

**Does Right Emotion with Creativity influence Academic Performance? A study of Emotional Intelligence, Creativity and Academic Achievements of Business Graduate Students**

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**ABSTRACT**

The study inclines to explore the effect of Emotional Intelligence and Creativity on academic achievement (CGPA) of Business Graduates of COMSATS Institute of Information Technology, Islamabad. A sample of 150 students has been taken to conduct the preliminary study. Three instruments were used named; Cumulative Grade Point Average (CGPA) Information Format, Nicolas Holt Creativity test (NHCT) and Wong and Law emotional Intelligence Scale (WLEIS) to gather data on Creativity, Emotional Intelligence and Academic achievements. The Multiple Regression, Pearson Product-Moment Correlation techniques and ANOVA test were used for analysis of data. Results of the study revealed that EQ and creativity jointly predict the academic achievements of students however, when tested individually; EQ has positive significant relationship with CGPA, mean while creativity has positive insignificant relationship with CGPA. Additionally, no significant variances were found among the level of emotional intelligence and creativity of male and female student, while differences were found in the academic records of male and female students which tend to explain that female students had good grades than their male counterparts.

**Keywords:** Emotional Intelligence, Creativity, CGPA, Business Graduate Students, Academics.

**1. Introduction**

In the world of materialism, where everyone is running, the marathon to shine and come through the level of competition has changed to hyper aggressiveness. In such a dynamic competition, education is rope to success, greatness and brightening up life of an individual (Ghazi and Ali 2018). In a society different formal education systems prevails and in each, grades are important factor to judge the quality and standard of education which students are being imparted with, by the same education system. It is of high concern for educators to seek those factors which affect the academic performance of students, as it helps to distinguish high performers from low performers and also envisions the success of students at work in later stages of life (Bakare, 1979; Onabamiro *et al.*, 2007; Hassan, 2001). Many of the Formal Educational Institutes are endeavoring to produce students who are confident, hardworking, motivated and self- sufficient (Loughnan *et al.*, 2015). In the context of Pakistan's Culture, education is a sole instrument through which one can shape the future and make the destiny; an illiterate person cannot be the part of country's growth. According to Neamtu (2015), education is the pillar of nation's success and economic growth furthermore the author argued that across the world, educational trends are rising from lower to higher and subsequently at advance level in order to get better equipped with knowledge, expertise and capabilities to cope the aggressive

competition. Due to increased inclination towards globalization, Science and Technology has become the major determinant of whether a country can provide better living to its people. Business Administration degree lends maximum opportunities to the students to develop, enhance, polish skills, abilities and competencies to be self-employed and make a good career in industry as it is realized as educational advancement across all of the industries. The studies of Aina, (1991) and Adeola, (2006) emphasized that excellence business teaching can inculcate a variety of professional skills to students leading them to economic endurance and make them their bosses- they become free agents. According to the Malbary, (1999) business students are trained to create a mix of ladies and gentlemen of great character and personalities; they are able to manage their physical, psychological and spiritual being in fair and balanced manner and are greatly affected by the country's economic strategies and design. Therefore business students must be informative, emotionally intelligent, well behaved in conduct, creative, enthusiastic and innovative in act.

Hence, the present study reflects to focus on Right Emotions with Creativity, influences Academic Performance by considering the relationship of Emotional Intelligence and creativity on academic achievements of Business Graduate students.

### **1.1 Research Questions**

Following are the list of questions that will be answered in the present study:

**Q1:** Do creativity and emotional intelligence collectively influence the academic achievements of Business Graduates?

**Q2:** Does Emotional intelligence significantly effect on academic achievements of Business Graduates?

**Q3:** Does creativity significantly influences the academic achievements of Business Graduates?

**Q4:** Is there any association between academic performance of Graduates and their particular level of creativity and emotional intelligence?

**Q5:** Is there any difference in level of creativity, emotional intelligence and academic achievements of male and female Business Graduates?

