2023

Psychological Stability and its Relationship to Academic Performance Among Secondary School Students

A. H. Al-Rousan
Department of Child Education, Queen Rania Faculty for Childhood, The Hashemite University, Zarqa 13133, Jordan, AyoubH@hu.edu.jo

M. N. Ayasrah
Department of Educational Sciences, Irbid University College, Al Balqa Applied University, Irbid, Jordan, AyoubH@hu.edu.jo

M. A. S. Khasawneh
Special Education Department, King Khalid University, Saudi Arabia, AyoubH@hu.edu.jo

Follow this and additional works at: https://digitalcommons.aaru.edu.jo/isl

Information Sciences Letters
An International Journal

Psychological Stability and its Relationship to Academic Performance Among Secondary School Students

A. H. Al-Rousan[1,], M. N. Ayasrah[2], and M. A. S. Khasawneh[3]*

[1]Department of Child Education, Queen Rania Faculty for Childhood, The Hashemite University, Zarqa 13133, Jordan
[2]Department of Educational Sciences, Irbid University College, Al Balqa Applied University, Irbid, Jordan
[3]Special Education Department, King Khalid University, Saudi Arabia

Abstract: This research sought to determine the relationship between psychological stability and academic performance among secondary school students in Irbid Governorate, Hashemite Kingdom of Jordan. The descriptive analytical approach was used to achieve the goal of the study and a questionnaire was used as an instrument for data collection. High school pupils in the Irbid Governorate made up the study's population. By delivering an electronic questionnaire to the target population, the study's sample of (291) students were randomly selected. The results revealed that the level of psychological stability was medium with a mean score of (3.3849). The findings also indicated that psychological stability in its dimensions has a statistically significant impact on academic performance and that there is a strong positive direct association between psychological stability in its dimensions and academic performance.

1 Introduction and Theoretical Background

The issue of psychological stability is an important and effective topic and has a significant impact on the sustainability and continuity of individuals' lives in an optimal way. Psychological stability helps individuals perform mental tasks and functions in an organized and coordinated manner, thus achieving the best possible success in their work (Al-Nims, 2018). The unstable individual feels that he lives in a threatening environment. He will be harmed at any time because he feels fear of the unknown, awaits the occurrence of danger, and always feels suspicious of others. He also feels tension when meeting them and shows a lot of caution and reservation. His behaviour is characterized by aggression, withdrawal, and rebellion (Al-Obaidi, 2015).

Psychological stability is related to the personality of the students, and it affects the performance of their tasks, as well as their emotions, thoughts, and feelings of readiness to perform skills, which positively affect academic performance. It also creates a state of stability in psychological aspects when there is a clear vision, and this causes a feeling of comfort in different situations. It is a basic dimension of personality that extends in a continuous form to represent maturity, stability, a sense of comfort, agreement, optimism, honesty, and rationality (Habash, 2018; Alkhasawneh et al., 2022; Ayasrah et al.,2022;Ayasrah.,et al,2023).

Psychological stability is one of the factors that have a significant contribution to the academic performance of students because it has a significant role in students' success and progress in the learning process, and in achieving the levels of students' aspirations and ambitions (Hussein et al., 2015). Academic performance is one of the important variables that have received attention from researchers during the past three decades. They have been interested in studying various factors that relate to and affect academic performance. It contributes to developing the capabilities of the individual and society, satisfying the needs of individuals, and achieving consensus and individual self-acceptance, which is positively reflected in directing learners to acquire academic knowledge (Abdul Latif, 2022;Bany Ahmad et al.,2022).

Psychological stability

Paying attention to the psychological stability of individuals is relevant to taking care of their mental health because mental health is a permanent state in which the individual is psychologically, emotionally, personally, and socially compatible with others and himself and can invest in his potential and capabilities to the fullest extent, and to meet the demands of life to make his personality integrated to live in peace (Abdel-Four, 2014).

