, allowing them to stay motivated and engaged in academic activities.

Chang and Tsai (2022) constructed a model to examine the correlation between emotional intelligence, learning motivation, self-efficacy, and academic accomplishment in university students. The objective of the study was to investigate the impact of emotional intelligence on learning motivation, self-efficacy, and academic accomplishment, particularly in the setting of online courses. The study also examined the role of self-efficacy as a mediator between learning motivation and academic accomplishment, as well as whether emotional intelligence indirectly influences academic achievement through its impact on learning motivation and self-efficacy.

The primary objective of a study by Tang and He (2023) was to examine how self-efficacy acts as a mediator in the connection between emotional intelligence and motivation for learning. It emphasised that self-efficacy, which refers to an individual's overall assessment and assurance in their capacity to act, can impact cognitive growth and inspire individuals to engage in constructive behaviours. Another study by Adeyemo and Adeleye (2008) revealed that self-efficacy can operate as a mediator between emotional intelligence and learning motivation. This implies that a higher level of emotional intelligence can enhance self-efficacy, which subsequently has a favourable influence on learning motivation among college students.

This study stresses the importance of self-efficacy in understanding the relationship between emotional intelligence, psychological well-being, and academic achievement. Emotional intelligence, which includes skills like emotional clarity and repair, enables people to better understand and control their emotions (Delhom, 2020).

This, in turn, increases their self-efficacy, or belief in their ability to complete specific tasks or obstacles. High self-efficacy improves psychological well-being by instilling a sense of control and decreasing anxiety, stress, and other unpleasant emotions. When kids believe in their skills, they are more likely to engage fully with their academic work, persevere in the face of adversity, and perform better academically.

Role of motivation

Within the realm of higher education, academic motivation plays a pivotal role in shaping students' educational achievements and general state of being. In academic settings, motivation is commonly characterized as the internal force that compels individuals to participate in educational activities, persist in the face of difficulties, and attain their educational objectives (Amrao, 2011). This inherent drive not only guides behavior towards certain objectives but also maintains the commitment and drive devoted to these pursuits over a period of time. University students' motivation can be impacted by several aspects, such as their personal inclination towards the subject matter, the perceived significance of academic achievement, and the support and acknowledgment they receive from the educational setting.

Emotional intelligence is crucial in influencing academic motivation (Chinyere, 2022). Individuals that possess a high level of emotional intelligence have a greater ability to comprehend and control their own emotions, as well as recognize and react to the emotions of others. This capacity enables individuals to sustain an optimistic perspective, efficiently manage stress, and adjust to evolving circumstances and

obstacles. For instance, Emotional intelligence can assist a student in identifying emotions of dissatisfaction and employing effective techniques to sustain motivation when encountering challenging situations or academic obstacles (Tortosa et al., 2023). Moreover, students that possess emotional intelligence tend to have heightened empathy and proficiency in their communication, so fostering improved relationships with both peers and educators (Chan, 2022). Consequently, this leads to enhanced motivation through heightened social support and active involvement within the academic community.

This study proposes that motivation plays a vital role in the connection between emotional intelligence and psychological well-being and academic accomplishment. It is hypothesized that motivation acts as a mediator in this relationship. In essence, a high level of emotional intelligence promotes increased motivation, which subsequently results in enhanced psychological well-being and academic achievement. The concept of the mediating role of motivation implies that by improving emotional intelligence, student well-being and academic performance can be enhanced indirectly through the initial elevation of their motivation levels. This idea highlights the significance of cultivating emotional intelligence abilities in educational environments, not only to promote emotional and social functioning, but also to boost academic results by increasing motivation.

Role of resilience

Academic resilience pertains to a student's capacity to successfully overcome difficulties, pressure, and hardships in educational environments while preserving or swiftly restoring their academic achievement (Romano, 2021). It has a crucial role in the achievement and persistence of university students, as it not only affects their capacity to handle academic requirements but also affects their overall educational experience. Resilient pupils possess the ability to persist in the face of obstacles, adjust to evolving situations, and derive knowledge from their mistakes (Shengyao, et al., 2024). Resilience is now widely acknowledged as a crucial quality that helps students succeed in their academic pursuits, especially in the ever-changing and frequently demanding setting of higher education.

Academic resilience is significantly influenced by emotional intelligence (Ononye et al., 2022). Individuals that possess elevated levels of emotional intelligence demonstrate superior abilities in perceiving, comprehending, and controlling their own emotions as well as the emotions of others (Rudd, et al., 2021). Emotional awareness and control are crucial for effectively managing stress and developing problem-solving skills, both of which are vital aspects of resilience (Namziandost, et al., 2023). For example, a student with high emotional intelligence may utilize their comprehension of emotional dynamics to sustain motivation and concentration when confronted with academic obstacles, or to actively pursue supportive connections that enhance their ability to bounce back from adversity. Furthermore, the self-regulatory component of emotional

intelligence empowers pupils to uphold a favourable mindset and outlook, helping them to recover swiftly from failures and losses.

