INFLUENCE OF EMOTIONAL INTELLIGENCE ON UNDERGRADUATES ATTITUDE TOWARDS EXAMINATION IN ILORIN METROPOLIS

BY

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Abstract

Emotional intelligence is one's ability to acquire and apply knowledge from his/her emotions and that of others. This study investigated influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis. The study examined the influence of emotional intelligence on undergraduates' attitude towards examination based on variables such as gender, university attended, age and level of study. Descriptive research design was adopted for the study and simple random sampling procedure was employed to draw 100 undergraduates each in University of Ilorin and Al-Hikmah University. Questionnaire titled 'Emotional Intelligence and Undergraduates Attitude Towards Examination Questionnaire (EIATEQ)' was used to gather information for the study. The null hypothesis generated were analysed using Means, Standard Deviations and t-value, Analysis of Variance (ANOVA) and Duncan Multiple Range Test (DMRT) all hypotheses were analyzed 0.05 alpha level. The findings of the study revealed that level of emotional intelligence of undergraduates in Ilorin metropolis sampled were high while the attitude of undergraduates in Ilorin metropolis towards examination were positive and there were no significant difference in the influence of emotional intelligence on undergraduates attitude towards examination in Ilorin metropolis based on gender as well as level of study but there were significant difference in the influence of emotional intelligence on undergraduates attitude towards examination in Ilorin metropolis based on university attended and age. Based on the findings of this study, it is recommended educationists, counsellors, school administrators, parents and other stakeholders should add more efforts to their responsibility of helping Undergraduates in Ilorin metropolis to maintain the high level of emotional intelligence and those that seems to lag behind, encouraged and helped to attain a normal level of emotional intelligence, bearing in mind that it influences their attitude and academic performances

Keywords: Attitude, Emotional Intelligence, Examination, Undergraduates

Introduction

In order to widen the field of knowledge, different research is done every day to familiarize as many people as possible with different topics. Among the scholastic researches brought about are the two fundamental approaches to learning described in the educational areas: deep and surface. The deep approach involves learners who are active during the learning process, try to understand the learning materials, and are able to link the knowledge with life experiences, while the surface approach is characterized by students lack of interest in subject matter; they tend to accept what they are given without thinking much about it. Since students differ in cognitive ability, non-cognitive factors such as emotional intelligence may enhance the former. The term 'emotional intelligence' was popularized and became mainstream in the discussion of intelligence only after its publication by a journalist called Daniel Goleman in his book, 'Emotional Intelligence: Why it can matter more than IQ' in 1995. In that book, he wrote that emotional intelligence consists of five components: knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships (Goleman, 1995). Some individuals have a greater capacity than others to carry out sophisticated information processing about emotions and emotional-relevant stimuli and to use this information as a guide to thinking and behaviour. Derived from this statement, it seems that individuals with high emotional intelligence pay attention to, use, understand, and manage emotions and these skills serve adaptive functions that potentially benefit themselves and others (Mayer, Salovey & Caruso, 2008).

In recent times, different researchers are still working on the concept, according to Travis and Jean (2009), emotional intelligence is your ability to recognise and understand emotions in yourself and others and your ability to use this awareness to manage your behaviour and relationships. Emotional intelligence has been viewed in research as playing a significant role in job performance, motivation, decision-making, successful management, and leadership. In this perspective, Emotional intelligence is the ability to monitor one's own feelings and those of others and be able to use this information to guide one's thoughts and actions. Oyinloye (2005) attributed the problem of poor academic performance to a low level of emotional intelligence among students. He believes that "students who lack emotional intelligence show some adjective challenges or, in some ways, fail to handle effectively the demands of school work. Such students might be said to have little or no emotional intelligence and may not be capable of attaining personal goals, which include high academic performance." It is obvious that the primary focus of education is academic performance, which has been measured using traditional intelligence tests or other forms of standardized examination, and schools cannot ignore or neglect the development of emotional domains and other factors contributing to the success of students (Nelson and Low, 2003). Through this emotional intelligence, an individual will be more balanced and successful in life as compared to individuals that gain solely high intelligence quotient (IQ).

In the words of Perloff (2016), "Attitude is a psychological construct, a mental and emotional entity that inheres in or characterise a person. They are complex and have an acquired state of mind. It is an individual predisposed state of mind regarding a value, and it is precipitated through a responsive expression toward a person, place, thing, or even the attitude object, which in turn influences the individual's thought and action." Examination, on the other hand, is an integral part of the teaching process since it acts as a tool to collect data about students' progress and achievement in a course. The result of the obtained data from examinations could be used by instructors and practitioners to make decisions about what modifications should be made in future courses or what points should be emphasised (Nayereh, Roghayeh & Ameneh,2014).

