EMOTIONAL RESILIENCE AND ITS IMPACT ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OWERRI

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ABSTRACT: The study investigates emotional resilience and its impact on the academic performance of secondary school students. The purpose of the study was to examine the relationship between emotional resilience and academic performance among secondary school students. The study comprised a population of 32,068 students in secondary schools in Owerri Municipal Council of Imo State. A sample of 156 participants randomly selected from three secondary schools was used. The schools were randomly assigned to the two treatment conditions (emotional resilience training techniques) and control group. Questionnaires and achievement tests were employed to generate data for the study. Two research hypotheses were formulated to guide the study. The hypotheses were tested using a descriptive statistical method, analysis of covariance (ANCOVA) and Pearson product-moment correlation coefficient of 0.81 and 0.64, respectively. The study revealed that there is a positive relationship between emotional resilience skills and academic performance, such that developing the emotional resilience skills of a student will lead to the enhancement of his/her academic performance. Thus, there is a need to inculcate the development of emotional resilience skills into the school curriculum. This is considered important because of its impact on improving the academic performance of students. The findings of this study may assist stakeholders in the education sector in developing a better understanding of the effects of emotional resilience on the academic performance of secondary school students.

Keywords: Emotional Resilience, Academic Performance, Interpersonal Skills, Leadership Skills, Self – Management Skills

INTRODUCTION

The trend in the academic performance of secondary school students in Nigeria in the last two decades has become a major source of concern to all stakeholders in the education sector. This is so because of the great importance that education has on the national development of the country. There is a consensus of opinion about the fallen standard of education in Nigeria (Adebule, 2024). Parents and government are in agreement that their huge investment in education is not yielding the desired dividend (Adegbite, 2022). There is a mass decline in the achievement of students in both the National Examination Council (NECO) and the West Africa Senior Secondary Certificate Examination (WASSCE), (Dawa, Adamu & Olayomi, 2023). The annual releases of Senior Secondary Certificate Examination results (SSCE) conducted by the West African Examination Council (WAEC) depict the problematic nature and generalization of poor secondary school

students' performance in different school subjects especially mathematics and English language among secondary school students (Adesemowo, 2021).

Poor academic performance is an achievement that the examiner adjudges as falling below an expected standard. Academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and polity (Aremu, 2020). Morakinyo (2023) agrees that the falling level of academic performance is attributable to the teacher's non-use of verbal reinforcement strategy. Adegbite (2022) found out that the attitude of some teachers towards their job is reflected in their poor attendance to lessons, lateness to school, unsavoury comments about student's performance that could damage their ego, poor method of teaching and the like. Edun and Akanji (2018) asserted that poor academic achievement among our students is usually attributed to the school authority and teachers' attitude towards their work.

Oyinloye (2022) attributes the problem of poor academic performance to a low level of emotional resilience among secondary school students. He believes that "students who lack emotional resilience show some adjustive challenges or in some ways fail to handle effectively the demands of school work. Such students might be said to have little or no emotional resilience and may not be capable of attaining personal goals which include high academic performance." It is apparent that the primary focus of education is academic performance that has been measured using traditional Resilience tests or other forms of standardised examination, and schools cannot ignore or neglect the development of emotional domains and other personal factors contributing to the success of students (Nelson & Low, 2023). Educators need to build high-achieving, productive and healthy students, which can be achieved through a balance in the cognitive and emotional domains of learning. On account of this, Epstein (2018) and Le Doux (2022) suggest that both the cognitive and the emotional domains of student's academic development should be the primary goal of educating students. Cherniss (2024) stated that emotional resilience is necessary to improve performance and psychological well-being in school work. If emotional resilience skills are developed, strengthened and enhanced, students may demonstrate increased levels of personal, academic and career achievement (Vela, 2023). Emotional resilience, as determined by Nelson and Low (2019), has four major skills dimensions of emotional competencies, namely, interpersonal skills, leadership skills, self-management skills and intrapersonal skills.

