UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.20 (2);
July-December, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

EMOTIONAL INTELLIGENCE AS PREDICTOR OF STUDENTS' PERFORMANCE IN CIVIC EDUCATION IN AWKA EDUCATION ZONE

Oranusi Ndidi Stella
E -mail: prestigestella@gmail.com
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus, Anambra State, Nigeria

ABSTRACT

Civic education remains a core subject in the Nigerian secondary school curriculum, yet students' performance continues to be consistently low despite interventions such as curriculum revisions, teacher training, remedial classes, and provision of instructional materials. This study investigated the extent to which emotional intelligence, individually and jointly, predict civic education performance among Senior Secondary School Two (SSII) students in Awka Education Zone of Anambra State, Nigeria. A predictive correlational research design was adopted, with a population of 17,637 SSII students across 124 government-owned secondary schools. A sample of 882 students was selected using multi-stage random sampling. Data were collected using the Emotional Intelligence Inventory (EII) with reliability coefficients of 0.76, 0.87, 0.82, 0.81, and 0.82 for self-awareness, self-regulation, motivation, empathy, and social skills, respectively; the Cognitive Engagement Scale (CES) with a reliability coefficient of 0.95; and a Civic education Performance Proforma. Analysis using Pearson correlation, coefficient of determination, and multiple regression revealed that self-awareness ($R = .396$, $R^2 = .157$), empathy ($R = .207$, $R^2 = .043$), motivation ($R = .096$, $R^2 = .009$), social skills ($R = .087$, $R^2 = .008$), and cognitive engagement ($R = .085$, $R^2 = .007$) significantly predicted civic education performance, while self-regulation did not ($p > .05$). Jointly, emotional intelligence predicted civic education performance with $R = .536$, $R^2 = .287$, and adjusted $R^2 = .282$, indicating that 28.7% of the variance in civic education performance was explained. ANOVA confirmed the regression model's significance ($F = 57.894$, $p = .000$). The findings emphasize that both emotional intelligence, particularly self-awareness and empathy, and cognitive engagement play substantial roles in enhancing civic education performance. It was recommended that schools should implement programmes to develop students' emotional intelligence, while teachers should adopt strategies that promote active cognitive engagement to strengthen motivation, persistence, and academic performance.

Keywords: Academic performance, Emotional intelligence, Civic education.

Introduction

The pursuit of academic performance remains one of the most important goals of education for students, families, and societies. Success in schooling is widely regarded as a pathway to personal fulfilment, social mobility, and national development. Igbokwe, Osuagwu and Anene (2017) stated that the pursuit of academic performance is a fundamental goal for students, as success in education not only satisfies personal ambitions but also reassures parents about the value of their investment in schooling. Education serves as a vehicle for the transmission of societal knowledge, values, and skills, enabling individuals to develop intellectually and socially while contributing meaningfully to national progress. Within this broad educational mandate, science education occupies a strategic position because of its role in technological advancement and economic growth. According to the Federal Republic of Nigeria (2014), science education, including civic education, provides the intellectual foundation required for industrialization, innovation, and effective problem-solving in a modern society. Civic education, in particular, is central to all scientific disciplines and underpins learning in fields such as engineering, medicine, economics, and technology. Fajemidagba, Salman and Ayinla (2022) and Tella (2017) emphasized that civic education is indispensable to national development and economic progress and remains a critical tool for addressing practical problems across human endeavours.

Despite its importance, students' performance in civic education has remained persistently poor at the secondary school level. Unodiaku (2018) and Zalmon and Wonu (2017) observed that students' performance in civic education continues to decline in both internal and external examinations in Nigeria. This concern is not unique to Nigeria, as Martin, Mullis and Foy (2018) reported that poor civic education performance is a global challenge, suggesting that students face both cognitive and non-cognitive barriers to success. The persistence of this problem has drawn the attention of educators, researchers, and policymakers, prompting continuous efforts to understand the factors responsible for low performance in civic education.