Psychological stability is defined as "the state in which the individual can perceive the various aspects facing him and then link these aspects with his motives, experiences, and previous experiences of success and failure that help him to

*Corresponding author e-mail: AyoubH@hu.edu.jo

determine the type and nature of the response that conforms to the requirements of the current situation and allows him to adapt his response appropriately" (Habash, 2018, p. 462). There is no proven concept of psychological stability because it is used by many researchers in various disciplines and from several perspectives. Psychological stability is defined as "the individual's ability to reconcile the requirements of the self and the environment to achieve psychological balance and a sense of reassurance" (Kajwan, 2016, p. 305). Psychological stability was also defined as "the individual's feeling of reassurance, self-acceptance, and reconciliation with others, acceptance, and tolerance of others, as well as simplicity and spontaneity in dealing with oneself and others, and feeling of physical and psychological health" (Abu Jarada, 2018, p. 145).

There are several factors affecting psychological stability. First, Psychological compatibility is the expression of the individual through support, harmony, and flexibility in which his behaviour and tendencies are to face new situations until integration is established between the individual, his expectations, and his activity. Second, doctrinal and religious commitment. Religious beliefs are considered one of the most important factors that achieve the individual's psychological stability and sense of enjoyment of life. Third, self-realization of existence in social and public life. It indicates reaching an advanced degree in self-understanding, and thus knowledge of abilities, capabilities and potentials, and acceptance of facts related to self-abilities, which results in respect for oneself and others. Fourth, is psychological security, which is the individual's feeling of psychological comfort without the presence of obstacles to that comfort. Fifth, maturity and emotional balance. The individual can calmly deal with most of the life variables that obstruct his path, through the individual's self-control and emotions (Al-Masry, 2017; Khasawneh, 2021; Mahasneh.,et al 2022; Yahya.et al 2021;ALomary.et al , 2016).

Academic performance

Academic performance is described as "the performance to acquire knowledge and experience and master the skills necessary to perform work later. It requires mastery of skills in analysis, comparison, and generalization. Acquiring knowledge is a mental activity that requires practising skills in performance" (Banoub and Kamel, 2022, p. 616).

The definition of academic performance is "the sum of knowledge, understanding, and skills that an individual acquires as a result of receiving specific educational experiences. It is the product of what the individual learns and what can be retrieved, understood, and applied, and these experiences he receives through school or any educational institution, which is inferred through the grades of performance tests" (Bashir, 2016, p. 7). It was also defined as "the amount of information and experiences that students acquire in a subject or group of study subjects to which they are scheduled, and is determined by the total scores obtained by students at the end of the semester" (Al-Shaddad, 2016, p. 12).

Several factors affect the academic performance of students. These factors include personal factors (gender, age, interest, personality) and learning skills, learning styles, study habits, abilities, and motivation. Other factors include psychological factors (thinking pattern, mental readiness, psychological attitude, and thinking process), environmental factors (the climate of the home, and the climate of the educational institution), economic factors, and social factors (Kumar, et al, 2021;Ayasrah,2022; Khasawneh & Al-Rub, 2020).

Previous studies

Issa (2022) investigated the role of the university in the relationship between the coronavirus pandemic (Covid-19 and its mutated strains) and academic performance by applying to Taif University. The research also sought to determine how Taif University's faculty members performed academically in relation to the coronavirus epidemic and its mutant strains. The study was based on five main hypotheses and was applied to a sample of (338) faculty members at Taif University. The results also found a correlation between university dimensions variables, the Corona pandemic, and academic performance, and there is a clear impact of the Corona epidemic and its mutated strains on the performance of faculty members. The findings also showed that while meditating the aspects of the university's responsibility, the direct impact of the coronavirus pandemic and mutant strains portrayed in the psychological impact and anxiety on academic performance still had a good moral effect.

Al-Thawabiya and Al-faraheed (2021) identified the impact of cybernetic space on Tafila Technical University students' academic performance as well as their social and emotional well-being. Using a simple random procedure, the test pattern is made up of (619) undergraduate students. The findings of the study supported the hypothesis that the cybernetic environment had a significant relationship with students' academic achievement, social relationships, and emotional health. Additionally, there were no statistically significant differences in the degree of cybernetic space usage on academic performance that could be attributable to gender, educational level, or total use of cybernetic space. While using a cybernetic region in favor of 5 hours or more has statistically enormous effects on emotional family members, it has been used for a whole broad range of hours.