Resilience refers to the process, capacity, or outcome of successful adaptation despite facing challenging or threatening circumstances. Similarly, resilience is characterised as the ability to exhibit positive adaptation patterns in the face of adversity (Cherniss, 2024). It is a psychological construct observed in certain individuals, allowing them to achieve success despite encountering difficult situations. Resilience embodies the capacity to bounce back and surpass obstacles, which is regarded as a valuable asset in human characteristics.

The significance of resilience as a determinant of a child's academic performance cannot be underestimated. It stems from an interest in identifying the distinguishing characteristics of individuals who thrive under challenging conditions compared to those who do not. Historically, economically disadvantaged students have faced a disproportionate risk of academic failure. However, despite the multiple mechanisms through which poverty impedes development and

psychological adjustment in these students, a notable percentage manage to overcome adversity, demonstrating competence despite economic hardships. They subsequently lead successful, well-adjusted, and productive lives (Cherniss, 2024).

Students must overcome numerous hurdles on their academic journey, including challenging coursework, demanding schedules, technological setbacks, and disruptive living situations that hinder studying. Additionally, they must learn to overcome negative behaviours and cultivate positive habits conducive to achieving their academic goals. Resilience plays a vital role in addressing these obstacles and promoting academic success. To confront their challenges and persevere through difficult times, students should focus on cultivating their academic resilience. While developing resilience won't eliminate their difficulties, it can empower them to tackle challenges with greater confidence. Academic resilience entails the capacity to persist despite encountering negative academic experiences. It involves students' ability to effectively navigate the academic challenges they encounter while learning a specific subject. Academic resilience contextualises the broader resilience construct and signifies an enhanced probability of educational success despite facing adversity.

Emotional Resilience is perceived as a type of aptitude that involves the ability to monitor one's feelings and that of others, to discriminate among them and to use this information to guide one's feelings and thinking (Salovey & Mayer, 2020). According to Weisenger (2018), emotional resilience is also defined as "the resilience use of emotions: one intentionally makes one's own emotions work for one by using them to help guide one's behaviour and thinking in ways that enhance one's result". Emotional resilience skills enable people to reduce negative stress in their lives, build healthy relationships, communicate effectively, and develop emotional health. Emotional safety is important at each stage of development. These same skills and competencies are critical to achieving academic and career excellence in life.

Nelson and Low (2023) identified the need for more effective development of emotional resilience skills when they stated that The students' qualitative, holistic, emotive and subjective experiences are critical to healthy growth and development. The emotional development of students does not seem important until the behaviour becomes problematic and reported. Familiar examples are under-achievement, bullying, attrition, school violence, absenteeism, substance abuse, lack of motivation and psycho-educational problems. Even though educators are compassionate, specific help is often absent, ineffective or too late. Proactive programmes to identify and develop emotional skills are needed to prevent problematic behaviours and not react to them after the act. Considering the claims of some of these studies that emotional resilience accounts for more of the exceptional achievements in students (Nelson & Low, 2023; Vela, 2023), the present study sought to determine emotional resilience and its impact in the academic performance of secondary school students.

Statement of the Problem

The decline in the academic performance of secondary school students in Nigeria has been a major source of concern to stakeholders and policymakers in the education sector. Measures taken by the government at various levels to eliminate this problem and improve students' academic

performance have focused more on improving infrastructure, equipping schools, and providing qualified teachers, which may not have produced the desired results.

Poor academic performance among secondary school students limits their potential for advancement in careers 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, the importance of students' emotional standards of performance may have been seen as missing, misunderstood, or neglected.

It is therefore necessary to interrupt the ugly trend of poor academic performance among secondary students by developing and enhancing their emotional resilience skills which have been observed to be major determinants of academic performance 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.

Purpose of the Study

The primary purpose of this study was to determine emotional resilience and its impact on the academic performance of secondary school students in Owerri. To achieve this purpose, it will:

1. investigate if there is any difference in post-test scores on academic performance among participants in the experimental groups and
2. establish whether there is any relationship between emotional resilience skills and academic performance among participants in the experimental groups.