Efunwole and Sijuade (2023), in their study, discussed student attitudes towards social influences that can impact student outcomes. The study examined 280 different students' attitudes towards certain social factors that either strongly encouraged their persistence through their educational studies or discouraged their participation. Their findings stated that students are more likely to succeed and continue within the institution when they find themselves in settings that provide needed academic and social support (Adegboyega, Idowu, & Mowaiye-Fagbemi, 2017).
Adegboyega, Idowu, and Mowaiye-Fagbemi (2017) posited that researchers show interest in attitude because it has implications for the attitude's likelihood of guiding behaviour and withstanding the effect of both time and direct attempts at persuasion. Hence, while becoming more aware of influences that impact student outcomes, which are very useful and important, it should also be noted that the influences that positively impact students' attitude towards examination and emotional intelligence seem to be one of such variables, which also stands as the subject of investigation in this study.

Statement of the Problem

There has been substantial evidence proving that being emotionally intelligent can help individual excel through life transitions starting from school and later into the working world. Emotional intelligence has been seen as a valuable skill that helps students to manage and cope with the demands of academics. Moreover, negative attitudes towards examinations can also have a negative impact on undergraduates' mental health and overall quality of life. Increased stress and mental health concerns are common consequences of excessive anxiety and fear related to examinations. Therefore, it is essential to investigate the factors that contribute to these negative attitudes and identify strategies to mitigate them.

Research suggests that emotional intelligence (EI) may play a crucial role in mitigating negative attitudes towards examinations. EI refers to the ability to recognize and manage one's emotions, as well as empathize with others. However, there is a lack of research specifically investigating the influence of EI on undergraduates' attitude towards examinations in Ilorin Metropolis. This knowledge gap necessitates a comprehensive study to explore the relationship between EI and examination attitude among undergraduates in Ilorin Metropolis.

Purpose of the Study

The main purpose of the study was to investigate the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis. The study also sought to determine how variables of gender, University attended, age, level of study influences emotional intelligence of undergraduates' attitude towards examination in Ilorin metropolis.

Research Questions

Based on the statement of the problem, the following research questions are raised:
1. What is the level of emotional intelligence of undergraduates in Ilorin metropolis?
2. What is the attitude of undergraduates towards examination in Ilorin metropolis?

Research Hypotheses

The following research hypotheses were postulated to guide the conduct of this study:
1. There is no significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on gender.
2. There is no significant difference in the influence on emotional intelligence of undergraduates' attitude towards examination based on University attended.
3. There is no significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination based on age.
4. There is no significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination based on level of study.

Methodology

The research design that was adopted for this study is descriptive survey method. A survey method of research is a method that generally collect information from a representative group and based on such information, inferences are drawn on the behaviour of the entire population. This method is considered to be useful when no manipulation of variables is considered necessary and phenomena are being described as they are, it is in view of this that the researcher seeks to find out the influence of emotional intelligence on the attitude towards examination of undergraduates in Ilorin metropolis. The population of this study comprised undergraduates in tertiary institutions in Ilorin metropolis with Al-Hikmah University and University of Ilorin being the target population and the population of undergraduates in the schools are 3,437 and 43,340 respectively. Simple random sampling was used to select one hundred undergraduates from each of the schools.

The instrument that was used for this research is a questionnaire which consists of three sections; A, B and C section. Section A seeks to elicit personal data of the respondents and it consist of four items namely gender, university attended, age and level of study. Section B seeks information on the emotional intelligence of the respondents and has sixteen items and Section C has twenty items which seeks information on the variable of attitude towards examination. The emotional intelligence scale was developed by Wong and Law (2002) based on summary of a perspective of emotional intelligence in the literature, which consists of four domains. These domains form the four sub-scales of the measure and each sub-scale consists of four items. The items on the measure are self-rated on a 5-point Likert-type scale (1 = strongly disagree to 5 = strongly agree). The researcher decided to adopt the EIS for use since it corresponds with the desired measure of the study. It is worthy to note that this scale has been used in Nigeria by Agokei (2011) who investigated the effect of social cognitive training and mindfulness technique on self-efficacy and effectiveness of pre-service counsellors in Nigeria Universities.