## **1.2 Objectives of Study**

- To explore the composite effect of creativity and EQ on their respective academic grades or CGPA.
- To understand the role of EQ of students in effect to the academic achievement.
- To understand the role of creativity of university graduates in effect to the academic achievement.
- To identify the nature of relationship between academic performance of business students and their EQ level and creativity.
- To investigate the relative differences in emotional intelligence, creativity and academic achievements between male and female Business graduates.

## **2. Literature Review**

Mayer and Salovey, (1997) construed emotional intelligence as;

*“the ability of one’s person to understand his/her emotions, in order to access and to form emotions just to guide a thought process, to understand those emotions and knowledge of emotions, and to consciously control emotions so as to endorse intellectual and emotional growth”.*

Thus, emotional intelligence is the process of self-awareness and managing emotions to guide behaviors in right direction. According to Golaman, (1998) *“Emotional intelligence is the capability of identifying our own and other’s feelings, for observing ourselves, and for handling/ dealing with our and other’s emotions”.*

Therefore, it is non-cognitive ability to understand and manage own emotions and others to effectively regulate behaviors and relations. Akinboye, (2003) argued that to maintain success in one’s own life and at workplace, one must have emotional intelligence which can be manifested in attributes like trust, loyalty, honesty, integrity, motivation, intuition, energy, courage, sensitivity, maturity and conscience. Ciarrochi *et al*, (2000) elucidated the significant positive correlation between different personality attributes of adolescents like empathy, self-esteem, openness to feeling, life satisfaction, extroversion, and verbal intelligence. Emotional intelligence is intended as a pack of non-cognitive abilities and skills that can help in managing positive behaviors at home and work.

Zeidner (2017), argued that emotional intelligence is an ability that can be learned, established and improved at any stage of life. If realized, one can improve his/her ability of managing and

understanding emotions of self and others easily (Duckett, 2002). It brings positivity and cheerful willingness to the people, (Animasahun, 2007) concluded in his study that when prisoners were edified with emotional intelligence skills, their approach towards life improved positively and it expanded their ability of managing life affairs affirmatively. Emotional Intelligence has been probed intensely since long, particularly in relation to other psychological, occupational and social factors. For- example, Leban *et al.*, (2004), found the success rate of emotionally intelligent leader is higher, as such leader is self-aware and mind full of follower's emotions, demands and wishes (McCarthy *et al.*, 1999; Preti *et al.*, 2003; Soski *et al.*, 2002). Duckett, (2002) institute a positive relationship between emotional intelligence, motivation, profits and employee's collaboration. Psychological researchers argued that there is significant relationship between job stress and emotional intelligence (Sherafatmandayari *et al.*,2012). But the perspective of students in this regard had been neglected. It is known that how Intelligent Quotient (IQ) affects the success of students but how can EQ skills help students to earn superior grades in schools or universities are overlooked.

Studies of the past showed that individual academic achievements are based on Intelligent Quotient (IQ). It was strongly believed that good academic records are only based on conceptuality of mind that is more systematic and scientific (Abi Samra, 2000 and Douglas, 2006). Literature, for decades had been reminding us that individual's cognitive abilities are the true predictor of the success in profession and normal in daily life. It is dilemma of the Asians culture, that education systems are much focused on enhancing memorization and generalization. However, for now the Philosophy of Intelligence is changed from single dimension to Multiple Intelligences Theory (Gardner, 1983), Emotional Intelligence Theory (Goleman, 1995 and Mayer *et al.*, 1999). After consistent efforts researchers found that success can not only be guaranteed by IQ but there are other intelligences that can help achieving our aims and making our path to success. With time, it has been realized that intelligence can have the following forms.

- 1) Analytical or Mathematical Intelligence
- 2) Practical Intelligence
- 3) Creative Intelligence
- 4) Linguistic
- 5) Musical
- 6) Spatial
- 7) Interpersonal

- 8) Interpersonal
- 9) Spiritual intelligence.