Galimov (2020) examined the idea of mental balance formation in relation to the formal-dynamic persona tendencies of army institute cadets. For groups of people whose future careers are connected to regular stress, demanding situations,

and non-trendy situations, a balance element analysis is especially crucial. Because there isn't a clear definition of "mental balance" in modern psychology, the study is still relevant today. Rusalov's questionnaire was the main empirical method used to define the formal-dynamic persona tendencies stage, which was correlated with the key concept. A look at the formal-dynamic aspects of the cadets' personalities allowed for the determination of the formation of balance between the communicative, psychomotor, and intellectual fields and the awareness of opportunities for the fusion of cadets' professional and academic sports. A healthy response to external stress, discretion in social interactions, and strict adherence to one's beliefs and principles are all necessary for psychological balance. Based entirely on the findings of this investigation, further work in planning the professional and academic activities of the cadets of an army institute may be reorganized. With cadets who demonstrated a low level of mental balance, in particular, corrective paintings can be carried out.

Abdalla & Qashou (2020) explored using Social Network Sites (SNSs) with the aid of using college college students those days. The underlying motives at the back of this use range among educational and non-educational purposes. The query is whether or not this use affects the student's educational overall performance or not. This study aims to provide an answer to this question by examining the influence of five ability characteristics on the use of social networking sites (SNS) and the effects of this use on students' academic performance at Palestine Technical University-Kadoorie (PTUK). Gender, age, education level, duration of usage, and computer self-efficacy are among the five factors. To get the required data, a stratified sampling strategy was utilized. 369 valid survey items were extracted and analyzed using SPSS 20.0. The results showed that several of the five factors, especially college and computer self-efficacy in college students, have an influence on SNS usage and have an impact on college students' academic achievement. The researchers agree that PTUK should implement strategies to guide college students' usage of SNS in beneficial directions.

The problem of the study

Psychological stability indicates that individuals feel their value and trust in their situation and self-confidence. This feeling arises in individuals as a result of obtaining sufficient rates of appreciation and encouragement. In order to acquire stability for the person to succeed in his profession, psychological stability aids in the performance of mental processes and tasks in an orderly and coordinated way.

Psychological stability is one of the personal traits that must be available to individuals and students in particular because it has a large and effective role in dealing with the psychological pressures, they face that affect their academic performance. The psychological preparation process is important in achieving students' goals through the development and improvement of their psychological traits, increased self-confidence, and focus on academic performance.

The secondary stage is one of the important stages in the life of students in which psychological stability must be available. In the secondary stage, the individual acquires many new experiences that are transmitted from his teachers and colleagues or obtained by himself. Academic performance represents the most important educational aspect in the mental activity of the student in which his academic excellence appears, through which the student's academic and professional future is determined.

Questions of the study

1- What is the psychological stability level of students in secondary schools in the Irbid Governorate?

2- What is the academic performance level of students in secondary schools in the Governorate of Irbid?

3- Is there a correlation between psychological stability and academic performance?

4- Does psychological stability have a statistically significant impact on the academic performance of students in secondary schools in Irbid Governorate?

Objectives of the study

The study aimed:

- Determining the degree of psychological stability among secondary school students in the governorate of Irbid.

- To assess the academic performance of secondary school students in the governorate of Irbid.

- To determine the relationship between academic performance and psychological stability among secondary school students in the governorate of Irbid.

- To determine the effect of psychological stability on secondary school students' academic performance in the governorate of Irbid.

Significance of the study

This study focused on psychological stability, which is one of the most important psychological variables that play an important role in achieving psychological balance for individuals and students to reach the desired goals. The issue of psychological stability is one of the important topics that still need further research, due to the lack of studies that dealt with the subject - to the knowledge of researchers. This study dealt with an important age stage, the secondary stage, which is a category that must be taken care of and nurtured to advance the nation and achieve the aspirations and achievements that the state seeks to achieve. This research aids in the development of tactics that advance secondary school pupils' academic performance. The results of the current study enable the preparation of preventive, counselling, and treatment programs to reduce and avoid problems and disorders caused by psychological instability among students. The study presented a set of proposals and recommendations that enhance the psychological stability of students and improve their level of academic performance.

Limitations of the study

1. Thematic limits: The focus of this study was on "the effect of psychological stability on secondary school pupils' academic performance."

