

**EMOTIONAL INTELLIGENCE AND CREATIVITY AS DETERMINANTS OF STUDENTS' ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN NASARAWA LOCAL GOVERNMENT AREA, KANO STATE**

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**Abstract**

*The study investigated the influence of emotional intelligence and creativity on academic performance of Senior Secondary School Students in Nasarawa Local Government Area of Kano State. Four hypotheses were formulated and tested. A correlational research design was adopted. The population of 3,929 and the sample size 351 SSS II students were selected using stratified sampling techniques and simple randomly sampling techniques to select respondents.*

*Three instruments were used namely Emotional Intelligence Questionnaires (EIQ), Students' Creativity Questionnaire (SCQ) and English Language Achievement Test (ELAT) with reliability coefficient of 0.85, 0.70 and 0.72, respectively. Data was analyzed using multiple regression, PPMC and t-test at 0.05 level of significance. Findings of the study showed the relative importance of each of the predictor variables (emotional intelligent and creativity) to the prediction of English Language with  $R=.126$ . This indicate that  $R^2 =.516$  is a good level of prediction, which is equivalent to 51.6%, indicating the level of shared variance between the dependent variable and the independent variables ( $F_{c=350, 2.825} < 0.05$ ). The study recommended among others that: Students with low level of emotional intelligence and creativity should cultivate the habit of rehearsing, practice many times and self-practice as that will improve their language capacity.*

**Key word:** Emotional Intelligent, Creativity, English Language, Secondary School Students

**Introduction**

Education is the key to success and development for the future and determined many opportunities in our individual life. It illuminates a person's mind and thinking toward effective and efficient destination of life. In addition, education develops human thoughts, personality, dealing with others and prepares individual for life experiences. It makes people have a special status in their own society and everywhere they live in. Students' academic performance has been receiving the attention of stakeholders in education, attributed to students' emotional intelligence and creativity in learning process.

The term emotional intelligence was introduced by John Mayer and Peter Salovey in early 90s in their attempt to develop a scientific measure for knowing the difference in peoples' ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to Daniel Goleman (1995). According to Mayer and Salovey (1995) Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it. According to this definition, every one of us may be found to have varying capacities and ability with regards to one's dealing with emotions. Depending upon the nature of this ability, he or she may be said to be more emotionally intelligent or lesser, in comparison to others in the group.

Emotional Intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner-self and immediate environment. Emotional intelligence has been conceptualized as a multidimensional construct as proposed by Goleman (1995, 1998) and Mayer and Salovey (1993, 1995). According to this conceptualization, emotional intelligence consists of "abilities such as being able to motivate one and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope. According to Meher et al. (2021) Emotional Intelligence is the capacity or ability of an individual for perceiving, processing, knowing and regulating emotional information accurately in an effective manner involving Intra and inter abilities to guide one's thinking to make certain changes in others. Emotional intelligence is the ability to perceive, manage and regulate emotions, promoting adaptive thinking and the understanding of the meaning and consequences of emotions.

According to Tyagi and Ashish (2017) the concept of emotional intelligence has been defined by three different models known as; (1) the ability model, (2) the mixed and (3) trait model. In the first model by Mayer and Salovey called "abilities model", emotional intelligence is defined as the ability to observe emotion, integrate emotion to check thought, understand emotion and regulate emotion to promote personal growth (Mayer & Salovey, 2004). The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that Emotional Intelligence includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding

emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals (Mayer & Salovey, 2004)

In the second model by Goleman called "mixed model", emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in us and in our relationships (Goleman 1998). It is a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main Emotional Intelligence constructs:

1. Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill – managing relationships to move people in the desired direction
4. Empathy - considering other people's feelings especially when making decisions
5. Motivation - being driven to achieve for the sake of achievement.