**Source:** (Gardner, 1983; Sternberg, 1985; Draper, 2010).

Above mentioned different dimensions of intelligence are correlated. They combine to form an umbrella of general intelligence (not just IQ) which affects the student's achievement. Now researchers believed that together with analytical abilities, creativity, good intrapersonal and interpersonal awareness, success in life is guaranteed (AbiSamra, 2000).

Research has proved that E.I can be learnt and improved at any stage of life and also confirmed that no significant variance between the gender aspect; male and female level of E.I (Click, 2002 and Adeyemo, 2004).

The concern of the study is whether E.I and creativity are better predictor of success than I.Q. Focal point of many studies is that E.I and creativity assure success more than I.Q. Even, Goleman, (1995) defined 20% portion of intelligence for IQ and the remaining 80% is justified by the other aspects of Intelligences. Here, a problem arises about the context and ambience of creativity and E.I i.e. how we can prescribe them, in what context these concepts will be used and how they influence academic achievements of students.

Creativity is defined as an ability of an individual to be unique, imaginative, generate or recognize ideas, alternatives and who produces some novel outcomes. Researcher suggested intelligence and creativity are the outcome of equivalent cognitive manner (O'Hara and Sternberg, 1999) and the relationship between them is much minor that we can treat them by separate approaches.

Creativity is about being imaginative, innovative, assertive, unique, confident, and independent and turning new ideas into reality. All said abilities are very much prerequisite for the enriched and fine life. Novelty and uniqueness brings new opportunities, modern concepts, advance ideas, latest designs that leads to innovation. A non-creative individual is locked-in around old patterns, structures, ideas, perceptions (Akinboye, 2003). One of studies highlighted the fact that creativity is result of knowledge, motivation, intellectual processes, perceptions, personality and external environment (Sternberg and Lubart, 1996). Interest of study is centered on creativity and emotional intelligence influence on student's academic achievement as it has been observed that our education system is not providing any insight in innovative thinking and valuation procedures do not reward

innovation and creativity. The importance of creativity is universally acknowledged but practiced at a meager level in classrooms. (Cronin, 1989). Gardiner, (1980) and Songer *et al.*, (2002) argued that the example of classroom is just like a garden. The instructor is gardener, who cultivates and nurtures student's abilities so that they can germinate like creative adults.