The Attitude Towards Examination Scale was developed in 2013 by experts in the University of Ilorin and it contains thirty-six items with a 4-point Likert-type response format (1 = Not true of me to 4 = Very True of Me). The correlation co-efficient of the instrument after subjecting it to coefficient of stability was reported at 0.73 coefficient alpha. The researcher decided to adopt the ATES for use since it corresponds with the desired measure of

the study which some of the statements was modified and adapted into a twenty (20) item version. To ascertain the validity of the scale, the researcher gave it to three experts in Education for assessment.

The data used for this study was based on questionnaire and the questionnaire forms were administered in the selected tertiary institutions in Ilorin metropolis. The instrument was administered by the researcher. Two hundred copies of the questionnaire were distributed among the sampled tertiary institution. Descriptive statistic of percentage was used to describe the demographic data of the respondents and to answer the research questions, while the null hypotheses formulated were tested using Means, Standard Deviations and t-test, Analysis of Variance (ANOVA) and Duncan Multiple Range Test (DMRT) at 0.05 alpha level.

Presentation of the Results

Demographic Characteristics of the Respondents
The data presented on Tables 1-4show demographic characteristics of the respondents by percentages. The variables used included gender, age, level of study, university attended.

Table 1: Distribution of the Respondents by Gender

Gender	Frequency	Percentage (%)
Male	71	35.5
Female	129	64.5
Total	**200**	**100**

Table 1 reveals that out of the 200 students that participated in the study, 71 (35.5%) were males, while 129 (64.5%) were females. This shows that there were more female students participating than male students in this study.

Table 2: Distribution of the Respondents by Age

Age	Frequency	Percentage (%)
15-19	101	50.5
20-24	76	38
25 years and above	23	11.5
Total	**200**	**100**

Table 2 reveals that out of the 200 students that participated in the study, 101 (50.5%) were between the ages of 15 and 19 years, 76 (38%) were between the ages of 20 and 24 years, while 23 (11.5%) were between the ages of 25 years and above. This shows that majority of the respondents in this study were between ages 15 and 19 years.

Table 3: Distribution of the Respondents by Level of Study

Level of Study	Frequency	Percentage (%)
100 level	57	28.5
200 level	71	35.5
300 level	31	15.5
400 level	41	20.5
Total	**200**	**100**

Table 3 reveals that out of the 200 students that participated in the study, 57 representing (28.5%) were 100 level students, 71 representing (35.5%) were 200 level students, 31 representing (15.5%) were 300 level students, while 41 representing (20.5%) were 400 level students. This shows that majority of the respondents in this study were 200 level students.

Table 4: Distribution of the Respondents by University Attended

University	Frequency	Percentage (%)

Unilorin	100	50.0
Al-Hikmah	100	50.0
Total	**200**	**100.0**

Table 4 reveals that out of the 200 students that participated in the study, there is an equal representation of respondents from each of the universities sampled for the study. Thus, each of the universities sampled had 100 respondents representing 50.0%.

Answering of Research Questions
Two research questions were raised; research questions 1 and 2 were answered with the use of cumulative mean and percentages.

Research Question 1: What is the level of emotional intelligence of undergraduates in Ilorin metropolis?

Table 5: Level of Emotional Intelligence of Undergraduates in Ilorin metropolis

Level of Emotional Intelligence	Frequency	Percentage (%)
High	133	66.5
Low	67	33.5
Total	**200**	**100**

Table 5 indicates that 200undergraduates participated in this study. Responses to items that sought information on emotional intelligence of undergraduates revealed that 133 representing (66.5%) of the respondents had high level of emotional intelligence, while the rest 67, representing (33.5%) of the respondents had low level of emotional intelligence. This indicates that the level of emotional intelligence of undergraduates in Ilorin metropolis was high.

Research Question 2: What is the attitude of undergraduates in Ilorin metropolis towards examination?

Table 6: Attitude of Undergraduates in Ilorin metropolis towards Examination

Attitude of Undergraduates Towards Examination	Frequency	Percentage (%)
Positive	118	59
Negative	82	41
Total	**200**	**100**

Table 6 indicates that 200 undergraduates participated in this study. Responses to items that sought information on attitude of undergraduates in Ilorin metropolis towards examination revealed that 118 representing (59%) of the participants had positive attitude towards examination, while 82 representing (41%) of the participants had negative attitude towards examination. This indicates that the attitude of undergraduates in Ilorin metropolis was positive towards examination.

Hypotheses Testing

Hypothesis One: There is no significant difference in the influence of emotional Intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on gender

Table 7: Means, Standard Deviations and t-value on the Attitude of Undergraduates towards Examination Based on Gender

Gender	N	Mean	SD	Df	Cal. t-value	Cal. p-value	Critical t-value
Male	71	74.03	8.40				
				198	1.52	0.18	1.96
Female	129	68.56	8.35				

Table 7 shows a calculated t-value of 1.50, calculated p-value of 0.18 and an alpha (α) level of 0.05. Since the calculated p-value of 0.18 is greater than the alpha p-value at 0.05, the hypothesis was not rejected.