In the third model Petrides (2000) called "traits model", this model refers to the individual's self-perceptions of his or her emotional abilities, being labelled as trait emotional self-efficacy. It is a construct outside the taxonomy of human cognitive ability. Emotional Intelligence refers to an individual's self-perceptions of their emotional abilities (Petrides 2000). This definition of Emotional Intelligence encompasses behavioral dispositions and self-perceived abilities and is measured by self-report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait Emotional Intelligence should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The etymological root of creativity comes from the Latin word *creatus*, literally meaning to have grown. According to Leonardo, (2023) Creativity is a process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts, and their substantiation into a product that has novelty and originality. It is a process that is involving the generation of new ideas, knowledge or concepts, or new associations between existing ideas or concepts, and their substantiation into a product that has novelty and originality. Thomas et al. (2012) creativity focuses on three different aspects: (a) the process, namely the mental activity through which the problem solving is being carried out, (b) the person, the individual characteristics of the personality and the mental competences, (c) the product. The individual perspective is being associated, obviously, and is interdependent from the social context and the facilities or the inhibitory forces that coexist, so that a creative behavior can emerge. The last one, that has not been sufficiently studied, has to do with the context, working, institutional, environmental etc., which affects the development or not of the present behavior, which in turn affects the procedures into these contexts.

The study by Owan (2022) revealed that there was significant influence of emotional intelligence, gender school location individually and jointly on the academic achievement of SS II students in Chemistry. It was recommended that more attention should be given to girls as a way of sustaining their interest in Chemistry as this will lead to improvement in their academic achievement in Chemistry. Bada et al. (2022) study showed the relative importance of each of the predictor variables (emotional intelligent and gender) to the prediction of Mathematics achievement. This indicates a strong positive relationship between emotional intelligence and academic achievement. Also gender has a positive relationship between male and female in emotional intelligence.

The study of Olatoye et al, (2010) shown that there was a very low negative insignificant relationship between creativity and CGPA scores ( $r=-0.004$ ,  $p>0.05$ ). A creative person may not necessarily be a high achiever in school. In searching for people to carry out tasks that involve high creativity, level of academic achievement should not be the only requirement for selection. Ukoima et al, (2021) revealed that Students learning with fun, have emotional development, enhancing thinking capability, boosts problem solving skills, and improves focus and attention are importance of creativity in the classroom thereby influencing or enhancing students' academic performance. Teachers developing creative skills influence the academic performance of senior secondary school students. The academic performance of a student is particularly related observable and measurable behaviour include emotional traits, creativity skills etc.

### **Statement of the Problem**

Trend of low secondary school students' academic performance in internal and external examinations have been confirmed by stakeholders in educational sectors such as parent, educational administration, and teachers among others, this can be attributed to low intellectual ability and cognitive skills, lack of creativity, low achievement motivation, low self-confidence, among others. Abubakar et al. (2020) have reported that academic performance is associated with socio-psychological variables as well as other notable variables. These socio-psychological variables according to them may include, self-confidence, emotional intelligence, self-regulation, and so on. Onipede (2013) found that there was a decline in students' achievement in Senior Secondary Certificate examinations. He reported that students performed below expectation in Senior Secondary Certificate (SSC) examinations in many subject areas especially in English Language and Mathematics. Aburime (2017) identified different factors that could cause students' failure; for instance, he reported that academic failure seemed to be associated with the low level of creativity and motivation, lack of personal confidence, emotional instability and temperamental tendency towards extraversion.

The persistent low performance is an indication that the system needs a complete over haul by the appropriate authorities. The West African Examination Council (WAEC) records of

the results released in 2021 was reported as being dropped yearly in the years 2018, 2019 and 2021 respectively. Studies have indicated that students' creativity is not given due consideration in area and state at large, and those who get teaching appointments have little or no interest in the teaching profession in order boost students' creativity to learn more, or level of emotional intelligence of student is low or otherwise (Yanoko, (2018). It is against this backdrop that, this study investigated the influence of emotional intelligence and creativity in Nasarawa Local Government Area of Kano State.

### **Objectives of the Study**

The general objective of this study will be investigates the influence of emotional intelligence and creativity on academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State. Specifically, the study intends to:

1. investigates the combined influence of emotional intelligence, creativity and academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State
2. find out the relationship between emotional intelligence and academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State
3. examine the relationship between creativity and academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State
4. find out the gender difference in academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State

### **Research Questions**

The following research question will guide the study.