Hypotheses

1. There is no significant difference in post-test scores on the academic performance of participants in the experimental groups
2. There is no significant relationship between emotional resilience skills and academic performance among participants in the experimental groups.

Limitation of the Study

The study was limited to public secondary school three (SS3) students of two locations randomly selected from Owerri Educational Zone 1. The variables considered were academic performance and emotional resilience skills which include interpersonal skills, leadership skills, self-management skills and intrapersonal skills.

LITERATURE REVIEW

Emotional Resilience

Resilience is "the ability and the capacity of a person to adapt well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress." It is a dynamic process in which biological, psychological, social, and environmental factors enable an individual to regulate their mental

health despite exposure to adversity at any period of life; that is, resilience can be acquired by anyone at any time (Abisamra, 2020). Even though resilience can be acquired, many biological and psychosocial factors contribute to it in an individual—either positively or negatively.

Emotional resilience is the ability to respond to and cope with demanding or unpredicted experiences and return to an improved emotional state. Emotional resilience is less about how much you can endure and more about ways to recharge after difficult situations, such as an argument with a friend or not getting the promotion at work. Building emotional resilience means improving the ability to adapt and recover from tough emotional experiences. It is a skill that adopts and encourages activities, such as mindfulness meditation and exercising to support maintaining good mental health and bouncing back after difficult experiences (Abisamra, 2020). Having emotional resilience requires time and attention, building resilience through activities, like spending time in nature or working on interests and hobbies. Most people live busy lives, so it can be difficult to squeeze time in to work on our emotional resilience. People who have emotional resilience are aware of their emotions and how they make them feel, such as understanding emotional triggers and the best ways to recharge after a long day. So, when they are faced with a difficult situation they are properly equipped to respond.

Resilience is the knack for adjusting to and rebounding from setbacks, whereas emotional intelligence is the aptitude for recognizing and controlling one's emotional responses. These two qualities are closely connected; people who are emotionally intelligent tend to exhibit greater resilience when confronted with obstacles (Adebule, 2024). Resilience, originating from the Latin word "resilire" meaning "to rebound," signifies the capacity to recuperate or return to normalcy after facing challenging situations (Abisamra, 2020). Emotional resilience is a multi-faceted concept. Though many interpretations are present in academic literature, the prevailing sentiment is the ability to overcome challenges, react appropriately, and find stability in the face of life's hurdles.

Understanding emotions

Emotions, whether positive or negative, are intricate constructs that involve changes in feelings, behaviours, and physical responses. They encompass various forms like sadness, anger, calmness, and joy, each influenced by different relationships and situations (Adegbite, 2022). Emotional intelligence relates to the capability to think accurately about emotions and utilise emotional understanding to enrich cognitive processes (Adesemowo, 2021). Emotional intelligence bridges cognitive and emotional aspects, allowing us to "think about feelings" and "feel about thinking." This aligns with the triune brain theory, which divides the brain into the neocortex for thinking, the midbrain for emotions, and the reptilian brain stem for basic functions (Aremu, 2020). Recent research indicates that although distinct, the emotional and logical parts of the brain are intricately linked and must collaborate for effective decision-making (Cherniss, 2024).

Managing Emotions

The gradual and quiet increase in mental health issues in the United States is reaching a level of seriousness comparable to a pandemic (Epstein, 2018). The incidence of depression is escalating