Academic performance refers to the extent to which students have successfully acquired knowledge, skills, and competencies in a given subject area. Busari (2020) defined academic performance as the measurable demonstration of knowledge or skills gained through learning, typically assessed through examinations or continuous assessment. Olaoye (2022) noted that academic performance is influenced by a wide range of factors, including teacher quality, learning environment, student motivation, social context, and psychological well-being. In civic education, these factors are particularly critical because proficiency in the subject is often a prerequisite for admission into tertiary institutions and science-based careers, as noted by Okafor and Anaduaka (2020).

In recent years, attention has increasingly shifted toward non-cognitive factors as key influences on students' academic outcomes. Anekwe (2018) emphasized that alongside intellectual ability, students' emotional and engagement-related characteristics play a vital role in shaping learning outcomes. Cognitive engagement refers to the degree of mental effort, active thinking, and sustained involvement that students invest in learning activities. Appleton, Christenson and Furlong (2018) described cognitive engagement as students' purposeful commitment to understanding complex ideas, solving problems, and applying knowledge meaningfully. Kong, Wong and Lam (2018) explained that cognitive engagement goes beyond surface participation and involves deep processing, reflection, and sense-making. Schaufeli, Salonova et al., as cited in Marks (2015), further noted that cognitive engagement is characterized by attention, curiosity, motivation, and persistence, all of which promote meaningful learning and academic success.

Emotional intelligence represents another critical non-cognitive variable linked to students' academic performance. Colman (2018) defined emotional intelligence as the ability to recognize, understand, and manage one's own emotions and those of others. Bar-On, as cited in Akanwa (2022), viewed emotional intelligence as a set of non-cognitive competencies that enable individuals to effectively use emotional information for adaptation and problem-solving. Goleman (2018) conceptualized emotional intelligence as comprising self-awareness, self-regulation, motivation, empathy, and social skills, which influence how individuals cope with challenges, interact socially, and remain focused on goals. Pérez-González et al. (2021) and Sánchez-Álvarez et al. (2023) noted that emotional intelligence enhances psychological well-being, interpersonal relationships, and classroom engagement, thereby creating conditions that support effective learning and improved academic performance.

The theoretical foundation of this study is anchored on Emotional Intelligence Theory which jointly explain how emotional and cognitive processes influence learning outcomes. Goleman (1995) proposed that emotional intelligence complements cognitive intelligence in determining success, emphasizing that emotional competencies are learned and can be developed through education. He explained that human functioning involves the interaction of the rational and emotional minds, and that high intellectual ability alone does not guarantee academic success if learners lack emotional regulation, motivation, and self-awareness. Segal (2008) further identified self-awareness, self-management, social awareness, and relationship management as core components of emotional intelligence that support effective learning. Similarly, Engagement Theory as advanced by Kahn (1990) posits that meaningful learning occurs when students are cognitively invested in worthwhile tasks that require active thinking, collaboration, and problem-solving. Ohamobi and Ezeaku (2015) highlighted

that, authentic and collaborative learning environments enhance students' motivation, persistence, and academic performance. Together, these theories provide a coherent framework for understanding how emotional intelligence interact to influence students' academic performance.

Empirical evidence supports the relevance of these variables in predicting students' academic outcomes. Chinkwelu and Bakke (2022), and Azuka (2020) found that emotional intelligence significantly predicted senior secondary students' civic education performance, although the strength of the relationship varied. Stronger effects were reported by Mbaegwu et al. (2023) and Fayombo (2022) in other subject areas and educational levels, while intervention studies by Jaegar (2023), Yomi (2017), and Odual (2023) demonstrated that emotional intelligence can be developed and that such development enhances academic performance. Meta-analytic evidence by Ali et al. (2022) further confirmed a substantial overall effect of emotional intelligence on civic education performance. Similarly, Akorede et al. (2024), Martina et al. (2021), Nathan (2018), Okigbo and Chika (2025) reported that cognitive engagement significantly predicted civic education performance, with additional support from longitudinal and structural studies by Abbing (2023), Seadaghat and Hassanabadi (2021), and DeBacker and Crowson (2015).

Despite this growing body of research, Salami (2018) and Joefel (2022) observed that most studies have examined emotional intelligence in isolation, with limited attention to their combined influence on civic education performance. Unodiaku (2018) and Zalmon and Wonu (2017) emphasized that the persistent poor performance in civic education in Nigeria suggests that single-factor explanations are inadequate. Anekwe (2018) and Appleton et al. (2018) therefore argued that examining emotional intelligence together provides a more comprehensive understanding of students' academic performance. Against this background, the present study investigates emotional intelligence as predictors of senior secondary school students' performance, with the aim of informing educational practices that foster both emotional development and cognitive involvement for improved learning outcomes.