The correlation between resilience and psychological well-being is extensively documented (Imjin 2017). Students who possess resilience are more inclined to sustain a consistent psychological state, so safeguarding themselves against mental health conditions like anxiety and depression (Elattar et al., (2024). Resilience in academic settings empowers students to effectively handle the stress that comes with demanding academic tasks and social pressures, therefore promoting their general mental health and well-being (Beri and Dorji, 2021). Psychological stability is essential for both personal satisfaction and academic success, since it plays a vital role in maintaining engagement and tenacity in one's studies (Suny and Liu, 2023).

This study proposes that resilience plays a mediating role in the relationship between emotional intelligence and psychological well-being and academic accomplishment. The study acknowledges the substantial effects of emotional intelligence on resilience, as well as the benefits of resilience on both psychological well-being and academic achievement. This theory posits that enhancing students' emotional intelligence could indirectly bolster their well-being and academic achievement by initially fortifying their resilience (Nastasa et al., 2022). By cultivating emotional intelligence, educational programs have the potential to enhance the ability of students to bounce back from challenges, leading to improved academic performance and

psychological well-being (Elattar et al., 2024). This highlights the crucial role of resilience in the success of university students.

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)

Theoretical Frame work

This study is based on the emotional intelligence theory of Daniel Goleman (1998). He proposed that emotional intelligence is an array of abilities and skills that drive performances, and it consists of five components which are self-awareness, self-regulation, self-motivation, empathy, and social skill.

Component One: Self-awareness is an act of knowing one's feelings, weaknesses, strong point, zeal, and core values and knowing how such characteristics affect others while taking decisions. Physics students are therefore required to be aware of their emotions and how it affects others during and after academic activities. In a physics class where the

students are not happy to learn, they are emotional imbalance and disturbed, such students will not concentrate to learn nor contribute during the class activities and such will performed poorly.

Component Two: Self-regulation is the ability to control feelings and impulses and adjust to unforeseen circumstances. It is germane for physics students to be able to control and adjust their feeling which is a major factor in effective learning. A physics student who is emotional imbalance will not able to concentrate on learning and as such performed poorly in physics.

Component Three: Self-motivation is an internal quality that drives one to achieve a set goal. A self-motivated Physics student will passionately pursue his/her academic goals. Such Physics students are zealous about solving physics problem and make meaningful contributions in the class.

Component Four: Empathy is an act of knowing, comprehending, and putting into consideration other people's emotion when making decision. A physics student who exhibits an empathy feeling will put other class mate into consideration when solving problem and share the solutions with them. He will be ready to share idea with others and likewise learn from them as they cooperatively solve physics problems together.

Component Five: Social skill is the ability to manage, direct and control other peoples' emotions to achieve a desire goal. This skill is a paramount skill for all senior secondary

physics students, a physics student with social skill will be able and ready to work with other class mate irrespective of their background. Such physics student will be ready to learn from other class mate and his teachers and as such will performed better in his or her examinations.

Empirical Framework

The following researchers; Abisamra (2000), Bar-On (2006), Tella and Tella (2003), Adeyemo (2007), Ogundokun and Adeyemo (2010), Maizatul, Norhaslinda and Norhafizah (2012), and Oyewunmi, Osibanjo and Adeniji (2016) worked on emotional intelligence and found that cognitive intelligence, toughness, determination, and vision are insufficient to maintain and keep track of students' excellence academic achievement. They reported that Emotional Intelligence are found to be significantly and positively associated with students' academic achievement. Truly, excellence students are distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill.

Oyewunmi, Osinbajo and Adeniji (2016) investigated emotional intelligence and academic performance of students and reported that there is a significant relationship between emotional intelligence and students' academic performance. They also reported that emotional intelligence predicts students learning outcome. Maizatul, Norhaslinda, and Norhafizah (2012) studied the influence of emotional intelligence on academic achievement. Their study revealed that the students that were used for the study have

high a level of emotional Intelligence and are found to be significantly and positively associated with their academic achievement.

Amalu (2018) researched on emotional intelligence as predictor of academic performance among secondary school students in Makurdi metropolis of Benue state and reported that students' self-awareness of their emotion, empathy, social skill, selfmotivation and self-regulatory which are the component of emotional intelligence, significantly contributed to the success of the student academic achievement. Ogunsaju, Adeyanju, and Oshinyadi (2015) also reported that emotional intelligence significantly influenced the academic achievement of students.