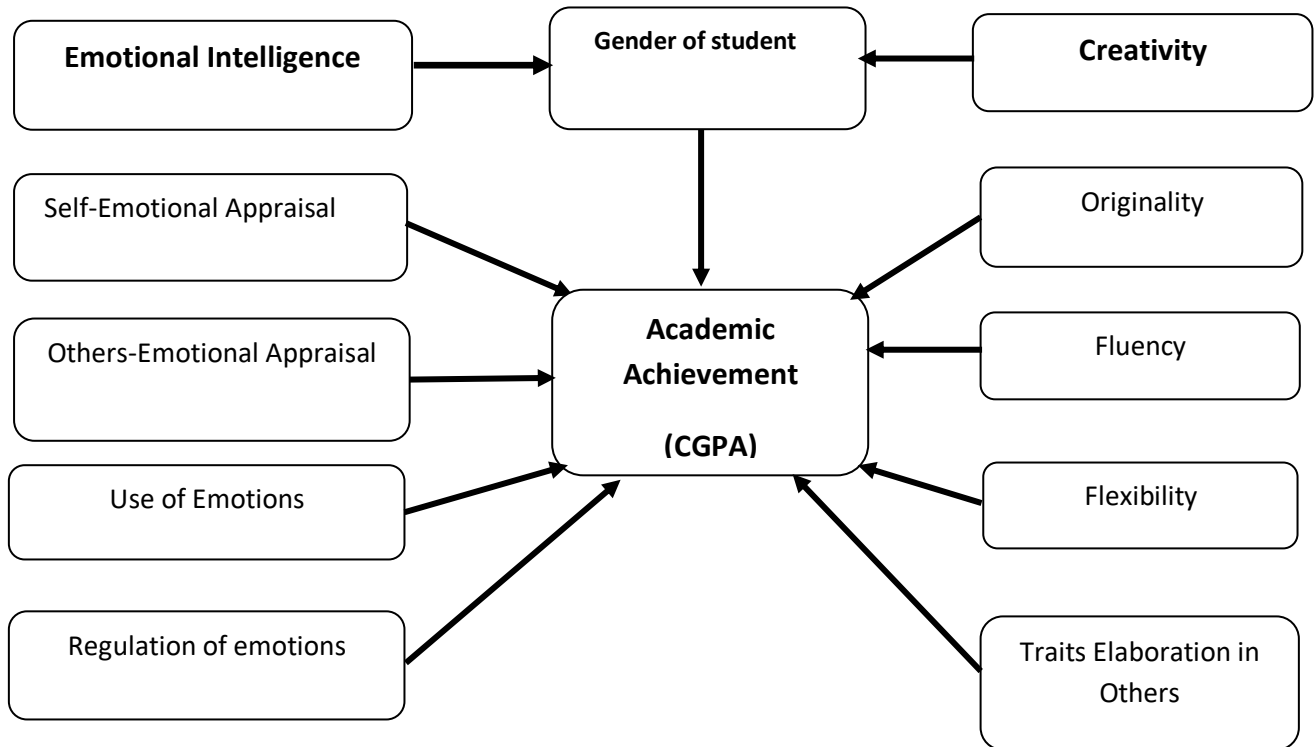
Creativity and emotions are impressively related as it boasts energy and power of the person, that's why an artist always need an emotional state to show his /her artistic masterpiece (Akinboye, 2003). Psychological studies revealed that an emotionally intelligence person has ability to manage and regulate his/her emotions, mind free of destructive thoughts, remains calm and relax, makes room for new ideas and creative than a person whose E.I level is low (Goleman, 1998). Van Der Zee *et al.*, (2002) asserted that no significant association between academic performance and E.I and if there is any claim regarding the possible association between the two, then the study would be followed in a detailed perspective.

The debate against contexts of these studies is that often they are conducted outside the Pakistan and those which are conducted in Pakistan revealed a positive relation between E.I and academic Performance (Amber, 2003). Similarly, Indian studies acknowledge positive significant affiliation between E.I and academic achievements of the students (Chamundeswari, 2013). However, little attention has been directed towards composite contribution of creativity and E.I on students' academic performance. The impact of magnitude related to these traits cannot be determined exactly on academic achievements. Therefore, uncertainty of influence makes the relationship scientifically unsolved and indecisive.

In the view of above stated account, the present study is focused on analyzing and exploring the relative and mutual influence of creativity and E.I on the academic achievements of Graduate students of COMSATS Institute of Information Technology, Islamabad.

## 2.1 Theoretical Framework

The study is based on following research model;



## 2.2 Hypothesis Development

The study is based on following hypothesis;

**Hypothesis 1:** Emotional Intelligence and Creativity compositely affect the level of academic records of students.

**Hypothesis 2:** Emotional Intelligence effect the level of students' academic records.

**Hypothesis 3:** Creativity effect the level of student's academic records.

**Hypothesis 4:** The nature of relationship between business students' CGPA and their relative EQ and Creativity.

**Hypothesis 5:** Difference in level of emotional intelligence, creativity and academic achievements of male and female Graduate student?