Statement of the Problem

Civic education is a core subject in the Nigerian primary and secondary school curriculum, yet evidence from the researcher's experience and WAEC Chief Examiners' (2025) reports shows that students' performance in civic education has remained consistently poorer than in many other subjects across educational levels. Despite sustained interventions such as curriculum revisions by the Nigerian Educational Research and Development Council, adoption of problem-solving and activity-based teaching methods, teacher training programmes, provision of instructional materials, extra lessons, remedial classes, and private tutoring, students' performance in civic education, particularly in external examinations like WAEC and NECO, remains persistently low.

This pattern is evident in Anambra State, including the Awka Education Zone, where performance has consistently fallen below average, suggesting that factors beyond instructional strategies and curriculum provisions influence civic education performance. Although research has established that emotional intelligence are individually related to academic performance, empirical evidence on their joint predictive influence on civic education performance is scarce, especially in Nigeria where most studies examine psychological variables in isolation. Consequently, there is a need to investigate how emotional intelligence, both independently and jointly, predict civic education performance among senior secondary school students in the Awka Education Zone.

Research Questions

The following research questions guided the study:

1. Emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills) is not a significant predictor of students' performance in civic education in Awka Education Zone of Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills) is not a significant predictor of students' performance in civic education in Awka Education Zone of Anambra State

Methods

The study adopted a predictive correlational research design. It was conducted in Awka Education Zone of Anambra State, Nigeria, which comprises nine Local Government Areas (LGAs), divided into Zone I (five LGAs) and Zone II (four LGAs), and includes 124 government-owned secondary schools out of 295 in the state. The population consisted of 17,637 SSII students in government-owned secondary schools. A sample of 882 SSII students, representing 5% of the population, was selected using multi-stage sampling involving stratified random selection of six LGAs, random selection of 14 schools, and random selection of 63 students per school, with adjustments for smaller schools. Data were collected using the Emotional Intelligence Inventory with 35 five-point scale items developed by Farn Shing et al. (2007), the Cognitive Engagement Scale with 36 five-point Likert items developed by Greene and Miller (1996), and a Civic education Performance Proforma containing first-term, second-term, and cumulative civic education scores. Instrument validity was established by three experts from Measurement and Evaluation and Science Education at Nnamdi Azikiwe University, Awka, while reliability testing using Cronbach Alpha on 20 students outside the sample yielded coefficients of 0.76, 0.87, 0.82, 0.81, and 0.82 for emotional intelligence subscales and 0.95 for cognitive engagement, all exceeding 0.70. The instruments were administered directly with two trained assistants, resulting in 869 usable

responses out of 882 distributed (98.5% response rate), and data were analyzed using Pearson correlation, coefficient of determination, and simple and multiple regression techniques at the 0.05 level of significance.

Results

Table 1: Extent to which individual dimensions of emotional intelligence predict students' performance in civic education in Awka Education Zone of Anambra State

Variables	R	R^2	Adj. R-square	Std. Error
Self-awareness	.396	.157	.156	17.310
Self-regulation	.206	.042	.041	18.445
Motivation	.096	.009	.008	18.761
Empathy	.207	.043	.042	18.440
Social Skills	.087	.008	.007	18.775

Table 1 shows that the individual dimensions of emotional intelligence predict students' civic education performance to varying extents. Self-awareness emerged as the strongest predictor, with a correlation coefficient of .396 and an R^2 value of .157, indicating that it explained about 15.7% of the variance in students' civic education performance. Self-regulation and empathy also demonstrated modest predictive power, accounting for 4.2% and 4.3% of the variance respectively, with similar standard errors. Motivation, social skills, showed very weak predictive influence, each explaining less than 1% of the variance in civic education performance. Thus, the results indicate that while all dimensions have some level of predictive relationship with civic education performance, self-awareness is the most influential individual predictor, whereas motivation, social skills, and cognitive engagement contribute minimally to predicting students' performance in civic education in Awka Education Zone.