1. What is the level of emotional intelligence of senior secondary school students in English language in Nasarawa Local Government Area of Kano State?
2. What is the level of creativity of senior secondary school students in English language in Nasarawa Local Government Area of Kano State?
3. What is the level of academic performance of senior secondary school students in English language in Nasarawa Local Government Area of Kano State?
4. What is the level of gender difference in academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State

### **Hypothesis**

H<sub>01</sub>: There is no significant influence of emotional intelligence and creativity on academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State.

Ho<sub>2</sub>: There is no significant relationship between emotional intelligence and academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State.

Ho<sub>3</sub>: There is no significant relationship between creativity and academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State.

Ho<sub>4</sub>: There is no significant gender difference in academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State.

### **Methodology**

Descriptive Survey research design of correlational type was employed by the researcher to carry out the research work. The correlational design was preferred determined to see if there is a relationship between or among the variables. The population for the study comprise of all public senior secondary school students in Nasarawa Local Government Area of Kano State. The population for this study are senior secondary school (SSS II) students which comprises of three thousand, nine hundred and twenty-nine (3,929) students.

The sample of this study was drawn from the three thousand, nine hundred and twenty-nine (3,929) senior secondary school (SSS II) students. A total sample size that is appropriate for the research was three hundred and fifty-one (351) students were selected as sample for the study, which comprises of 200 female and 151 male students (respondents). The sample size estimation is in line with recommendations offered at a confidence level 95% and a Margin Error of 5.0% (Research Advisor, 2006).

Stratified sampling technique was adopted to select sample for the study because it involves grouping large population into definite characteristics. The researcher grouped the schools into two based on gender i.e. single schools. The researcher selected ten (10) schools from the local government area through simple randomly sampling techniques in the local government area. The simple random sampling techniques was used to select sample schools based on gender seven (7) Girls' only and three (3) Boys' only for the study. The senior secondary school (SSS II) students were selected because they are in semi-final stage/exit-class of secondary school.

The instrument for this study was questionnaires, divided into two: the first part was Students' Emotional Intelligence and Creativity Questionnaires (SEICQ), while Second part titled English Language Performance Test (ELPT). The Emotional Intelligence Questionnaires (SEIQ) was adapted version of Joiceswarnalatha (2015), the researcher selects the best 20 items for the purpose of the study, which have strong link with individual intelligence. The Creativity Questionnaires (SCQ), adapted version of Nicolas Holt Creativity Test (NHCT), was adopted from Nicolas Holt to test the level of creativity among individual students'. The adapted version contains twenty (20) items

(20) that are best describing the creativity abilities of individual. The instrument was modified and structured in four point modified Likert Scale.

The section part was titled English Language Performance Test (ELPT), it consists of twentyfive (25) items multiple-choice objective questions with four options; the items cover many topics in the Senior Secondary School (SSS II) English Language Syllabus, which was extracted from WAEC examination questions. Each correct item would be allocated with one (1) mark, after all percentage would be used to have 100% marks for English Language Performance Test (ELPT) question items. The instrument was subjected to validation, the face and content validity of the instrument was done by the researcher's supervisors and two experts from Educational psychology and Counselling Department, Federal University Dutsin-ma, Katsina State. Also one English Language Teacher was validates the instruments. The point of validation was to assess the structuring of the instrument, to verify the adequacy of the instrument as well as to weight the responses expected from the respondents. Their corrections and comments were adopted in modifying the final instrument for the conduct of the main study.

The test-retest method of reliability was used in pilot testing of instrument to determine the reliability of the instruments. The instrument was administered to a sample of twenty (20) students which is not part of the real study sample. The reliability of the instrument was obtained after the pilot testing; using Cronbach Alpha Statistical analysis and Kuder-Richardson 21 formula was used to analyze English Language Achievement Test (ELAT). The following Alpha coefficient values are Emotional Intelligence Questionnaires (EIQ) 0.853, Students' Creativity Questionnaire (SCQ) 0.702 and ELAT 0.72 was obtained. A reliable correlation co-efficient of this values implies that the instrument is internally consistent and reliable for study.