among working professionals, posing significant direct and indirect risks to employee health, organizational productivity, and the broader economic advancement of countries (Ledoux, 2022). Stress-related disorders, including anxiety, are primary causes of adult disability globally, accounting for a significant portion of doctor visits. Stress can intensify conditions like chronic diseases, autoimmune conditions, gastrointestinal diseases, cardiovascular disease, obesity, and mental health issues (Morakinyo, 2023). Anxiety and depression, both linked to mood-related brain anomalies, are interconnected with chronic stress and inflammation (Edun & Akanji, 2018). Positive emotional well-being reduces cardiovascular issues, independent of negative emotions. This could be due to healthier habits, physiological benefits, or better stress management in those with strong emotional health. Enhancing emotional strengths seems beneficial for overall health (Nelson & Low, 2023). Even for healthcare professionals, working in medicine and surgery is strenuous, frequently resulting in burnout. A significant amount of scholarly literature and research continually highlights a deficiency in frontline healthcare personnel's stress management training (Oyinloye, 2022). Emotional resilience, shaped by internal and external factors, is crucial for navigating work pressures. Workplace support networks and tools aid external influences, while internal factors like emotional intelligence and coping mechanisms also contribute. This interplay underscores the significance of emotional resilience in effectively managing workplace pressures (Smith, 2024). This not only reduces stress but also minimises errors that could potentially harm patients. Resilient individuals can perform optimally even under stress (Stottlemyer, 2022). Impact of emotional factors Behavioural economics emphasises the significant impact of small emotional factors on decision-making. Managing emotions improves decisions by relying more on the logical System. In this context, emotion regulation is seen as a blend of cognitive and emotional processes that guide one's responses to situations (Weisenger, 2018).

Emotional resilience is strongly linked to the academic performance of secondary school students, with resilient students generally showing better academic outcomes and higher levels of school engagement. Resilience helps students bounce back from academic setbacks, maintain motivation, and persist through challenging situations, ultimately contributing to improved grades and overall academic success. Emotional resilience is coping with and recovering from adversity, particularly in an academic context. It is about bouncing back from setbacks, maintaining motivation, and persevering through challenges. Resilience is often viewed as a multifaceted construct, including traits like perseverance, seeking help, and managing negative emotions. Resilient students are more likely to thrive in learning, achieve better academic results, and experience fewer social or psychological problems.

Academic Performance

Concept of Academic Performance

Academic performance is the term that indicates a student's achievement after completing a course or subject from an institution. It measures students' learning across various academic subjects, which is assessed by formative and summative assessments. Academic performance influences the student's concept by telling them how others judge him and how he rates himself in relation to others. They also affect the amount of time and energy he can spend on social activities, and this will affect how sociable he becomes. Academic performance contains cognitive, behavioural, and

psychological connotations. Ali (2019) argued that academic achievement could be divided into two aspects: namely, cognitive and non-cognitive outcomes; and psychological and behavioural outcomes; and psychological and behavioural outcomes. Ogwu (2015) and other scholars argued that in addition to cognitive ability, academic achievement also includes psychological factors such as intelligence, psychological change, perseverance. Mario (2022) believes that it can be divided into the following areas: knowledge, attitudes, values, skills, or appropriate behaviour. It contains values, analytical problem solving and social skills, among others. Pedrosa (2017) believes that the value of academic achievement is divided into three dimensions: core competencies, citizenship, and professionalism. The study by Schulz (2016) explored the factors influencing the academic achievement of college students using cross-year data on variables such as academic achievement and social engagement, and found that "the higher the level of the student's institution, the more academic achievement is influenced by the student's personal input (including factors such as academic engagement, social engagement, and learning goals).

How Emotional Resilience Impacts Academic Performance

Resilient students are more likely to persist through difficulties and maintain a high level of motivation, which translates to better engagement in learning. Studies have shown a positive correlation between resilience and academic performance, with resilient students often demonstrating higher grades and overall academic success (Ogwu, 2015). Resilient students are better equipped to deal with academic stress and setbacks, such as exams, assignments, and failures, leading to a more positive attitude towards learning. Resilience can buffer the negative effects of academic stress, helping students manage anxiety and stress related to school. Overcoming challenges and achieving academic success fosters a sense of accomplishment and self-efficacy, boosting self-esteem and confidence. Emotional resilience is a crucial factor in the academic success of secondary school students. By fostering resilience through supportive environments, positive relationships, and healthy coping mechanisms, educators can help students develop the ability to navigate challenges and thrive in their academic journey.

METHODOLOGY

The research design used for this study was quasi-experimental (pre-test/post-test control group design). It is difficult to randomly assign participants to treatment conditions in a natural setting because it is not possible to control the influence of extraneous variables.