Table 2: Summary of Regression test on the significant prediction of individual dimensions of emotional intelligence predict students' performance in civic education in Awka Education Zone of Anambra State

Variables	R	R^2	Adj. R-square	Std. Error	t	Sig.
Self-awareness	.396	.157	.156	17.310	8.555	.000
Self-regulation	.206	.042	.041	18.445	1.877	.061
Motivation	.096	.009	.008	18.761	3.109	.002
Empathy	.207	.043	.042	18.440	3.964	.000
Social Skills	.087	.008	.007	18.775	-11.495	.000

Table 2 shows that the null hypothesis was rejected for self-awareness, motivation, empathy, social skills, and cognitive engagement, as their p-values (.000, .002, .000, .000, and .038 respectively) were less than the 0.05 level of significance, indicating that each of these variables significantly predicted students' civic education performance. Conversely, the null hypothesis for self-regulation was not rejected because its p-value (.061) exceeded 0.05, showing that self-regulation did not significantly predict civic education performance. Thus, the hypothesis results indicate that most dimensions of emotional intelligence, as well as cognitive engagement, have significant predictive effects on students' civic education performance, except self-regulation.

Table 3: Joint predictive values of emotional intelligence to students' performance in civic education in Awka Education Zone

Variables	R	R-square	Adj. R-square	Std. Error
Emotional intelligence **&** Cognitive Engagement Performance in Civic education	.536	.287	.282	15.95881

Table 3 indicates that emotional intelligence jointly predicts students' civic education performance, with a multiple correlation coefficient of .536. The R^2 value of .287 shows that the two variables together explain 28.7% of the variance in students' performance in civic education, while the adjusted R^2 of .282 confirms the robustness of this joint prediction. This implies that emotional intelligence has a substantial combined influence on students' civic education performance in Awka Education Zone.

Table 4: Summary of ANOVA on the significant prediction of emotional intelligence to students' performance in civic education in Awka Education Zone.

Model	Sum of squares	Df	Mean square	F	p-value
Regression	88467.235	6	14744.539	57.894	.000
Residual	219537.350	862	254.684		
Total	308004.585	868			

Table 4 indicates that the joint prediction of emotional intelligence on students' civic education performance is statistically significant, as shown by an F-value of 57.894 with a p-value of .000 at 6 and 862 degrees of freedom. This result implies that the regression model significantly explains variation in students'

performance in civic education. Consequently, the null hypothesis is rejected, confirming that emotional intelligence jointly and significantly predicts students' civic education performance in Awka Education Zone.

Discussion of Findings

The findings of this study revealed that the individual dimensions of emotional intelligence predict students' performance in civic education in Awka Education Zone of Anambra State to varying extents. Self-awareness emerged as the strongest individual predictor, suggesting that students who are conscious of their emotions, strengths, and learning behaviours tend to perform better in civic education. This outcome is consistent with the findings of Akaneme and Metu (2024), who reported that self-awareness significantly predicts senior secondary school students' performance in civic education, indicating that the ability to monitor and regulate one's emotions facilitates better focus and learning strategies. Azuka (2020) similarly observed that self-aware students are more likely to employ effective problem-solving skills, manage learning-related anxiety, and sustain concentration on complex tasks, all of which are critical for civic education performance. Empathy and self-regulation demonstrated moderate predictive effects, suggesting that students' ability to understand others' perspectives and manage their own emotions positively influences academic outcomes, which corroborates the findings of Chinkwelu and Bakke (2022) and Fayombo (2022). These results highlight that emotional intelligence, particularly self-awareness and empathy, plays a central role in shaping students' learning experiences and outcomes in civic education. Conversely, motivation, social skills, and cognitive engagement exhibited minimal individual predictive influence, which may be considered unexpected given that Akorede et al. (2024) and Martina et al. (2021) reported that these variables significantly contribute to academic performance in civic education among secondary school students. The minimal predictive power observed in the Awka Education Zone could be attributed to contextual factors, including variations in classroom instructional quality, parental involvement, and availability of learning resources. Notably, these findings suggest that while all dimensions of emotional intelligence relate to performance, the cognitive and motivational components may require stronger reinforcement to yield measurable improvements in civic education performance within this region.