Factors that affects emotional intelligence

Emotions play a very important role in human interactions. Emotions not only impact our social interactions but much of decision making as well. Sivaraman sriram and Xiaobu yuan (2012) proposed an improved approach for classifying emotions using customized decision tree algorithm. As emotions relates to learning and expansion, researchers argued the connection between emotions and way of thinking. Emotions can override thoughts, transform relationships and strongly convince actions. Emotional intelligence permits to connect the power to understand ourselves, succeed over challenges and construct tough relationships.

Trait (or mixed) models conceptualize emotional intelligence as a cluster of psychological constructs that include emotional skills, personality traits, motivational factors, and social factors (Bar-On, 2006; Petrides et al., 2007). Rather than just a cognitive ability, it is shown as a set of emotion-related self-perceptions, referring to one's competence to use, understand, and regulate emotions, and such perceptions are linked to other psychological constructs such as personality traits, motivational, or social factors. Both models rely on sufficient empirical support and coexist side by side in the areas of both empirical and applied research (Qualter et al., 2011). In this study, emotional intelligence is conceptualized in accordance with the ability model, as we consider the actual "competence" with a multi-dimensional measure based on performance on various tasks.

Emotional intelligence, which is essential for the good processing and managing of emotional information, can be regarded as a psychological resource (Di Fabio & Saklofske, 2014; Görgens-Ekermans et al., 2015; Sánchez-Álvarez et al., 2020). These resources refer to positive psychological variables that foster positive states and reduce negative ones, protecting against the detrimental impact of threatening or stressful situations (Hobfoll et al., 2003). According to the scientific literature, emotional intelligence promotes the psychological well-being, adjustment, and mental health of students as it provides them with the necessary skills to deal with daily challenging

situations (Fernández-Berrocal & Extremera, 2016; Molero et al., 2020; Sánchez-Álvarez et al., 2015).

Moreover, the beneficial effects of emotional intelligence extend beyond health and emotional well-being. At the academic level, several studies (MacCann et al., 2020; Perera & DiGiacomo, 2013; Sánchez-Álvarez et al., 2020; Van Rooy & Viswesvaran, 2004) have found emotional intelligence to be positively associated with academic achievement, suggesting that greater emotional intelligence entails increased academic success. In an attempt to understand the mechanisms that could explain this relationship, some variables have been studied (e.g., resilience, flourishing, the teacher-student relationship, self-directed learning, etc.), all of which would be mediators of this relationship (Chamizo-Nieto et al., 2021; Droppert et al., 2019; Trigueros et al., 2019; Zhou et al., 2020). However, such mechanisms are complex, and their logic remains unclear. Determining what factors are involved, as well as their interrelationships would be useful to understand the emotional intelligence-academic achievement link and develop specific instructional measures to reinforce such factors, ultimately leading to (potentially) better educational outcomes.

The most common approach to the emotional intelligence-academic achievement relationship appeals to the positive impact of emotional intelligence on the management of stress and other negative emotions, favoring students' adaptive capacity as well as promoting their social skills (Chamizo-Nieto et al., 2021; MacCann et al., 2020; Molero et

al., 2020; Sánchez-Álvarez et al., 2020). However, emotional intelligence also has positive effects on the cognitive and motivational processes involved in learning that have, to date, been neglected when interpreting such relationships. Specifically, individuals with high emotional intelligence exhibited greater motivation to achieve goals (Kumar et al., 2013; Tam et al., 2021), also using more and better learning strategies (Hasanzadeh & Shahmohamadi, 2011; Inglés et al., 2017; Nieto et al., 2024; Vega-Hernández et al., 2017), which are fundamental factors for academic achievement.

Traditionally, the assessment of academic achievement has been approached using exams and a variety of evaluation tests for the different subjects throughout the academic year. It is usually expressed as average scores of the grades obtained in different subjects (e.g., GPA, SAT, etc.), reflecting a student's relative position with regard to his or her peers (Richardson et al., 2012). It is considered a good predictor of an individual's functioning both in other contexts and throughout life (e.g., better employment rates, greater success in life) (Droppert et al., 2019), which has made efforts to learn the factors that promote it a constant object of psychological research (Winne & Nesbit, 2010). Although it was initially only linked to variables of an intellectual nature (e.g., IQ), it is currently well acknowledged that other personal factors (e.g., cognitive, motivational, etc.) and contextual aspects (e.g. family, school, etc.) are also involved in it (MacCann et al., 2020; Richardson et al., 2012).