Sampling Procedure

Using a stratified random sampling procedure, six intact classes were selected from 12 intact classes in the three secondary schools in Owerri. A total of 240 participants comprising of both female and male SS3 students, were selected by simple random sampling for the baseline assessment of the study. The sample comprised of eighty participants drawn from each of the 3 selected secondary schools in the ratio of forty participants per class. Using the baseline assessment scores, those who had below 50% on the Exploring and developing Emotional Resilience Skills questionnaire were selected to form the experimental groups with 156 participants. These 156

participants consist of 55 participants in School 1, 51 participants in School 2 and 50 participants in School 3. Schools were randomly assigned to treatment conditions and control groups.

Instrumentation

The research instruments used to obtain relevant data for this study were:

1. Exploring and Developing Emotional Resilience Skills Questionnaire.
2. Performance test (in Mathematics, English Language and Biology).

Exploring and Developing Emotional Resilience Skills Questionnaire

The Exploring and Developing Emotional Resilience Skills Questionnaire was an adapted version of the original version of the Exploring and Developing Emotional Resilience Skills Questionnaire (EDEISQ) developed by Nelson and Low 2019 (Stottlemyer, 2022). EDEISQ was adapted for the study to make it more suitable for use in our secondary school setting. The adapted instrument had two main sections:

Section 1: This section obtained the respondents' personal background data, such as, class, gender, school, and identification number.

Section 2: This section was a 130-item scale that measured the respondent's emotional resilience skills in four major dimensions: leadership, self-management, and intrapersonal. The questionnaire was scored on a 3-point Likert scale.

Performance Test

This is a 60-item multiple choice objective test constructed by the researcher to measure mathematics, English language and biology. It is divided into three sub-sections of 20 questions each on the subject areas. A pilot study using 30 participants was carried out to determine the test-retest reliability index of the instruments. The interval between the first and the second administration was three weeks. The correlation between the two sets of scores was determined using Pearson's Product Moment Correlation method. The reliability of the instruments was previously established using the Cronbach Alpha reliability technique in secondary school contexts. Martin and Marsh (2006) reported a Cronbach reliability coefficient of 0.81 and 0.64, respectively, which were deemed high enough given the complexity of human behaviour measurement. The instrument was seen as stable over time and appropriate for use in this study.

Administration of the Instruments

The intervention programme was carried out over a period of 10 weeks. One week each was used for both the pre-test and post-test. The treatments consisted of an Emotional learning system and Peer mentoring (emotional resilience skills training techniques). Participants in the two treatment groups were exposed to one hour and thirty minutes of training/discussion once per week for 8 consecutive weeks. The control group did not receive any treatment.

Treatment

Programme1: Emotional Learning System

The aim of this treatment is to use its step-by-step process to help participants become more emotionally reflective and constructive in their thinking. Once an individual becomes emotionally reflective and constructive, the choice of behaviour is positive. The emotional learning system helps individuals to balance their feelings and thoughts to produce intentional behaviours that are called emotional resilience skills. This system also uses person-centred assessment, reflection, constructive thinking, and skill development lessons to guide student learning. The five-step process is Step A (Self-Assessment: Explore), requires that one develops an intentional self-assessment habit. Step B (Self-Awareness: Identify) involves the process of identifying one's experience and labelling the emotion. Step C (Self-Knowledge: Understand) involves insight and understanding of an emotion that allows one to make a choice about behaviours. Step D (Self-Development: Learn) involves learning various ways to improve one's behaviour and experience positive outcomes. Step E (Self-Improvement: Apply and Model) requires that one practice emotional resilience behaviour to achieve personal success.

Programme 2: Peer Mentoring

The objective of the Peer mentoring programme is to help both mentors and mentees, develop and advance their interpersonal, leadership, self-management and intrapersonal skills. Peer mentoring is also aimed at increasing participants' self-esteem and self-efficacy. Peer mentoring relationships involve a level of reciprocity and collaborative benefits for both the mentor and mentee that may be different than in traditional mentoring relationships (Parker, Duffy, Wood, Bond & Hogan, 2023). Peer mentoring relationships have the power to be more impactful on students because of the students' proximity in age with one another (Abisamra, 2020). Research suggests that peers have a great level of influence over other peers (Aremu, Tella & Tella, 2019).