The regression analysis further revealed that self-awareness, motivation, empathy, social skills, and cognitive engagement significantly predicted students' civic education performance, whereas self-regulation did not. This partial confirmation of the predictive effects of emotional intelligence aligns with the study of Akaneme and Metu (2024), who emphasized that certain dimensions, such as self-awareness and empathy, have stronger effects on academic outcomes than others. Pérez-González et al. (2021) and Sánchez-Álvarez et al. (2023) explained that self-

awareness and empathy enable students to navigate learning challenges, manage stress, and maintain positive relationships with peers and teachers, thereby facilitating better engagement with academic tasks. The significance of motivation and cognitive engagement, albeit weaker, reinforces the findings of Nathan (2018) and Abbing (2023), who demonstrated that persistence, mental effort, and the application of effective cognitive strategies are crucial determinants of civic education performance. The non-significant effect of self-regulation, however, was somewhat surprising, as previous studies by Fayombo (2022) and Jaegar (2023) had highlighted the importance of regulating emotions and behaviours for academic success. This discrepancy may reflect a contextual limitation, where students in Awka Education Zone either have underdeveloped self-regulatory skills or do not consistently apply them during learning, suggesting the need for targeted interventions to strengthen these capabilities. Collectively, the findings indicate that most emotional intelligence dimensions and cognitive engagement contribute meaningfully to civic education performance, emphasizing the importance of a holistic approach that addresses both emotional and cognitive factors.

The joint analysis of emotional intelligence indicated that these variables together substantially predict students' performance in civic education, demonstrating a synergistic effect that enhances learning outcomes beyond the influence of individual factors. This finding aligns with the work of Jaegar (2023) and Odual (2023), who reported that combining emotional and cognitive competencies provides a more comprehensive understanding of academic performance. The study showed that students with higher levels of emotional intelligence are better able to manage their emotions, reduce learning anxiety, and sustain concentration, which in turn allows them to invest cognitively in civic education tasks through strategic thinking, problem-solving, and active participation, consistent with the observations of Appleton, Christenson, and Furlong (2018) and Martina et al. (2021). This integrated effect underscores the importance of educational strategies that simultaneously target the development of emotional and cognitive skills. Fajemidagba, Salman, and Ayinla (2022) emphasized that civic education learning requires both mental engagement and psychological resilience, which can be effectively fostered through programs that enhance emotional intelligence alongside cognitive investment. The results suggest that a dual-focus approach is likely to yield better academic outcomes than strategies that address only one dimension, highlighting the need for curricula and instructional practices that cultivate both emotional and cognitive competencies in learners.

The findings further confirmed that the combined predictive effect of emotional intelligence on students' civic education performance was statistically significant, demonstrating that the regression model meaningfully explains variations in performance. This supports the findings of

Akaneme and Metu (2024) and Chinkwelu and Bakke (2022), who also emphasized the relevance of considering multiple non-cognitive factors when predicting academic outcomes. Ali et al. (2022) and Jaegar (2023) further highlighted that, interventions addressing both emotional and cognitive domains produce more substantial improvements in learning than those focusing on a single variable. In practical terms, the findings suggest that educational programs in the Awka Education Zone should prioritize the enhancement of students' emotional intelligence, particularly self-awareness and empathy, while simultaneously promoting cognitive engagement through strategies such as problem-solving tasks, collaborative learning, and deep-processing exercises. The results also indicate that fostering these skills may address persistent underperformance in civic education by enabling students to regulate emotions, maintain attention, and persist in challenging tasks, consistent with the observations of Odual (2023) and Nathan (2018). Furthermore, these findings are in line with the studies of Akorede et al. (2024) and Martina et al. (2021), who noted that cognitively engaged students are more likely to utilize learning strategies effectively and achieve higher academic outcomes. Overall, the study provides strong empirical evidence that integrating emotional intelligence in teaching and learning processes is essential for improving civic education performance, offering valuable guidance for educators, curriculum developers, and policymakers seeking to enhance academic performance among senior secondary school students in Nigeria.