As regards personal factors, academic achievement results from a combination of intellectual (e.g., IQ) and non-intellectual variables (e.g., personality traits, motivational factors, self-regulatory learning strategies, etc.). Among non-intellectual predictors, motivation and learning strategies are highlighted as essential constructs for academic work (Zimmerman, 2008). “Motivation” precedes and accompanies learning; it is key to establishing learning goals and trying to achieve them (Everaert et al., 2017; Pintrich, 2003; Zimmerman, 2008). The expectancy-value theory (Eccles & Wigfield, 1995, 2020), one of the most empirically supported models (Musu-Gillette et al., 2015; Pintrich & Groot, 1990), focuses on students’ success expectancies (individuals’ perceptions about how well they will perform in a future achievement task) and the value (the importance a student assigns to a task and is defined by intrinsic motivation, interest, and attainment) they attach to a task to examine the differences in motivation and subsequent academic outcomes. “Learning strategies” are the cognitive and metacognitive activities that students consciously and intentionally apply to the material they are learning and to the cognitive processes they are using to assimilate it (Broadbent & Poon, 2015; Puizziferro, 2008).

It comprises rehearsal, organization, elaboration, and metacognitive strategies (Richardson et al., 2012). Rehearsal entails shallow processing of information (e.g., rote learning), while the others involve a growing deepness in processing and learning. “Emotion” is another important personal factor in explaining academic achievement

(Pekrun, 1992, 2006; Pekrun et al., 2017; Pekrun & Stephens, 2010). Emotions are multifactorial processes that encompass different response subsystems such as affective, cognitive, motivational, expressive, and physiological response subsystems (Scherer, 2005).

Although with different degrees of intensity, value, or duration, emotions constantly accompany the person, and their presence is not trivial. Regarding the academic context, when completing tasks and working towards goals, students experience a broad variety of emotions (e.g., boredom, anxiety, helplessness, hope, etc.) that have several effects. While positive emotions (e.g., joy, pride, hope, etc.) predict good academic achievement, negative ones (e.g., boredom, anxiety, etc.) do the opposite. However, most of the studies available have assessed the effect of discrete emotions (e.g., joy, hope, etc.), whereas the impact of “emotional well-being” on academic achievement remains unknown (Pekrun et al., 2017).

These factors have a complex effect on academic achievement, which manifests itself in various forms of interrelationships during academic work. Thus, the influence of emotions on academic achievement is associated with motivational and cognitive mechanisms. Emotions affect cognitive, motivational, and regulatory processes, mediating learning, and achievement (Pekrun, 1992, 2006; Pekrun et al., 2002), which means that emotions would not have a direct effect on academic achievement (Mega et al., 2014; Pekrun, 1992, 2006; Villavicencio & Bernardo, 2013) self-regulated learning,

and motivation to academic achievement. This model was tested with 5,805 undergraduate students. They completed the Self-Regulated Learning, Emotions, and Motivation Computerized Battery (LEM-B. Similarly, motivation comes from and accompanies goal setting and the use of learning strategies (Everaert et al., 2017; Zimmerman, 2008), which would show a rich interrelation among these factors during the learning process. However, despite its relevance, the mediating effect that emotions (emotional well-being), motivation, and learning strategies might have on the emotional intelligence-academic achievement relationship in students has not yet been studied.

The main purpose of this study is to delve into the mechanisms behind the emotional intelligence-academic achievement relationship, jointly assessing the potential mediating effect of emotional well-being (as a parsimonious construct of general positive affect), motivation, and learning strategies on such relationship. The order of the mediators is based on different theoretic suppositions that we have tried to tentatively explore. Assumptions such as that emotions (emotional well-being) are mediators of the motivational and cognitive factors (motivation and learning strategies) involved in learning (Pekrun, 2006; Pekrun et al., 2002) that do not have a direct effect on academic achievement (Mega et al., 2014); and on the presupposition that motivation is a factor that precedes and accompanies learning strategies (Everaert et al., 2017; Pintrich, 2003; Zimmerman, 2008). This implies that the effect of these mediators on academic

achievement would mainly take place via other mediators (serial mediation) rather than directly (specific mediation).

Appraisal of Reviewed Literature

In early 1940, David Wechsler has been discussing the concept of intelligence that encompasses both elements of the intelligence quotient of cognitive (intellectual) and non-cognitive intelligence (emotional). But only the cognitive aspects of the observations and the response received so rapidly, while non-cognitive aspects aside. Actually, earlier in the year 1920 E.L. Thorndike has talked about the concept of social intelligence that has been considered as the basic for the development of the theory of emotional intelligence (Goleman, 1995). Social intelligence is essentially the ability to understand other people what motivates them, how they work, how to work with them and the ability to act wisely in the relationship between human beings. Thus, self-awareness, empathy, and dealing with interpersonal relationships are the core of emotional intelligence is actually the basic elements of social intelligence.