2. Human limits: secondary school students.

3. Spatial boundaries: public secondary schools in Irbid Governorate in the Hashemite Kingdom of Jordan.

4. Time limits: This study was conducted during the first semester of the year 2021/2022.

2 Methods

The study used the descriptive analytical method, which aims to describe events, phenomena, or specific things, collect facts, observations, and information about them, and describe their circumstances.

Sampling

Students in Irbid Governorate's secondary schools made up the study's population. The study sample consisted of (291) male students who were chosen by random method. An electronic questionnaire was designed to be distributed to the target sample.

Instrument of the study

A questionnaire was designed on "The impact of psychological stability on the academic performance of secondary school students". The questionnaire consisted of two parts as follows. Part one, the psychological stability, which consisted of (15) items measuring three dimensions, self-realization (5 items), reassurance and security (5 items), and emotional balance (5 items). Part two, the academic performance and consists of (9) items.

The research participants' answers to the questionnaire questions were collected using a five-point Likert scale. The five-step grading system, which contains the five replies shown in the following table, was used by the research sample to determine the response to a paragraph in the questionnaire:

Table 1: Likert five-point scale

degree of application	Degree	mean score category	degree of approval
Strongly agree	5	4.21-5	Very high
Agree	4	3.41-4.20	High
Neutral	3	2.61-3.40	Medium
Disagree	2	1.81-2.60	Low
Strongly disagree	1	1-1.80	Very low

Validity

The study instrument was presented in its initial form to a group of judges from faculty members in Jordanian universities to provide their opinion on the formation of the items and their clarity. They were asked to suggest addition or deletion to the items. their observations were taken into consideration and the instrument was edited in its final form.

Internal consistency validity, which measures how well each questionnaire paragraph conforms to the field to which it belongs, was also used to validate the instrument. The following table illustrates how the internal consistency of the paragraphs was determined using the Pearson correlation coefficient test.

Table 2: Correlation coefficients of psychological stability

NO.	Correlation coefficient	NO.	Correlation coefficient	NO.	Correlation coefficient
1	.793**	6	.851**	11	.884**
2	.858**	7	.860**	12	.894**
3	.876**	8	.871**	13	.873**
4	.885**	9	.890**	14	.896**
5	.854**	10	.868**	15	.884**

The correlation coefficients between each section of the psychological stability dimensions and the overall degree of the dimension to which it belongs are shown in the preceding table. This shows that the axis's paragraphs have a high degree of validity and can measure the things for which they are intended.

Table 3: Correlation coefficients of the academic performance

NO.	Correlation coefficient
1	.879**
2	.865**
3	.832**
4	.878**
5	.912**
6	.891**
7	.859**
8	.813**
9	.861**

The previous table shows the correlation coefficients between each of the paragraphs of the academic performance dimension with the total score of the axis, as it is clear that the correlation coefficients shown in the table are all significant at the level of significance (0.01). Consequently, it can be concluded that the axis's paragraphs have a high level of validity.

Reliability

When an instrument is reliable, it should provide the same results when used repeatedly under same circumstances. It also indicates that the results will remain stable and won't change noticeably if they are redistributed several times over a set length of time. (0.70) is a valid value (Gagnon et al., 2017).

Table 4: Results of Cronbach's alpha

Dimension	No. of items	Cronbach's alpha coefficient
psychological stability	15	.970
self-realization	5	.907
reassurance and security	5	.918
emotional balance	5	.931
academic achievement	9	.958

The Cronbach Alpha method was used to assess the reliability of the research instrument, and the findings are shown in the table. The Cronbach coefficient for the psychological stability dimension as a whole was (.970). The chart also reveals that the Cronbach Alpha coefficient for all sections of the academic performance component was (.958), demonstrating the high degree of stability of the questionnaire.

3 Results

1. Identifying the level of psychological stability among secondary school students in Irbid Governorate.

The following tables provide the computed mean scores, standard deviations, and total degree for the dimension of psychological stability in order to meet the study's objective.