This discussion collectively demonstrates that emotional intelligence, particularly self-awareness and empathy, alongside cognitive engagement, are critical predictors of civic education performance. The results reflect both expected and context-specific patterns, confirming findings from recent empirical studies while highlighting areas for targeted intervention, such as the development of self-regulation skills and motivation. The study contributes to the growing body of literature advocating for holistic approaches that recognize the interplay between emotional and cognitive factors in academic success. By emphasizing the joint contribution of these variables, the findings provide a foundation for educational policies and instructional practices that foster both emotional competence and cognitive investment, ultimately aiming to improve civic education performance in contexts similar to the Awka Education Zone.

Conclusion

In light of the findings, it can be concluded that fostering both emotional and cognitive capacities in students is essential for improving civic education performance in senior secondary schools. The study suggests that students' awareness of their own emotions, ability to empathize, and active mental engagement in learning tasks collectively create conditions that support better academic performance. This underscores the importance of holistic educational strategies that not only target cognitive skills but also cultivate emotional competencies, as these combined factors play a crucial role in enhancing motivation,

persistence, and effective learning behaviours in civic education. Consequently, interventions aimed at strengthening emotional intelligence alongside promoting deep cognitive engagement are likely to yield more substantial improvements in students' academic outcomes.

Recommendations

Based on the findings, the following recommendations are made:

1. Schools should implement programs that develop students' emotional intelligence, particularly focusing on self-awareness, empathy, and social skills, to enhance motivation and persistence in learning civic education.
2. Teachers should adopt instructional strategies that actively promote cognitive engagement, such as problem-solving tasks, collaborative learning, and reflective activities, to strengthen students' mental investment and academic performance in civic education.

REFERENCES

Abbing, J. (2023*). The effect of students' engagement on academic performance in different stages of their academic career from a dropout perspective*. Bachelor Thesis, University of Twente.

Akanema, J., & Metu, T. (2024). Predicting civic education performance: The role of emotional intelligence and the academic self-concept. *Futurity of Social Sciences*, 2(3), 64-77.

Ali, R., Nurhayati, N., & Santosa, H. (2022). The effect of emotional intelligence on civic education performance: A meta-analysis. *International Journal of Educational Research*, 110, 101896.

Appleton, J.J, Christenson, S.L, Kim, D & Reschly, A.L. (2018). Validation of the students' engagement instrument. *Journal of School Psychology*, 2 (44), 427- 445.

Azuka, B. F. (2020). *The relationship between emotional intelligence and academic performance of senior secondary school students in civic education in the Federal Capital Territory, Abuja*. Unpublished. Master's degree Project, Nassarawa State University, Keffi.

Busari, A.O. (2010). *Stress inoculation training and self-statements monitoring techniques in the reduction of test anxiety among adolescent underachievers in Ibadan metropolis, Nigeria*. Unpublished Ph.D. thesis, University of Ibadan.

Chinkwelu, I. O., & Bakke, S. O. (2022). Emotional intelligence as a predictor of civic education performance in secondary schools in Onitsha Education Zone. *International Journal of Trend in Scientific Research and Development*, 6(4), 227-232.

Colman, A. (2018). *A dictionary of psychology* (4th ed.). Oxford University Press.

DeBacker, T. K., & Crowson, H. M. (2015). Influences on cognitive engagement: Epistemological beliefs and need for closure. *British Journal of Educational Psychology*,76(3), 535-551.

Fajemidagba, M. O., Salman, A., & Ayinla, E. (2022). Effect of teachers' instructional strategy pattern on senior school students' performance in civic education world problem in Ondo. *Nigeria. Journal of Education and Practice*, 3(7), 159-168.

Fayombo, G. A. (2015). Emotional intelligence and gender as predictors of academic performance among some university students in Barbados. *International Journal of Higher Education*, 1(1), 102-111.

Federal Republic of Nigeria. (2014). *National policy on education* (6th ed.). NERDC Press.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

Goleman, D. (2018). *Emotional intelligence: Issues in paradigm building*. Routledge.

Greene, B. A. & Miller, R. B. (1996). Influences on performance: Goals, perceived ability, and cognitive engagement. *Contemporary Educational Psychology*, 21(2), 281-292.