In 1980, Dr. Reuven Bar-On began research to determine the success and the ability of a person in his life than anyone else. From the results of his research, he found a lot of intelligence and non-cognitive factors have contributed to the success of a person in his life. Later in 1985, Dr. Reuven Bar-On also coined the term EQ (Emotional Quotient) to reflect the approach in the assessment of general intelligence. He describes the emotional intelligence reflects one's ability to negotiate well with others and control over

their own sense of self. He also displays emotional intelligence reflects one's ability to negotiate with the daily environment challenges and helps predict the life of him , including career and personal affairs.

He also suggested there was a scale of five components of emotional intelligence is intrapersonal, interpersonal, stress control, the ability to adapt and general mood. The definition of emotional intelligence is widely understood sense of self and ability to handle those feelings without influenced by it, is able to motivate themselves to complete the work, creative, and strive to achieve the maximum level, notice the feelings of others and handle social relationships effectively (Higgs and Dulewicz,1999). Therefore, they suggested that the seven elements of emotional intelligence is self-awareness, the preservation of emotion, motivation, interpersonal sensitivity, persuasion, firmness and prudence with integrity.

Professor Howard Gardner is a study in the field of human intelligence has established a theory that explains the various intelligence quotient of the number owned by men. He discovered the existence of seven types of intelligence. Among the seven intelligences, two intelligence known as intrapersonal intelligence and interpersonal intelligence is a component that is included in emotional intelligence. Intrapersonal intelligence is the ability of someone to control himself through knowledge and understanding of feelings, desires, needs and personal goals. With the abilities of this, one can motivate himself, impulse control and bad faith, lack of acting hastily. While interpersonal intelligence is the ability and emotional sensitivity to the psychological

state of others. This ability helps a person to choose an adequate response, to feel empathy and communicate well with others. Clearly seen that the person who has these both intelligence and will be shaping a high emotional intelligence.

After that, the term emotional intelligence and academic writing exists in a series of John D. Mayer and Peter Salovey in 1990, 1993 and 1995. Mayer and Salovey (1993) was the first to present an academic about their findings in the field of emotional intelligence. They define emotional intelligence as a kind of social intelligence that involves the ability to control the emotions of self and others, to distinguish between types of emotion, using information to guide thinking and actions of a person. According to them, emotional intelligence can be categorized into five aspects of the dominance of self-awareness, emotional management, self motivation, empathy and interpersonal skills.

- (i) Self-awareness of the self-observation and identification of a feeling when it appears.
- (ii) Emotional management is the feeling that it is sufficient to handle the behavior, recognizing the feelings behind.
- (iii) Self-motivation is a move to the goal of positive emotions, better self-control and to delay gratification and impulse weakens.
- (iv) Empathy is sensitive to the feelings of others, caring and accepting their perspective and appreciate the differences that exist in the feelings of others.
- (v) Interpersonal skills to control the emotions of other people, have social competence and social skills. Later, Mayer and Salovey (1997) refine the

definition of emotional intelligence as "the ability to detect emotions, to enter and create emotions that help thinking, to understand emotions and emotional knowledge acquired, always thought to control emotions to promote emotional and intellectual development. " They believe the combination of the idea that emotion makes thinking smart and intelligent thinking about emotions.

Again, Mayer et al. (2008) stated that some individuals have a greater capacity than others to carry out sophisticated information processing about emotions and emotion-relevant stimuli and to use this information as a guide to thinking and behavior. Derived from this statement, it seem that individuals with high emotional intelligence pay attention to, use, understand, and manage emotions, and these skills serve adaptive functions that potentially benefit themselves and others. The term emotional intelligence became popular and mainstream in the discussion of intelligence exists only after the publication of Daniel Goleman in 1995. He discussed that IQ contributes only 20% in the success of life and the rest by other factors. These factors may include emotional intelligence, luck and social class. He believes that emotional intelligence has a stronger influence in IQ. Moreover, emotional intelligence can be enhanced if taught in a certain way. Goleman (1995) defines emotional intelligence as the ability to understand the sense of self and others, to motivate themselves and regulate emotions in both self and personal relationships with others. Based on the above statement, the researcher developed a model attempt to describe the relationship between five elements of emotional intelligence and academic performance.

CHAPTER THREE

RESEARCH METHOD

The purpose of this study is to examine the effects of emotional intelligence stability on academic performance of junior secondary school students in Ilorin West LGA, Kwara State. The chapter explains the procedure used in carrying out this study. The chapter will discuss under the following; research design, population of the study, sample and sampling techniques, research instrument, validity and reliability of the instrument, procedure for data collection and method of data Analysis.