Table 5: Mean scores and standard deviations of self-realization

Item	No.	Mean score	St. Dev	Level
I feel free to express my thoughts	291	3.6564	1.34117	High
I can form good relationships with others	291	3.5876	1.42456	High
I have clear and specific goals in life	291	3.4880	1.43684	High
I feel comfortable helping others	291	3.4639	1.44362	High

I accept constructive criticism from others	291	3.2784	1.47444	Medium
Total	291	3.4948	1.21636	High

According to the table, the "self-realization" dimension received a total mean score of 3.4949 out of 5 from the respondents, with a standard deviation of 1.21636, indicating that it is highly regarded. With a mean score of 3.6564 out of 5 and a standard deviation of 1.34117, the question that asks, "Do you feel free to express your thoughts?" came in first, indicating a high level of agreement. With a mean score of 3.2784 out of 5 and a standard deviation of 1.21636, the fifth-and-last-placed item, "I accept constructive criticism from others," is rated with a medium level of approval.

Table 6: Means cores and standard deviations of reassurance and security

Item	No.	Mean score	St. Dev	Level
I expect good from the people around me	291	3.4021	1.41903	Medium
I express what I feel easily	291	3.4536	1.35204	High
I feel my health is good	291	3.5945	1.37233	High
I feel that my academic future is full of pleasant surprises	291	3.3230	1.42591	Medium
I feel like the school meets my needs	291	3.3540	1.38781	Medium
Total	291	3.4254	1.20781	High

According to the table, the "reassurance and security" component received a total mean score of 3.4254 out of 5 from the respondents, with a standard deviation of 1.20781, indicating that it is highly regarded. With a mean of 3.5945 out of 5 and a standard deviation of 1.37233, the item that reads, "I feel that my health is excellent," came in first place, demonstrating a high level of agreement with this statement. With a mean of 3.3230 out of 5 and a standard deviation of 1.42591, the fifth- and final-placed item, "I believe that my academic future is full of pleasant surprises," is in moderate agreement with the statement.

Table 7: Mean scores and standard deviations of emotional balance

Item	No.	Mean score	St. Dev	Level
I calmly face critical situations	291	3.4364	1.42342	High
I can express my thoughts in clear and specific words	291	3.5052	1.40534	High
I deal with stress with patience and wisdom	291	3.5086	1.41266	High
I can control my emotions	291	3.3918	1.44954	Medium
I tend to be slow when making decisions	291	3.3608	1.51898	Medium
Total	291	3.4405	1.27755	High

The table reveals that the respondents' responses on the "emotional balance" dimension had an overall mean score of 3.4405 out of 5, with a standard deviation of 1.27755, indicating a high degree of agreement. With a mean score of 3.5086 out of 5 and a standard deviation of 1.41266, the item that reads, "I calmly tackle crucial circumstances," came in top, indicating a high level of agreement. With a mean score of 3.3608 out of 5 and a standard deviation of 1.51898, the item "I tend to be sluggish when making choices" was ranked fifth and last, indicating a moderate level of agreement with this statement.

Table 8: Mean scores and standard deviations of psychological stability

Dimension	No.	Mean score	St. Dev	Level
self-realization	291	3.4948	1.21636	High
reassurance and security	291	3.4254	1.20781	High
emotional balance	291	3.4405	1.27755	High
Total	291	3.4536	1.19024	High

The table above shows that psychological stability came with a high degree, as the mean score was 3.4536 out of 5 and with a standard deviation of 1.19024. Students have a good degree of psychological stability. This result could be because students care about their psychological and physical health very well, and they are trying to enjoy the safety and psychological calm at school.

With a mean score of 3.4948 out of 5 and a standard deviation of 1.21636, the self-realization component performed quite well. An very high level of approval was found for the emotional equilibrium component, which received a mean score of 3.4405 out of 5 with a standard deviation of 1.27755. Third-placed in terms of agreement level was the assurance and security factor, with a mean score of 3.4254 out of 5 and a standard deviation of 1.20781.

2.   Verifying the academic performance of secondary school students in Irbid Governorate.

The following table displays the results of the analysis, which determined the mean score, standard deviations, and total degrees of the academic performance dimensions.