Frequency and simple percentage was used to analyze the total number of respondents who correctly completed the questionnaires. Multiple regressions analysis was used to test hypothesis 1, Pearson Product Moment Correlation (PPMC) statistics was used to test hypotheses 2 and 3, ttest was used to test hypothesis 4. All hypotheses were tested at 0.05 level of significance.

## **Results**

### **Testing of Hypothesis**

**Hypothesis 1:** There is no significant influence of emotional intelligence and creativity on academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State.

### **Table 1: Regression Analysis combined influence of emotional intelligence and creativity on English language academic performance among senior secondary school students**

Model	R	R Square	Adjusted R Square	Standard Error
1	0.126 <sup>a</sup>	0.516	0.010	2.79412

  

Analysis of Variance						
Model	Sum of Square	Df	Mean Square	F	S	
Regression	44.103	2	22.051	2.825	.001 <sup>b</sup>	
Residual	2716.872	348	7.807			
Total	2760.974	350				

a. Dependent Variable: ELAT

b. Predictors: (Constant), SEMQ, SCQ

The analysis on table 1 shows that emotional intelligence and creativity accounted for 51% of the total variance in student’s English achievement ( $R^2 = 0.516$ , p-value = 0.001,  $p < 0.05$ ). This percentage is statistically significant. Therefore, emotional intelligence and creativity have significant combined influence on English language performance of secondary school students in Nasarawa LGA of Kano state. The results reveal that emotional intelligence and creativity are important factors that significantly influence students’ academic performance in English language.

**Hypothesis 2:** There is no significant relationship between emotional intelligence and academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State.

**Table 2: Correlation between Emotional Intelligence and Academic performance among Senior**

**Secondary School Students**

Variable	N	Mean	S.D	Df	Cal. r-value	Sig.(2-tailed)
<b>Decision</b> Emotional Intelligence	351	66.36	12.33			
Academic Performance	351	20.66	2.81	349	0.237*	0.024 Rejected

\* Correlation is significant at the 0.05 level (2-tailed).

The result on table 2 shows that there are significant relationship between students’ emotional intelligence and English language academic performance in Nasarawa Local Government Area of Kano State, ( $r = .287$ , p-value = 0.024), since  $p < 0.05$  level of significant and 349 degree of freedom. Therefore, hypotheses two was rejected. Hence, the emotional intelligence has great influence in English language performance.

**Hypothesis 3:** There is no significant relationship between creativity and academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State.

**Table 3: Correlation between Creativity and English language academic performance among Senior Secondary School Students**

Variable	N	Mean	S.D	Df	Cal. r-value	Sig. (2-tailed)	Decision
Creativity	351	70.36	8.02				
Academic Performance	351	20.66	2.81	349	0.156*	0.005	Rejected

\* Correlation is significant at the 0.05 level (2-tailed).

The result on table 3 shows that there are significant relationship between students’ creativity and English language academic performance in Nasarawa Local Government Area of Kano State, ( $r = .156$ ,  $p\text{-value} = 0.005$ ), since  $p < 0.05$  level of significant and 349 degree of freedom. Therefore, hypotheses two was rejected. Hence, the creativity has great influence in academic performance of students in English language.

**Hypothesis 4:** There is no significant gender difference in academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State.

**Table 4: Table showing the gender difference in academic performance of Senior Secondary School Students in English language**

Variable	N	Mean	S.D	Df	t-value	Sig. (2-tailed)	Decision
Male	200	61.63	9.17				
Female	151	62.78	9.05	349	0.772*	0.033	Rejected

\* Correlation is significant at the 0.05 level (2-tailed).

The result on table 4 shows that there is significant difference in English language performance among senior secondary students in Nasarawa Local Government Area of Kano State based on gender ( $t= 0.772$ ,  $p\text{-value} = 0.033$ ), since  $p < 0.05$  level of significant and 349 degree of freedom. Therefore, hypothesis is hereby rejected. Therefore, female students have significantly higher mean than their male counterparts.