Research Design

This study adopted descriptive research design of the survey type. The design was considered to be appropriate because the researcher is interested in finding out the effects of emotional intelligence stability on academic performance of junior secondary school students in Ilorin West LGA, Kwara State. Oladunni (2005) submitted that descriptive survey design explains and interprets current issues and existing conditions, identifies problems and prevailing practices and make comparison and evaluation for factual collection of information which tends to be economical for independent research.

Population of the Study

The term population is used in research to refer to the entire number, groups, objects and elements which the researcher used to obtain information (Daramola, 2007).

The target population for this study comprises of all Junior Secondary School students of both (male and female) in Ilorin West Local Government Area, Kwara State.

Sample and Sampling Technique

The sample that will be use for this study comprises of one hundred (100) respondents (male and female) who will be selected from ten public junior secondary school in Ilorin west LGA, Kwara State. The random sampling technique will be used to select ten (10) students from each of the selected schools.

The following are the list of selected schools

1. Local Government Junior Secondary Odo
2. Government Day Junior Secondary school Adeta
3. Sheikh Abdulkadir Junior Secondary Schools
4. Barakat Community Junior Secondary school
5. Ilorin Grammar School

Research Instrument

The research instrument that will be used for this study is a researcher's developed questionnaire tagged "questionnaire on the effect of emotional intelligence stability on academic performance of junior secondary school students in Ilorin West LGA, Kwara State. The instrument consisted of two sections (A and B). Section A requested for the demographic information of the respondents while section B containing twenty items elicited information on the effects of emotional intelligence stability on academic performance of Junior secondary school students. The questionnaire was drawn on a four-point Likert rating scale type of strongly agree (SA), = 4, agree (A) = 3, disagree (D) = 2, strongly disagree (SD) = 1.

Oguniyi (2003) believed that the Likert rating scale technique enables the respondents to indicate the degree of their beliefs in a given statement and encourages them to express their thought freely.

Validity of the Instrument

Validity is the extent to which an instrument or test measures what it purports to measures (Abiola, 2007). In order to ensure the validity of the instrument, a draft of the researcher's developed structured questionnaire will be given to the researcher's supervisor and three (3) experts in the field of education in Kwara State College of Education, Ilorin. Their comments, suggestions and corrections will be carefully studied and used to improve the quality of the research instrument that will be used for the study.

Reliability of the Instrument

To establish the reliability of the instrument the researcher will used test re-test method in which a set of validated twenty (2) copies of questionnaire will be administered to a set of respondents (students) who are not part of the main study in a public junior secondary school. The same set of questionnaire will be re-administered after the interval of two (2) weeks to the same respondents (students) and the result of the first and second administration will be analysis using t-test statistical tools.

Procedure for Data Collection

The researcher obtained a letter of introduction that was duly signed from the Head of department in Kwara State college of Education, Ilorin to gain recognition and have access to the participants for the purpose of this study.

Permission to conduct the study was obtained from the administrative of the school in addition; a written of permission to administer the questionnaire was also obtained from the selected school principals. The questionnaire will be administered by the researcher and three trained employed research assistants who were trained for two weeks on the administration of the research instrument.

Method of Data Analysis

The completed questionnaire were collected, sorted, coded and analyzed using descriptive statistics of frequency counts and percentage for demographic data of the respondents. Inferential statistics of t-test will be used to analyse the data collected which will be used to test the stated hypotheses set for the study at 0.05 alpha level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

This study investigates on the effects of emotional intelligence stability on academic performance of junior secondary school students in Ilorin West LGA, Kwara State. The findings are presented in this chapter based upon the data collected from 100 respondents that filled and returned the questionnaire.

Demographical data of respondents

Table 4.1: Showing Demographic Data of the Respondents based on Gender, Age, Class and Religion

S/N	Variable	Frequency	Percentage %
1.	Gender		
a	Male	55	55
b	Female	45	45
	Total	100	100.0
2.	Age		
a	10 – 15	19	23
b	16 – 20	61	51
c	Above 20	20	26
	Total	100	100.0
3.	Class		
a	JSS I	30	30
b	JSS II	40	40
c	JSS 3	30	30
	Total	100	100.0
4	Religion		
a	Islam	60	60
b	Christianity	40	40
c	Others	0	0
	Total	100	100.0

Source: Field Survey 2025

Table 4.1 above shows that out of 100 respondents, 55 representing 55% were male, while 45 representing 45% were females. The table also shows that out of 100 respondents, 19 representing 19% are in the age range of 10 – 15, while 61 representing 61% are in the age range of 16-20 years and 20 representing 20% are above 20 years. The table also shows that out of 100 respondents, 30 representing 30% SS I students, 40 representing 40% are in SSII Students and 30 representing 30% are SS III students. The table also shows that out of 100 respondents, 60 representing 60% are of the Islamic religion and 40 representing 40% are of the Christianity religion while 0 representing 0% are of other religion.