Hypothesis Two: There is no significant difference in the influence of emotional Intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on University attended

Table 8: Means, Standard Deviations and t-value on the attitude of Undergraduates towards Examination Based on University Attended

University Attended	N	Mean	SD	Df	Cal. t-value	Cal. p-value	Critical t-value
Unilorin	100	68.21	7.04				
				198	4.20*	0.00	1.96
Al-Hikmah	100	65.62	7.84				

*Significant, p<0.05

Table 8 shows a calculated t-value of 4.20, calculated p-value of 0.00 and an alpha (α) level of 0.05. Since the calculated p-value of 0.0 is less than the alpha p-value at 0.05, the hypothesis was rejected.

Hypothesis Three: There is no significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on Age

Table 9: Analysis of Variance (ANOVA) Showing the Attitude of Undergraduates towards Examination Based on Age

Source	Df	SS	Mean Squares	Cal. F-ratio	p-value	Crit. F-ratio
Between Groups	2	3182.855	1591.4275			
				41.789*	0.021	3.00
Within Groups	197	58380.425	38.082			
Total	**199**	**61563.28**				

*Significant, p<0.05

Table 9 shows a calculated F-ratio of 41.789, calculated p-value of 0.021 and an alpha (α) level of 0.05. Since the calculated p-value of 0.021 is less than the alpha p-value of 0.05, the hypothesis was rejected. Hence, there was a significant difference in the attitude of undergraduates toward examination based on age. Since there was a significant difference using Analysis of Variance (ANOVA) based on age, the researcher proceeded to use Duncan Multiple Range Test (DMRT) as a post-hoc test to determine the age groups mean scores that led to the significant difference noted in the ANOVA results on Table 9.

Table 10: Duncan Multiple Range Test (DMRT) Showing the Attitude of Undergraduates towards Examination Based on Age

Duncan's Grouping	Mean	N	Group	Age Groups
A	69.45	23	3	25 years and above
B	66.59	101	1	15 - 19 years
B	65.99	76	2	20 – 24 years

On Table 10, Duncan Multiple Range Test (DMRT) was used to determine which of the age group(s) mean score led to the significant difference noted in the ANOVA results on Table 9. The DMRT results indicates that Group 3 (25 years and above) with a mean score of 69.45 differed significantly from Groups 1 and Group 2 with mean scores of 66.59 and 65.99 respectively. It is also important to note that the entire groups mean scores differed significantly from one another. Hence, the significant difference noted in the ANOVA results on Table 9 was mainly as a result of the mean scores of Group 3 (25 years and above).

Hypothesis Four: There is no significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on level

Table 11: Analysis of Variance (ANOVA) Showing the Attitude of Undergraduates towards Examination Based on Level of Study

Source	Df	SS	Mean Squares	Cal. F-ratio	p-value	Crit. F-ratio
Between Groups	3	6661.858	2220.619	61.966*	0.013	2.60
Within Groups	196	54901.423	35.836			
Total	199	61563.281				

*Significant, $p < 0.05$

Based on the level of study of the respondents, the result shows a calculated F-ratio of 61.966, calculated p-value of 0.013 and an alpha (α) level of 0.05. Since the calculated p-value of 0.013 is less than the alpha p-value of 0.05, the hypothesis is rejected. Hence, there was a significant difference in the attitude of undergraduates toward examination based on level of study. Since there was a significant difference using Analysis of Variance (ANOVA) based on level of study, the researcher proceeded to use Duncan Multiple Range Test (DMRT) as a post-hoc test to determine the age groups as well as the level of studies mean scores that led to the significant difference noted in the ANOVA results on Table 11.

Table 12: Duncan Multiple Range Test (DMRT) Showing the Attitude of Undergraduates towards Examination Based on Level of Study

Duncan's Grouping	Mean	N	Group	Level of Study
A	69.42	71	2	200 Level
B	67.64	57	1	100 Level
C	63.30	31	3	300 Level
D	58.68	41	4	400 Level

On Table 12, Duncan Multiple Range Test (DMRT) results was used to determine which of the level of studies mean score led to the significant difference noted in the ANOVA results on Table 11. The DMRT results indicates that Group 2 (200 level) with a mean score of 69.42 differed significantly from Group 1 (100 level); Group 3 (300 level) and Group 4 (400 level) with mean scores of 67.64; 63.30 and 58.68 respectively. It is also important to note that the entire groups mean scores differed significantly from one another. Hence, the significant difference noted on the ANOVA results on Table 11 was as a result of the mean scores of Group 2 (200 level) and Group 1 (100 level).