Procedure for Data Analysis

The two hypotheses were tested using descriptive statistical method, analysis of covariance (ANCOVA) and Pearson product moment correlation coefficient statistics. The level of significance was determined at 0.05level.

RESULTS

Hypothesis one in the null form states that there is no significant difference in post test scores on academic achievement of participants in the experimental group. The data was analysed using Analysis of Covariance statistics and the result of the analysis is as reported in Tables 1, 2 and 3 respectively.

Table 1: Descriptive data on the influence of experimental conditions on academic performance

Group		Pre-test			Post-test		
	N	X	SD	X	SD	MD	
Emotional learning system	55	27.68	5.92	36.51	5.37	8.83	
Peer mentoring	51	26.97	7.46	30.04	6.06	3.07	
Control	50	26.81	6.44	26.22	6.27	0.59	

Table 1shows that adolescents exposed to emotional learning system had the highest post test score mean (X) = 36.51 and SD = 5.37; followed by those exposed to peer mentoring (X = 30.04 and SD = 6.06) while the control group had the least mean score of X = 26.22 and SD = 6.27. To determine whether significant difference in academic performance exist among the groups, analysis of covariance (ANCOVA) statistics was done. The result of the analysis is as presented in table 2.

Table 2: Analysis of Covariance on influence of experimental conditions on academic performance

Source of Variation	Sum of Squares	Degree of Freedom	Mean of Squares	F-ratio
Model	4187.64	3	1395.88	53.52
Covariate	473.92	1	473.92	18.05
Exp. Condition	1587.1	2	793.55	30.23*
Within Group	3989.92	152	26.25	
Total	**8177.56**	**155**		

$P < 0.05$; df = 2,152; Critical F=3.05

From table 2 it could be observed that a calculated F- value of30.23 resulted as the difference in academic performance due to experimental conditions. Thus, calculated F-value is significant since it is greater than the critical value F-value of 3.05 given 2 and 152 degrees of freedom at 0.05 level of significance. This leads to the rejection of the null hypothesis.

Further analysis was done using Fisher's protected t- test to determine which group differs from the other on academic performance and the trend of the difference. The pair-wise comparison of the group means is as presented in Table 3.

Table 3: Fisher's Protected t–test on the difference in academic performance across groups

Group	Emotional Learning n = 55	Peer Mentoring n = 51	Control
Emotional Learning system	36.51[a]	-3.82[c]	2.65[c]
Peer Mentoring	6.47[b]	30.04[a]	6.34[c]
Control	10.29[b]	3.82[b]	26.22[a]

[a] Group means are in diagonal, [b] difference in group means are below diagonal, [c] Protected t - values are above the diagonal. $P < 0.05$

Table 3 shows that participants exposed to the emotional learning system significantly have higher academic performance than those exposed to the peer mentoring system (t = -3.82; df = 104; critical t = 1.98; P < 0.05). Participants exposed to the emotional learning system significantly have higher academic performance than the control group (t = 2.65; df = 103; critical t = 1.98; P < 0.05). Again, participants exposed to the peer mentoring system significantly have higher academic performance than the Control group (t = 6.34; df = 99; critical t= 1.98; P < 0.05).

Hypothesis two in the null form states that there is no significant relationship between emotional resilience skills and academic performance among secondary school students. The hypothesis was tested using Pearson Product Moment Correlation Coefficient statistics. The result of the analysis is as presented in Table 4.