Test of Hypothesis

HO₁: There is no significant relationship between emotional intelligence stability and academic performance of junior secondary school students in Ilorin West

Table 2: t-test Analysis Showing Significant Difference between emotional intelligence stability and academic performance

Variables	N	Means	SD	Df	T-Cal. Value	T-critical Value	Decision
Emotional intelligence stability	60	27.4600	7.9123	99	1.98	0.996	HO ₁ is rejected
Academic performance	40	22.6851	6.8241				

Source: Field Survey, Adeleke Muniroh, 2025

Table shows that the calculated r-value is 1.98 while the critical r-value is 0.996 with 99 degree of freedom. Since the calculated r-value is greater than the critical r-value,

this implies that the hypothesis 1 is rejected that there is no significant difference between emotional intelligence stability and academic performance of junior secondary school students in Ilorin West LGA, Kwara State.

HO₂: There is no significant relationship between academic performance of junior Secondary school students and emotional intelligence stability in Ilorin West

Table 3: Showing t-test analysis on significant relationship between academic performance of junior Secondary school students and emotional intelligence stability in Ilorin West

Variables	N	Means	SD	Df	T-Cal. Value	T-critical Value	Decision
Academic Performance	50	26.3000	7.61376	99	1.98	0.989	HO ₂ is rejected
Emotional intelligence Stability	50	25.2600	7.81106				

Source: Field Survey, Adeleke Muniroh, 2025

Table 3, shows that the calculated r-value is 1.98 while 0.989 with 99 degree of freedom. Since the calculated r-value is greater than the critical r-value, this implies that the hypothesis 2 is rejected that there is significant relationship between academic performance of junior Secondary school students and emotional intelligence stability in Ilorin West.

HO₃: There is no significant relationship between the factors that affects emotional intelligence stability and academic performance of junior secondary school students in Ilorin West.

Table 4: Showing t–test analysis on significant relationship between the factors that affects emotional intelligence stability and academic performance of junior secondary school students in Ilorin West

Variables	N	Means	SD	Df	T-Cal. Value	T-critical Value	Decision
Factors affecting emotional Stability	25	14.4800	8.50928	99	0.935	1.97	HO ₃ is accepted
Academic Performance	75	23.5867	5.37835				

Source: Field Survey, Adeleke Muniroh, 2025

Table 4 shows that the calculated r-value is 0.935 while the critical r-value is 1.97 with 99 degree of freedom. Since the calculated r-value is less than the critical r-value, this implies that the hypothesis 3 is accepted that there are significant relationship between the factors that affects emotional intelligence stability and academic performance of junior secondary school students in Ilorin West.

Discussion of findings

The hypothesis one that stated there is no significant relationship between emotional intelligence stability and academic performance of junior secondary school students in Ilorin West LGA, Kwara State. The result of the hypothesis one found to be significant due calculated r-value is 1.98 while the critical r-value is 0.996 with 99 degree of freedom. Hence, the finding signifies that there is no significant difference between workplace discipline and organizational performance. According to Maalouf, Hallit (2022) and Shafait, Khan (2021), emotional intelligence serves as a significant indicator of different types wellbeing, health, and overall quality of life.

Hypothesis Two: There is no significant relationship between academic performance of junior Secondary school students and emotional intelligence stability in Ilorin West. From the finding of result hypothesis two shows that there is significant relationship between academic performance of junior secondary school student. It is in line with the view of (Ciarrochi, Chan and Caputi, 2000). They also posited that emotional intelligence may protect people from stress and lead to better adaptation. They opined that an objective measure of emotion management skill is associated with a tendency to maintain an experimentally induced positive mood which has obvious implication for preventing stress. Again, Bar-On (2000) found that there was a moderate yet significant relationship between emotional and social intelligence and psychological health.

The third hypothesis also stated that there is no significant relationship between the factors that affects emotional intelligence stability and academic performance of junior secondary school students in Ilorin West. The result finding of hypothesis three shows that significant factors affect workplace discipline in an organization. At the academic level, several studies (MacCann et al., 2020; Perera & DiGiacomo, 2013; Sánchez-Álvarez et al., 2020; Van Rooy & Viswesvaran, 2004) have found emotional intelligence to be positively associated with academic achievement, suggesting that greater emotional intelligence entails increased academic success.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study assesses the effects of emotional intelligence stability on academic performance of junior secondary school students in Ilorin West LGA, Kwara State

A descriptive research design of survey type was used for this study. The population of the study comprised all junior secondary school students Ilorin West LGA, Kwara State. Simple random sampling techniques were used to select 100 respondents. A researcher's designed questionnaire was used to gathered relevant information for the study. The instrument was validated by three (3) experts and tested for reliability through t-test statistical method. The instrument was administered by the researcher and three research assistants. The data collected were analyzed using descriptive statistics of percentage for personal data of the respondents while t-test statistics method was used to test the three null hypotheses postulated for this study at 0.05 alpha level significance.