Table 9: Mean scores and standard deviations of the academic performance dimension

Item	No.	Mean score	St. Dev	Level
I finish my homework with a focus	291	3.5326	1.44131	High
I feel proud when I complete my school assignments on time	291	3.2543	1.51905	Medium
Daily study is very necessary for me	291	3.4570	1.37240	High
I complete my duties and do them without delay	291	3.3162	1.46560	Medium
I would rather do my homework than do other errands	291	3.3162	1.53231	Medium
I try to get high marks, no matter how the teacher explains the topic	291	3.3780	1.52046	Medium
I adhere to school regulations	291	3.4261	1.50076	High
I tend to come to school early	291	3.4845	1.35784	High
It takes a short time to carry out the study tasks accurately	291	3.2990	1.49596	Medium
Total	291	3.3849	1.27150	Medium

Averaged across all respondents, the average rating for the "academic performance" component was 3.3849 out of 5, with a standard deviation of 1.27150 (see Table 9 for details). It's possible that this is the case because pupils either aren't getting what they need from the school environment or aren't displaying the kind of determination that would help them succeed academically.

With a mean score of 3.5326 out of 5 and a standard deviation of 1.44131, the statement that "I do my assignment with attention" was the most popular. With a mean score of 3.2990 out of 5 and a standard deviation of 1.49596, the item stating "I require a short time to correctly execute the academic activities" had the lowest acceptance rating.

3. Detecting the relationship between psychological stability and academic performance among secondary school students in Irbid Governorate.

To achieve this objective of the study, Pearson's correlation coefficient was used to study the relationship between the dimensions of psychological stability and academic performance, and the following table illustrates the results.

Table 10: Correlation coefficients between psychological stability and academic performance

Dimension	self-realization	Reassurance and security	Emotional balance	Psychological stability
academic performance	.897**	.908**	.907**	.937**
(**) Significant at the significance level (0.01) (*) Significant at the significance level (0.05)				

The table shows that there is a strong direct positive relationship at the significance level (0.01) between psychological stability and academic performance, where the correlation coefficient reached (0.937). We note that the dimension of "reassurance and security" is the most closely related to academic performance, where the correlation coefficient was (0.908), followed by "emotional balance" with a correlation coefficient of (0.907), then "self-realization" with a correlation coefficient of (0.897). This indicates that the higher the psychological stability of students, the higher their academic performance is, and vice versa, the less psychological stability, the lower their academic performance.

4. Identifying the impact of psychological stability on the academic performance of secondary school students in Irbid Governorate.

The multiple regression model was used to find out the effect of the independent variables (self-realization, reassurance and security, emotional balance) on the dependent variable (academic performance).

Table 11: The impact of psychological stability on the academic performance

Variables	T	Beta value	B value	Sig.
Independent	.903		.072	.367
self-realization	34.447	.897	.937	.000
reassurance and security	36.906	.908	.956	.000
emotional balance	36.534	.907	.902	.000
correlation coefficient (R)			.937[a]	
coefficient of determination (R^2)			.878	
Modified determination coefficient			.871	
F value			2082.358	
Significance			.000	

The correlation coefficient was (R = .937), and this indicates that there is a strong direct correlation between the

independent variables (self-realization, reassurance and security, emotional balance) and the dependent variable (academic performance).

The coefficient of determination was (R^2 = .878), and the modified coefficient of determination was (.871), and this indicates that (87.1%) of the change in the dependent variable (academic performance) was explained by a linear relationship, and the remaining percentages are due to other factors. The f value was (2082,358) with a significance level of (0.000), and this indicates that the regression is significant, that is, there is a statistically significant effect of psychological stability in its dimensions (self-realization, reassurance and security, emotional balance) on academic performance.

The psychological stability dimension's (t) value was (45,633) at the level of significance (0.000). This demonstrates its linear significance in forecasting secondary school pupils' academic achievement in the Irbid Governorate. The variable "self-realization" had a value of (t) of (34,447) and a significance level of (0.000), indicating that it was linearly important in predicting the academic achievement of secondary school pupils in the Irbid Governorate. The factor of "reassurance and security" had a value of (t) of 36,906 and a significance level of (0.000), indicating its relevance in predicting the academic performance of secondary school pupils in the governorate of Irbid. Last but not least, the dimension "emotional balance" had a value of (t) of 36,534, with a significance level of (0.000), indicating its linear relevance in predicting the academic performance of secondary school pupils in the Irbid Governorate.