**Discussions**

The result of hypothesis one revealed that significant combined influence of emotional intelligence, creativity and academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State. This implies that emotional intelligence and creativity have significant combined influence on academic performance of Senior Secondary School Students in English language. The finding of this study corroborate with Carolyn (2019) found that there was a significant positive correlation between overall emotional intelligence and academic performance. Also, Bada et al (2022)

revealed that there are significant relationship between students' emotional intelligence and their achievement in mathematics. A study Ogundokun and Adeyemo, (2010) revealed that emotional intelligence has a significant correlation with academic performance. In addition, Olatoye, et al., (2010) there was a very low negative insignificant relationship between creativity and student academic performance. Thus, the higher the students' creativity, the lower the academic performances score. A creative person may not necessarily be a high achiever in school. In contrast Palaniappan (2009) there was no significant relationship between creativity and academic achievement.

The result of hypothesis two revealed that significant influence of emotional intelligence in academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State. This implies that emotional intelligence have a great influence on academic performance of Senior Secondary School Students in English language. The finding of this study support of Couto and Braga (2015) found that there are positive relationships between academic performance and emotional intelligence, presenting evidence that emotional intelligence influences academic performance. This finding supported the result of Bada et al, (2022); Salami and Ogundokun, (2009) revealed that emotional intelligence had significant positive correlation with academic achievement. In contrary Coury (2019), found no relationship between academic performance and emotional intelligence scores, as well as between course period and emotional intelligence. Praveen, et.al (2019), highlighted how character development is influenced by emotional intelligence The study found the only independent variables of motivation and empathy have a significant impact on students' academic performance.

The result of hypothesis three revealed that there is significant influence of creativity in academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State. This implies that creativity have a great influence on academic performance of Senior Secondary School Students in English language. The findings of this study corroborate with Kaboodi and Jiar (2012) found that results indicate cognitive creativity is so far more correlated with academic performance of students. In contrary, Arya, Maurya, and Anita (2017) found that there is no significant association between creativity and academic achievement. Naderi, et al. (2009) reported that creativity is not a significant predictor of academic achievement among undergraduate students in Iran, also using performance scores as measures of student achievement. Hassan (2001) also alluded to the fact that the inherited pattern of assessment in Nigeria is usually restricted to one (cognitive) of the aspects of learning outcomes at the end of teaching-learning process and does not encourage innovativeness and creativity in the teacher and the learner.

The result of hypothesis four revealed that significant influence of gender in academic performance of Senior Secondary School Students in English language in Nasarawa Local Government Area of Kano State. The finding of this study corroborate with Bada et al (2022) indicated that gender have significantly influence on the academic performance of the students. In contrast Naderi, et al., (2010) found that there is no significantly relation

between males and females regarding which aspect of intelligence related to academic achievement, although intelligence was shown not be related to academic achievement for both genders.

### **Conclusion**

One crucial factor in the relationship between one's academic performances in particular is regarded to be emotional intelligence and creativity. The results manifested that emotional intelligence and creativity was a reliable indicator of academic success. An individual can better comprehend both their own identity and those of others through connection with others and innovation in learning. Students that are emotionally intelligent can feel comfortable with innovations, others and with themselves; they can comprehend, perceive, and keep an eye on their emotions. Teachers must realize the fact that emotional intelligence and creativity predicted students' academic performance; teacher should focus on teaching emotional intelligence and creativity as a strategy to develop academic performance in secondary schools. When students are educated to be emotionally and socially/cultural intelligent, cognitively creativity their general performance can be improved

### **Recommendation**

Based on the findings, the following recommendations were made for the study.

1. Students with low level of emotional intelligence and creativity should cultivate the habit of rehearsing, practice many times and self-practice as that will improve their language capacity.
2. Parent should enhancing writing creativity on their children/wards which may prosper their academic performance in English language.
3. The school management should training students on how to develop creative skills and emotion hence it enhances the students' academic performance.
4. Government should organize workshop programme for all the teachers to enlighten them on the role and importance of emotional intelligence and creativity on` students' academic performance.

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