Discussion of the Findings

The findings of the study revealed level of emotional intelligence of Undergraduates in Ilorin metropolis, sampled was high. This present finding corroborates the finding of Salami (2010) who worked on emotional intelligence, self-efficacy, psychological well-being and students' attitudes and found out that high emotional intelligence and self efficacy helps to moderate the relationship between psychological well-being and students' attitude in general. Behnke (2009) asserted that emotional intelligence correctly influences motivation which leads to developing a positive attitude to learning and achievement. The findings of this study revealed that the Attitude of Undergraduates in Ilorin metropolis towards Examination sampled was positive, this present finding negates the finding of Adegboyega, Idowu and Mowaiye-Fagbemi (2017) which states that the Attitude towards Examination of Undergraduates at University of Ilorin was negative, because only 32.0% had positive attitude and 68.0% had negative attitude towards examination. In the study of Jaeger and Eagan (2007), they found that intrapersonal, stress management and adaptability was a significant predictor of students' academic achievement.

The finding of this study stated that there was no significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on gender. The result (R=0.18, p>0.05) implies that gender does not play a significant role in the influence of emotional intelligence on undergraduates' attitude towards examination. Therefore, the hypothesis was not rejected. This finding is in contrary with that of Nasheeta (2011) who studied emotional intelligence amongst undergraduate students at a higher institution by taking a sample of 150 undergraduates at the University of Western Cape and found that the female respondents reported significantly higher EQ than the male. Adegboyega et al. (2017) also found out that emotional intelligence has significant correlation with gender which implies that gender plays a significant role on the emotional intelligence of undergraduates' students.

The finding of this study revealed that there was a significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on university attended. Hence, the hypothesis was rejected. This present finding agrees with that of Zeynep et al (2016) who studied comparison of the emotional intelligence levels of students receiving education I'm different fields which stayed that among students receiving education in three different fields, the highest level was determined in students studying at department of social sciences, health sciences were moderate while natural sciences were low. In the study of Kuzu and Eker (2010), It was found that students at department of nursing had higher scores compared to students in the faculty of forestry and technical training faculty within schools, in other words the students subjected to technical program and the difference between the group was statistically significant.

The finding of this study revealed that there was significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on age. The result showed that emotional intelligence has influence on students' attitude based on age which implies that gender plays a significant role. Therefore, the hypothesis was rejected. The finding agrees with that of Adegboyega et al (2017) which found out that there is a significant difference in the emotional intelligence of undergraduates based on age. Also, Nasheeta (2011) found that there are statistically significant differences in the emotional intelligence level of respondents based on their age.

Lastly, the finding of this study revealed that there was significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on level of study. This finding support that of Deepti (2014) who studied emotional intelligence amongst the employees of service sector which states that employees should be encouraged to improve their grade level for more motivation and self-confidence.

Conclusion

The finding of this study revealed the level of emotional intelligence of Undergraduates in Ilorin metropolis sampled was high. The finding of this study revealed the attitude towards examination of Undergraduates in Ilorin metropolis sampled was positive. The finding of this study also revealed that there was no significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on gender. The finding of the study also revealed that there was a significant difference in the influence of emotional intelligence on undergraduates' attitude towards examination in Ilorin metropolis based on university attended, age and level of study.

Recommendations

Based on the result of data analysis and tested hypothesis, it is hereby recommended that:
1. Educationists, counsellors, school administrators, parents and other stakeholders should add more efforts to their responsibility of helping Undergraduates in Ilorin metropolis to maintain the high level of emotional intelligence and those that seems to lag behind, encouraged and helped to attain a normal level of emotional intelligence, bearing in mind that it influences their attitude and academic performances.
2. It is further recommended that the stakeholders do their utmost best to assist the Undergraduates in Ilorin metropolis to maintain a positive attitude towards examination which can be achieved by providing a conducive atmosphere for learning by the school administrators and lectures in general, which would continue to enhance their emotional development and academic performance. This is essential because of the positive level of attitude towards examination shown by the result of data analysis.
3. It is equally recommended that due to the high level of emotional intelligence and positive attitude of undergraduates towards examination in Ilorin metropolis, stakeholders should put on efforts to provide the students and their wards motivating learning environment that would continue to enhance their emotional development, attitude towards examination and life in general.

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