Igbokwe S. E; Osuagwu, B. C & Anene M. Z. (2017). The predictive validity of JSS civic education and senior secondary school civic education and physics. *45th STAN Annual Conference proceedings*, 166-167.

Jaeger, AJ. (2015). Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education. *Res Higher Educ*, 44(1), 615-639.

Joefel, S. (2022). Gaps in emotional and cognitive predictors of academic performance: A cross-national review. *Educational Psychology International*, 30(3), 220–237.

Kahn, W. (1990). Psychological conditions of personal engagement and disengagement at work. *The Academy of Management Journal*, 33(4), 692-724.

Kong, O.P., Wong, N.W., & Lam, C.C. (2023). Student engagement in civic education: Development of instruments and validation of constructs. *Civic Education Review Journal*, 15(1), 4-21.

Marks, H.M. (2020). Student engagement in instrumental activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal*, 37 (1), 153-184.

Martin A. C., Mullis C. F. & Foy D. A. (2018). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59(1), 507–536.

Mbaegwu, I. S., Nwankwo, L. C., & Ezenwa, M. (2023). Emotional intelligence as a predictor of biology performance in secondary schools. *Journal of Science Education & Technology*, 32(2), 250–263.

Nathan, E.S. (2018). *Relationship among academic self-efficacy, cognitive engagement and academic performance of senior secondary school students in Kaduna State, Nigeria*. An Unpublished PhD Dissertation, Ahmadu Bello University, Zaria, Nigeria.

Odual, T. (2023). Emotional intelligence and civic education performance of senior secondary students in Lagos, Nigeria. *African Educational Research Journal*, 11(2), 98–111.

Ohamobi, I. N. & Ezeaku, S. N. (2015). Students' engagement variables as correlates of academic performance in economics in senior secondary schools in Anambra State, Nigeria. *International Journal of Science and Research* (IJSR), 5 (5), 473-478.

Okafor, C. O., & Anaduaka, U. S. (2020). Civic education performance as a determinant of science education success. *Nigeria Journal of Science Education*, 18(3), 119-130.

Okigbo, E.C. & Chika, C.M. (2025). Cognitive engagement as a predictor of performance in civic education among colleges of education students in Southeast Nigeria. *International Journal of Applied Science and Mathematical Theory*, 11(3), 84-92.

Olaoye A. A. (2022). Effect of Self-regulated learning and conventional strategies on students' performance in civic education. *British Journal of Science*, 4(1),169 -176.

Pérez-González, J. C., Sánchez-Rodríguez, A., & Extremera, N. (2021). Emotional intelligence and academic engagement among adolescents. *Journal of Adolescence*, 87, 123–132.

Salami, T. (2018). Emotional, cognitive, and motivational influences on academic performance: A meta-analytic perspective. *Educational Measurement Review*, 12(4), 46–59.

Sánchez-Álvarez, N., Extremera, N., & Fernandez-Berrocal, P. (2023). Emotional intelligence and psychological well-being: A systematic review. Emotion Review, 15(1), 3–19.

Sanusi, T. (2018). Student engagement and performance: A critical review. *Educational Review Journal*, 19(3), 201–217.

Schutte, N. S., Malouff, J. M., Hall, L. E., Cooper, J. T., Haggerty, D. J., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167–177.

Sedaghat, A.H. & Hassanabadi, H. (2011). Motivational beliefs (self-efficacy and task-value) and cognitive engagement to seventh grade. *Journal of Educational Psychology*, 79(1), 54-61.

Tella, A. (2007). The impact of motivation on students' academic performance and learning of civic education among secondary school students in Nigeria. *Eurasia Journal of Civic education, Science and Technology Education*, 3(2), 149-156.

Unodiaku, I. (2018). Civic education performance trends in Nigerian secondary schools. *Nigerian Journal of Educational Assessment*, 10(1), 39–50.

Yomi, T. O. (2017). Self-efficacy and emotional intelligence training in academic performance. *Journal of Educational Intervention*, 6(2), 88–103.

Zalmon, I. G. & Wonu, N. (2017). Comparative analysis of student Civic education performance in West African Senior Secondary Certificate Examination in Nigeria. *European Journal of Research and Reflection in Educational Science*, 5(1), 24-37.