### **3. Methodology**

#### **3.1 Participants**

The data was collected from the Business Administrative students of COMSATS Institute of Information Technology, Islamabad. The potential population includes all the students of Bachelors in Business Administration and Master in Business. The sample was chosen based on the total number of students registered in that specific program. Purposive sampling technique was used for collecting the data. The student's of business administrative department were chosen based on the assumption that these students must be informative, emotionally intelligent, well behaved in conduct, creative, enthusiastic and innovative in act. A sample of 150 students including 80 students from the program; Bachelors in Business Administration and remaining 70 students were chosen from Master in Business Administration program including 65 females and 85 male students. The small sample size based on the availability and the number of students registered for those specific programs.

#### **3.2 Instruments**

Survey technique was used for collecting data through Self administrated questionnaire. Under mentioned three types of instruments were used to collect data on respective variables of EQ, creativity and CGPA (Student Cumulative Grade Point) as an indicator of academic achievement;

- 1) CGPA Information Format
- 2) Wong and Law Emotional Intelligence scale (WLEIS)
- 3) Nicolas Holt Creativity Test (NHCT)

These instruments were taken from the study of Olatoye *et al.*, (2010), which addressed the similar hypothesis in different culture. Based on the assumption that this study will provide diverse results because of culture variances. The validity and the reliability of the instruments are out of questions as the researchers of the previous study preferred these scale for the following reasons:

- 1) WLEIS is built upon the research work of Mayeret *al.*,(1999) EI Test (MSCEIT) that was considered as best test available for EI measurement.
- 2) Wong and Law, (2002) tested its reliability construct in their study.
- 3) It is short, contains small number of items that can measure the EI of students and also minimized the inherent impatient of administrating this type of Questionnaire.



- 4) Olatoye *et al.*, (2010) tested and re-tested the reliability of the instruments with 2 –week’s interval and also by asking for the suggestions of the experts to make appropriate changes in it. These instruments are approved by the experts of the study.

**3.2.1 CGPA Information Format:** This instrument is designed by the Olatoye *et al.*, (2010) to collect the data from students on their CGPA, matriculation marks, school and gender. However, this study was being designed for Graduate students of COMSATS so the options of “school” and “Matric marks” was removed from the instrument for the convenience and clarity. The format of the questionnaire were designed to address; the name of students, registration number, GPA and their CGPA.

**3.2.2 Wong and Law Emotional Intelligence Scale (WLEIS):**On the basis of Davies, (1998) four dimensions of EI were identified namely;social awareness, self-emotional awareness, relationship management and self- management. Wong and Law, (2002) designed and validated the self-report scale of EI,which consisted of 16- items. It covers the following four dimension of EI:

- 1) Self-Emotional Appraisal, measuring 1- 4 of test items
- 2) Others- Emotional Appraisal, covering 5- 8 items
- 3) Use of Emotions, testing 9-12 items
- 4) Regulation of emotions, measuring 13-16 test items of questionnaire.

It is developed for the Asian context as many other EI measures are developed in Western culture. So this EI self-reporting measure is easy to administer for survey as contains 16 items and also appropriate in Asian context (Younghee, 2009).

**3.3.3 Nicolas Holt Creativity Test (NHCT):**It is 29-itemmeasurement instrument of Nicolas Halt, which determines the creativity of an individual on the following dimensions:

- Inventiveness (Originality), measuring 1-5,18,23 &25 test items
- Ease of expression (Fluency), measuring 6-10 & 21 test items
- Resilience(Flexibility), testing 11-16,19 & 20 test items
- Traits elaboration in others, testing 17, 22, 24, 26-29 test items

### **3.4 Procedure**

A formal permission were taken from the Head of Department of Management Sciences and Examination office, data related to CGPA was accessed and obtained in SCIF format, as mentioned

above. Based on convenience sampling technique, the questionnaires were handed using two ways; firstly personally handed to individual students and taken back the filled one; secondly in order to consider the prominence of regular lectures, the questionnaire was handed to the class representative and then collected back. Commonly, the time span between distributing and collecting the questionnaire takes a week. The participation of the students was entirely voluntary and the calculated response rate was 87.14 %, which is reflected a good response rate.