Recommendations

The study recommends holding educational sessions to raise students' awareness of the importance of psychological stability to improve their academic performance, by reducing psychological pressures to enjoy good mental health. It is also recommended to focus on the role of school in shaping a psychologically stable generation by providing it with many experiences and skills that help in achieving psychological stability. The psychological stability of students should be increased profoundly among secondary school students through increasing sports, scientific and artistic activities. The study also recommends searching for factors that affect the level of academic performance of school students to solve and overcome them, which helps in increasing and improving academic performance. An appropriate and positive educational climate in the classroom and school should be provided to increase students' motivation towards the learning process, which contributes to improving academic performance.

Acknowledgment

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

References

[1]   Abdalla, R., & Qashou, A. (2020). The Influence of Social Network Use on Students' Academic Performance. *Palestine Technical University Research Journal*, 8(2), 112-130.

[2]   Abdel Gour, R. (2014). A comparative study in the psychological stability of Iraqi university handball players for the northern region. *Al-Rafidain Journal of Mathematical Sciences - University of Mosul, 64* (20), 170-180.

[3]   Abdel Latif, M. (2022). Psychometric characteristics of the measure of moral intelligence for adolescent students in the Arab environment in the light of some demographic variables and its relationship to academic merit and academic performance. *Journal of the College of Education - Menoufia University, 37*(2), 117-196.

[4]   Abdul-Hafez, A., Selim, B & Darweish, R. (2022). Academic Performance of Pupils with English Language Learning Disabilities Possessing Varying Levels of Selfadvocacy in Relation to Emotional Problems. *Journal of Education-Al-Azhar University*, (194. 4), 328-367.

[5]   Abu-Eisheh, Z. (2019). The Role of Life Skills in Attaining Psychological Stability Among University Students. *Journal of psychological Counseling*, 5(8), 58-88.

[6]   Abu Jarad, K. (2018). The reality of unemployment in the Palestinian camps and its impact on the psychological stability of a sample of young graduates. *Rawafed Journal of Studies and Practical Research in Social Sciences and Humanities, 2(*2), 125-168.

[7] El Omari, A. H. Ayasrah, M. N., & Al-Jabali, M. A. (2016). The Effect of Blended Learning Based Training Program on Developing Creative Thinking among Talented Students at King Abdullah II Schools for Distinction. _Journal of Educational and Social Research_, _6_(3), 13. https://10.5901/jesr.2016.v6n3p13

[8] Al Sabi, Y. N., Jaradat, S. A., Ayasrah, M. N., Khasawneh, M. A. S., & Al Taqatqa, F. A. S. (2022). Shyness and its Relation with Self-esteem in Light of Some Variables. Information Sciences Letters _, 11(6),_ pp. 2345–235. DOI: http://dx.doi.org/10.18576/isl/110641

[9] Ayasrah, M.N., Shalaby,M.A . Elkasaby,Y.H & A. M. Al-Marazeq. I.A (2023) "Peer Social Acceptance of Students with Special Needs," _Information Sciences Letters_: Vol. 12 : Iss. 1 , PP :335-340.Available at: https://dol 10.18576/isl/120128

[10] Ayasrah M.N,(2022) .The building of a Touchstone Scale Based on the Cognitive Constructive Theory for Measuring the Effective Instructional Practices of Teaching Staff Members at Distance Electronic Learning . International Journal of SocialScience Research and Review. Volume 5, Issue 12December, 2022Pages: 385-397. http://dx.doi.org/10.47814/ijssrr.v5i12.747.

[11] Ayasrah, M. N, (2022). The Utilization Level of Computer Techniques by Teachers of Special Education Centers to Give Students with Autism Spectrum Disorders the Verbal and Non-Verbal Communication Skills. _International Journal of Early Childhood Special Education_, _14_(1).

[12] Alkhasawneh, T., Al-Shaar, A. S., Khasawneh, M., Darawsheh, S., & Aburaya, N. (2022). Self-Esteem and its Relationship to some Demographic Variables among Students with Learning Disabilities. _Information Sciences Letters, 11(6),_ pp. 1929–1936. http://dx.doi.org/10.18576/isl/110609

[13] Al-Masry, M. (2017). _Needs and their relationship to psychological stability among Al-Azhar University students_. Unpublished master's thesis, Al-Azhar University, Gaza.