Conclusion

For the fact that emotional intelligence is a strong predictor of academic achievement, it is necessary for the curriculum developers to integrate emotional intelligence into the curriculum of the learner. Based the findings of the study the following conclusion were drawn:

- i. There is no significant relationship between emotional intelligence stability and academic performance of junior secondary school students in Ilorin West
- ii. There is no significant relationship between academic performance of junior Secondary school students and emotional intelligence stability in Ilorin West
- iii. There is no significant relationship between the factors that affects emotional intelligence stability and academic performance of junior secondary school students in Ilorin West.

Implications of the Studies

The study implies that, Islamic studies teachers should be provided with adequate instructional materials such as current text books, modern teaching aids, audio visual materials as well as good physical structure like schools building and classroom to enhance effective teaching and learning of Islamic studies in senior secondary schools in Ilorin West LGA, Kwara State.

Recommendations

Based on the findings from this study, it is recommended that the government should encourage the development of a strong achievement motivation in the learners through the provision of appropriate counseling intervention programs and enabling environment. By so doing, the academic performance of the learners could be improved barring all other teaching-learning obstacles. For preparing learners to cope with the

dynamic and competing conducive environment it is essential to integrate emotional intelligence training into the school curriculum.

Other recommendations are as follows:

- (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

Limitations of the Study

The study is limited in terms of time, available financial requirements which is huge for the researcher to come by and problem of gathering information.

Suggestions for Further Studies

The topic for this study could be replicated in another discipline; it can also be carried out in another location.

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APPENDIX

KWARA STATE COLLEGE OF EDUCATION, ILORIN

DEPARTMENT OF ENGLISH LANGUAGE

**QUESTIONNAIRE ON THE EFFECT OF EMOTIONAL INTELLIGENCE STABILITY
ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL IN
ILORIN WEST LGA, KWARA STATE**

Dear Respondent,

This questionnaire is designed to elicit information on “the effect of emotional intelligence stability on the academic performance of junior secondary school in Ilorin West LGA, Kwara State”. You are requested to respond to the questions below. Such responses will be solely for academic purpose and will be strictly treated as confidential. The responses herein will be used for the purpose of this study only.

Thank you.

Yours faithfully,

.....

Adeleke Muniroh Agbeke

Instruction: Please fill tick (✓) the correct option(s) as appropriate

Consents Form

I am willing to take part in this study ()

I am not interested in this study ()

SECTION A – DEMOGRAPHIC INFORMATION

Instruction: Please fill in the gaps and tick (/) the correct option(s) as appropriate

1. **Age in years:** {a} 10 – 15years () {b} 16 – 20years () {c} 20years and above ()
2. **Religion:** {a} Islam () {b} Christianity () {c} Traditional ()
3. **Class:** {a} JSS I () {b} JSS II () {c} JSS III ()
4. **Ethnicity:** {a} Yoruba () {b} Hausa () {c} Igbo () {d} Nupe () {e} Others (specify) ()

SECTION B

Instruction: Kindly tick (/) the correct option as appropriate to you below.

Keys: SA - Strongly Agree A – Agree D – Disagree SD - Strongly Disagree

S/N	Items	SA	A	D	SD
1.	I do reason along with my classmates				
2.	I get angry with little issues among the students				
3.	I get angry with little things but do not keep malice				
4.	I am in the right frame of mind at school				
5.	I do have a bad mood at home before getting to school				
6.	The school management principal always makes me have a mood swing				
7.	My emotional stability does not affect my friendships in school				
8.	I do get angry anytime anywhere				
9.	My emotional status toward some teachers is the reason behind my failure				
10.	My emotional stability is the reason for my innovation and academic performance				
11.	I involve more when class work is about an interesting task				
12.	I value course material that is really challenging so I can learn new things.				
13.	I think my studies are not interesting so I keep my work to a limited extent.				
14.	I like to share ideas with my friends.				
15.	I feel inconvenient while communicating with other students				
16.	I am confident while participating in class discussion.				
17.	I feel satisfied when I communicate with my teachers				
18.	I feel confident while delivering a class presentation.				
19.	I am good at exploring new areas of knowledge related to a class assignment				
20.	I monitor my progress towards achieving my goals				