The EI and Creativity instruments were constructed and recorded on 5- point Likert scale ranging from “1” to “5”.

- “1” represents “not much at all”. Means that particular question does not describe me at all.
- “2” represents “not really”. Means that particular question does not portray my true self.
- “3” represents “undecided”. Means that particular test item confuses me, left me unclear in mind.
- “4” represents “somewhat”. Means that particular test item somehow describes me.
- “5” represents “very much”. Means that test question best describes me.

Scale regarding CGPA was designed on Likert scale to classify different levels of academic achievement; ranking from 3.5-4.00 representing 90-100% percentile score, to less than 1, representing less than 65% percentile score.

For the convenience, scale of CGPA was constructed on 4-points Likert scale:

- “1” represents “Poor Performance”, measuring CGPA of 2.00-2.50
- “2” represents “Fair Performance”, measuring CGPA of 2.50-3.00
- “3” represents “Good Performance”, measuring CGPA range of 3.00-3.50
- “4” represents “Excellent Performance”, measuring CGPA range of 3.50-4.00

#### ***4. Design and Statistical Analysis***

Academic performance (CGPA) of students were considered as dependent variable while Emotional Intelligence and Creativity were considered as independent variables. The research design is ex-post-facto, as majority studies related to Social Sciences followed this research design, because many of the human related characteristics are not possible to manipulate once the event has been occurred. In the present study, all the three variables have already been occurred and being a researcher, it is not

acceptable to manipulate the result of the all the variables, only the nature and type of relationship can be identified and measured.

The three variables; students' CGPA, the level of E.I and creativity were contrasted in order to identify the nature and type of relationship among these variables, using SPSS (Statistical Package for Social Sciences). For hypothesis testing, different techniques were used such as; statistical techniques, Multiple Regression, Pearson Product Moment Correlation and t-statistic.

**4.1 Correlation Analysis**

The relationship between the variables was checked through correlation analysis. This analysis depicts the association/ connection among variables. The correlation between creativity and emotional intelligence ( $r=0.473$ ,  $p<0.01$ ), emotional intelligence and student academic records ( $r=0.467$ ,  $p<0.01$ ) and creativity and student academic record ( $r=0.321$ ,  $p <0.01$ ). All variables show positive relationship them. A strong relationship found between emotional intelligence and student academic records found ( $r=0.467$ ), while weak relationship found between creativity and student academic record ( $r=0.321$ ).

The correlation analysis also provides the justification of hypothesis which states that nature of relationship between business students' CGPA and their relative EQ and Creativity. Table 1 describe correlation among variables.

**Table 1:** Correlation Matrix of Variables

S.No	Variables	Correlations		
		1	2	3
1.	Emotional Intelligence	1.00		
2.	Creativity	0.473**	1.00	
3.	Student Academic Achievement	0.467**	0.321**	1.00

**Note:** \*\*

*Correlation is significant at the 0.01 level (2-tailed)*

## **4.2 Reliability Analysis**

The reliability analysis was checked through Cronbach alpha values, depicting the values are higher than 0.7, displaying a good consistency among items. Total 29 items were considered and the alpha score is 0.937 for creativity, while 16 items were considered for emotional intelligence and the alpha score is 0.894. The range of  $\alpha$  lie between  $0.7 \leq \alpha < 0.9$ , depicting a good relationship. Table 2 describes reliability of variables.

**Table 2:** Reliability Score of Variables

<b>Variables</b>	<b>No. of Items</b>	<b>Cronbach Alpha</b>
Emotional Intelligence	16	0.894
Creativity (NHCT)	29	0.937

## **4.3 Regression Analysis**

Regression analysis was performed to test the hypothesis. The combined effect of Emotional intelligence and creativity on the level of academic records of students was tested and results show that the EI and creativity account for 28.5 % variations in students' academic records. Overall the relationship is significant at ( $F=32.717$ ,  $P < 0.001$ ). In the nutshell, results hypothesize emotional intelligence and creativity have a compound effect on the level of academic records of students and are relevant in estimating and improving the academic achievements of business graduate students. Further description is given in table 3.