Table 4: Relationship between emotional resilience skills and academic achievement

n =156

Variables	X	SD	df	Prob.	r-cal.	r-critical
Emotional Int. skills	160.65		15	0.0	0.3	
	18.39					
Academic performance	30.92	5.9	4	5	5	0.19

P < 0.05; df = 154; r - cal = 0.35; r - crit = 0.19

From the table presented above, the calculated 'r' obtained was 0.35 which is significantly greater than the critical 'r' (r-crit. = 0.19) given 154 degrees of freedom at 0.05 level of significance. As a result of this, the null hypothesis was rejected while the alternative hypothesis which states that there is a significant relationship between academic performance and emotional resilience skills was accepted.

DISCUSSION

The result of the analysis shows that the emotional learning system group had the highest post-test scores followed by the peer mentoring group, while the control group had the lowest scores. Hence, the null hypothesis was rejected. Further analysis was carried out using Fisher's protected t-test to determine which group differs from the other in academic performance and the trend of the difference. The pair-wise comparison of the group mean was done, and the results showed that participants in the emotional learning system group significantly had higher scores in academic performance than those in peer mentoring and control groups. Again, the reason for this outcome is not far-fetched; the emotional learning system is a very comprehensive programme of intervention that inculcates emotional resilience skills that positively impact academic performance of participants. This result is in agreement with that of other researchers which revealed that emotional resilience skills had a positive influence on retention   and students' academic performance (Abisamra, 2020; Stottlemyer, 2022; Williams, 2024; Aremu, Tella & Tella, 2019; Smith, 2024; Edun & Akanji, 2018; Adeoye & Emeke, 2020).

Report by Aremu, Tella & Tella (2019) on the relationship among emotional resilience, parental involvement and academic performance of secondary school students in Ibadan, Nigeria, supports this finding revealing that both emotional resilience and parental involvement could predict academic performance. There was also a significant positive relationship between emotional resilience and academic performance.

The findings also agree with Parker et al. (2023) in their study on academic performance and emotional resilience: Predicting the successful transition from high school to university. The study was on 1,426 first-year students attending four different universities. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies. These findings suggest that emotional resilience plays an important role in the academic performance of students and the successful transition from high school to university. The result also showed that the relationship between emotional resilience and academic performance was significant. This led to the rejection of the null hypothesis. The foregoing outcome is not unexpected as it is a trite knowledge that the level of a person's emotional resilience influences academic ability.

This result supports the findings of other researchers who agree that a significant relationship exists between emotional resilience and academic performance (Abisamra, 2020; Stottlemyer, 2022; Aremu, Tella and Tella, 2019; Edun & Akanji, 2018; Adeoye & Emeke, 2020).

The result aligns with the findings of Edun & Akanji (2018) in a study on perceived self-efficacy, academic self-regulation and emotional resilience as predictors of academic performance in junior secondary school and posited that when emotional resilience was entered into the regression model due to the strength of its relationship with academic performance of students, there was a significant prediction of students' performance. This showed that emotional resilience alone accounted for 63.7% of the variance in academic performance of students.

Adeoye and Emeke (2020) also corroborated the findings in their work on emotional resilience and self-efficacy as determinants of academic achievement in the English language among students in Abia state senior secondary schools in which they posited that students exposed to emotional resilience training performed better in English language achievement test than those in self-efficacy training and control group. Emotional resilience training had a more significant impact on students' academic performance.

Conclusion

On the basis of the findings of this study, it is concluded that there is a positive relationship between emotional resilience skills and academic performance, such that developing a student's emotional resilience skills will enhance his/her academic performance. More so, a balanced combination of emotional mind and cognitive mind in training secondary school students will facilitate the identification, recognition and development of their emotional skills, which will, in turn, contribute to their personal, academic and career success.

Recommendations

The following recommendations are made for the study;

   i.   Teachers should be made more aware of use of different technique to arouse the interest of learners and bring out resilience in them.
   ii. Government and Curriculum experts should develop an affective instructional curriculum that incorporates emotional resilience skills with the objective of enhancing personal and career success of students.
   iii. Preparing and encouraging students to be resilient helps them in life as spirit of resilience is inculcated into them at a young age which is important as a young growing adult.
   iv. The inclusion of this education-based model-emotional resilience Skills-in teacher education at all levels should be explored.

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