[14] Al-Nams, H. (2018). _Psychological stability as a mediating variable between psychological stress and sports fanaticism among fans of Premier League football clubs in Gaza governorates_, an unpublished master's thesis, Al-Aqsa University, Gaza.

[15] Al-Obaidi, A. (2015). Neurotic perfectionism and its relationship to psychological stability among university students. _Journal of Human and Society Sciences, 4_(1), 157-187.

[16] Al-Thawabiya, A & Al-Faraheed, A .(2021). Cybernetic space and its relationship between academic performance, social and emotional relations among students in Tafila Technical University. _Journal of Studies and Educational Researches_, 1(3), 374-404.

[17] Khasawneh, M. (2021). The effect of the spread of the new COVID-19 on the psychological and social adaptation of families of persons with disabilities in the Kingdom of Saudi Arabia. _Health Psychology Report_, _9_(3), 264-275. DOI: https://doi.org/10.5114/hpr.2020.99003

[18] Khasawneh, M. A. S., & Al-Rub, M. O. A. (2020). Development of Reading Comprehension Skills among the Students of Learning Disabilities. _Universal Journal of Educational Research_, _8_(11), 5335-5341. DOI: 10.13189/ujer.2020.081135

[19] Shaddad, L. (2016). _Designing adaptive feedback in an e-learning environment and its impact on the development of academic performance and achievement motivation among female students majoring in educational technology in Kuwait_, unpublished master's thesis, Arab Gulf University, Manama.

[20] Banoub, B. and Kamel, A. (2022). The effect of innovative thinking on improving student academic performance, a case study. _Journal of the Higher Institute of Specific Studies, 2_(2), 569-659.

[21] BanyAhmad.T.H; Meric. M &Ayasrah.M.N (2022). The Effect of Psychoeducational Stress Management Interventions on Students Stress Reduction: Systematic Review. Journal of Educational Cultural and Psychological Studies (ECPS Journal) 6(25):41-57 .DOL: https://dol 10.7358/ecps-2022-025

[22] Bashir, F. (2016). _The effectiveness of a program for developing assertive behavior and its impact on increasing self-efficacy, social efficiency and academic performance among secondary school students in Gaza Governorate_, unpublished Ph.D. thesis, Cairo University, Cairo.

[23] Habash, H. (2018). Psychological stability and its relationship to the performance of some basic football skills for students. _Journal of the College of Education for Girls for Human Sciences - University of Kufa, 12_(23), 459-472.

[24] Hussein, S., Muhammad, S., Al-Subhi, I., and Al-Zahrani, N. (2015). Attitudes of Al-Baha University students towards the dog and its relationship to the level of academic performance. *Journal of the Faculty of Education - Assiut University, 31*(3), 330-422.

[25] Gagnon, R. J., Stone, G. A., & Garst, B. A. (2017). Beyond composite scores and Cronbach's alpha: Advancing methodological rigor in recreation research. Journal of Outdoor Recreation, Education, and Leadership, 9(4), 383-402.

[26] Galimov, R. R. (2020). Formal-dynamic Personality Traits of Psychological Stability in Educational and Professional Cadets' *Activities. ARPHA Proceedings*, 3, 633-642.

[27] Issa, A. (2022). The Role of University in The Relationship Between the Corona virus pandemic (Covid-19 and mutated strains of it) and Academic Performance Applying To Taif University. Scientific Journal of Commerce and Finance, 2, 408-451.

[28] Kajuan, Q. (2016). Psychological stability of secondary school teachers. *Tikrit University Journal of Humanities, 10*(23), 297-382.

[29] Kumar, S., Agarwal, M., & Agarwal, N. (2021). Defining And Measuring Academic Performance of Hei Students-A Critical Review. Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12(6), 3091-3105.

[30] Yahya,SH.M; Ayasrah, M. N., Alsmadi, M. A., & al-etan,M S. (2021). Barriers of using the flipped classroom strategy, from the standpoint of science teachers in Jordan. *Multicultural Education*, *7*(9). https://dOI: 10.5281/zenodo.5369606