**Table 3:** Combined Effect of Emotional Intelligence and Creativity on Student Academic Achievements

Variables	Student Academic Achievements	
	$\beta$	t-value
Emotional Intelligence	0.253***	4.326
Creativity	0.172**	2.573
F	32.717***	
R <sup>2</sup>	0.285	
Adjusted R <sup>2</sup>	0.275	
Durbin-Watson	1.467	

**Note:** \*\*\*p<0.001; **IV:** EI and Creativity, **DV:** Student Academic Records

The effect of emotional intelligence and the level of students' academic records was tested and result indicates that 23.4% variations in the level of academic achievements is being explained by emotional intelligence. Emotional intelligence has a significant positive effect on academic achievements of business graduates ( $\beta=0.268$ ,  $P<0.001$ ), also depicting an important factor in the level of academic records of student ( $t=4.786$ ). Overall model is significant at ( $F=31.456$ ,  $p<0.001$ ). Hence, results summarised that students having emotionally intelligence tendency tends to get extraordinary grades/ records in their academic performance.

On the other side, the effect of creativity on academic records of the students was tested and summarised that 26.9% variations in the level of academic achievements is being explained by creativity. Creativity has a positive but insignificant effect on academic achievements of students ( $\beta=0.178$ ,  $P>0.05$ ). Creativity shows less important factor in achieving good academic records ( $t=2.765$ ) while model is significant at ( $F=30.976$ ,  $P>0.001$ ). Further details are mentioned in table 4

**Table 4:** Discrete Effect of Emotional Intelligence and Creativity on Student Academic Achievements

Variables	Emotional Intelligence		Creativity	
	$\beta$	t-value	$\beta$	t-value
<i>Student Academic Achievements</i>	0.268***	4.786	0.178	2.765
<b>F</b>	31.456***		30.967***	
<b>R<sup>2</sup></b>	0.234		0.269	
<b>Adjusted R<sup>2</sup></b>	0.246		0.464	
<b>Durbin-Watson</b>	1.675		1.121	

**Note:** \*\*\*p<0.001; **IV:** EI and Creativity, **DV:** Student Academic Records

To test hypothesis which states the differences in level of emotional intelligence, creativity and academic achievements of male and female graduate student, results suggest female students had good grades than their male counterparts, but there were no significant differences found between male and female students' EQ and creativity. Differences were found between academic achievements of male and female students ( $\beta=0.435$ ,  $P<0.001$ ), while no differences were found between the level of emotional intelligence ( $\beta=0.234$ ,  $P>0.05$ ) and level of creativity between male and female graduates students ( $\beta=0.347$ ,  $P>0.05$ ). Detail is given in table 5.

**Table 5:** Effect of Emotional Intelligence, creativity and Academic Achievements on Gender

Variable	Gender	
	<b>B</b>	<b>t-value</b>
<b>Emotional Intelligence</b>	0.234	3.876
<b>Creativity</b>	0.347	4.123
<b>Academic Achievements</b>	0.435***	5.245
<b>F</b>	24.617***	
<b>R<sup>2</sup></b>	0.290	
<b>Adjusted R<sup>2</sup></b>	0.245	
<b>Durbin-Watson</b>	1.321	

## **5. Discussion**

The current study was based on the relationship between emotional intelligence, creativity and academic records of students. The study identified positive significant relationship between emotional intelligence and creativity of the business graduates students, suggesting a person with emotional intelligence tends to be creative and the outcomes are aligned with Tatlah *et al.*, (2012); Olatoye *et al.*, (2010) and Dadvar *et al.*, (2012). In fact, Davdar, (2012) postulated EQ components can predict the amount of creativity in students. The second finding of the study established a positive significant relationship between the EQ and Academic Achievement of business graduate students, which contradicts the study of Olatoye *et al.*, (2012) but in line with the efforts of Nelson and Low (2003); Tatlah *et al.*, (2012); Petrides *et al.*, (2004).

Elias *et al.*, (2006) suggested a positive association between EQ and Academic performance when social and emotional skills are taught at school. Emotional skills and learning are very much essential for effective performance not only in school/university but in professional stages of life. Since emotional intelligence is expected to promote student's ability and capacity to deal with academic demands, one may doubt the mode of measuring technique of academic achievement as less encouraging in creative thinking. Here, the study entails positive insignificant association between creativity and academic achievement of business student, i.e. a creative student may not have academic gain over the less creative one, which in lines with the outcomes of Tatlah *et al.*, (2012) and Olatoye *et al.*, (2012) but contradicts with the outcomes of Anwar, (2012) and Trivedi and Bhargava, (2010). This possibility is supported by the studies of Bentley (1966), highlighted that majority of the academic examinations are testing the memory-based skills and cognitive abilities of students rather than creative ones, therefore it can be concluded that highly creative students can be unjustifiably penalized with low grades. Similarly Xiaoxia, (1999) also posited rare association of creativity and academic achievement.

In Pakistan's context, bundle of other factors may contributes inthe academic achievement, most worthy to consider is the parental preferences and teaching practices. The stress of getting grades inhibits the creative ability of mind. Moreover, examination system is based on cognition and memory testing. This points toward a review of curriculum, teaching style of tutors and evaluation of

performance in line with the need of emotional intelligent and creativity as tool for encouraging healthy mind in making ventures and to be an entrepreneur.

The study found that students creativity and emotional intelligence is insensitive to gender, i.e. male and female students have equal chances to be creative and emotionally intelligent, parallel to the work of Olatoye *et al.*, (2012) but academic performance of female students were found better than their counterparts, based on the reason that female students are more conscious about their grades and they work hard consistently throughout the semester and they desire to be recognized as equal to males in male dominating society. According to Trivedi and Bhargava, (2010) female students have good reading and writing skills. Sood, (2006) studied adolescent behaviors and found that female students have high academic motivation than their male counterparts. This result is aligned with the findings of Meltem and Turut (2004), investigated gender differences in the academic performance via indicator as CGPA and found that female students regardless of the year of the study outperform their male counterparts. The researcher also mentioned the limitation of the findings as it varies from individual student's high school selection on Arts or Science. As science oriented that high school helps a lot in developing academic skills, graduating from such a school would be an advantage in university to outperform others. The examination system in Pakistan, particularly semester system has been citizen by the researchers, Malik *et al.*,(2010) argued that semester system of examination does not provide favorable circumstances to develop thorough and detailed conception of the studies to the students. Munchi *et al.*,(2012) highlighted the fact that semester system has a drawback of favoritism and biasness towards students by teachers and it resulted in unjustifiable sessional marks in examination. In other words, CGPA, outcome of semester system may not be true indicator of student's academic performance.

Moreover, the evaluation and estimation of student's creativity and intelligence cannot be judged by CGPA alone. Secondly the extra burden of academic assignments in semester system has also restricted students to engage in some creative and non- curriculum activities leading to inept social graces and incompetent character. Students, the future entrepreneurs, are lagging behind on social and creative aspects of learning due of the inadequate academic and ingenious skills embodied by bottomed out education system of Pakistan.



## **6. Recommendations**

Based on the results of study, it is suggested that emotional intelligence and creativity should be well taught as separate courses in academia. The curriculum should be dynamic and progressive. There must be equality and quality in it and special monitoring and evaluation system should be introduced by higher education bodies. The faculty should be professionally qualified and trained to teach creative and academic skills particularly at early schooling so the students when enter in universities, could outshine and outperform. Teacher-student collaboration must be well established via extra coaching classes to explore the interests and questions of students that will express their learning and development of mind and morale.

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