

## Differentials in Emotional Intelligence and Examination Anxiety Levels among South- West Nigerian University Final Year Students

**Mowaiye Fagbemi, O.**

University of Ilorin, Nigeria

**Ajibade, O.**

Nassarawa State University, Nigeria

### Abstract

Man as an entity is made up of different parts including the physical, mental and the emotional parts. Every aspect is as important as the other. No area or part can be discountenanced nor ignored. And each influences behavioral outputs, actions and in-actions of man profoundly as behavior do not just randomly happen. Emotions are powerful human force that can make or mar any human. People have been sent to the gallows as a result of actions resulting from emotional outbursts. The intelligent use of emotions is critical to positive human outputs. At the dawn of the 21st century, the study of emotional intelligence was popularized with research exploring how it affects and influences different areas of human behaviors. In Nigeria, emotional intelligence study is still relatively new and not well explored especially as it affects tertiary institutions students and behavioural outputs in different organizations. And it is an important area that can be definitive to human success and life outcomes. A critical aspect of tertiary institutional learning is undergoing assessments, assignments, field works, laboratory experiments, tests and examinations. These are constants in the university systems. Examination is a central issue for many university students if not the most critical. In a competitive and certificate oriented society such as Nigeria, it is a crisis moments for many if not a war zone atmospheric sphere. Many see failing examinations as a fallen down that could translate to failing in life. For many, it is not a report they want to take home. Staff and students in most Nigerian universities are kept on their toes at this period in time. In such a society, It is important to under study how emotional intelligence relates to examination and all that pertains to it among the young minds, especially examination anxiety. The study delved into these and found an atypical difference in findings in relation to other climes. Recommendations were made from the findings. Counseling facilities is a must for the twenty first century university systems. More so, in a competitive and yet indigent society such as Nigeria, and for the public universities that remains the only haven for the poor in the society to get their children into for higher education. And where thence begins the race to make it or break for many Nigerian youths. The post - covid era has also proven that the face to face teacher - students relationships needs modifications to enhanced on line models which most poor students find difficult to handle, especially when not able to own a gadget for that purpose. Therefore, counselling units needs to be established in every university, and most importantly, to be manned by experienced counsellors, is key to bringing down the tempo of examination anxiety among university students. Such counselors must see to it to organize seminars, symposiums and the like for students just before any semester examination to bring it home pointedly that examination does nor have to be a do or die undertaking. But just a phase in their academic journeys. Hopefully, in time, such enlightenment programs can be extended to the town, in the gown and town relationship to break down negative competitive streaks but encourage a replacement to positive and complementary competitions that actually enhance growth and development.

**Keywords:** Behaviors, intelligence, stress, regulations, awareness, skills, examination, emotion, pressure and worry.

**Introduction:**

Mental intelligence was one of the most researched areas in the 19th and 20<sup>th</sup> century. The study of emotional intelligence which came late in the 20<sup>th</sup> century was an offshoot of mental intelligence study and came about as Psychologists became convinced it is an aspect that needs to stand on its own .

The term emotional intelligence was coined by Mayer and Salovey and made popular in their work of 1990. Emotional intelligence impacts all areas of human behaviors. It influences the thinking process, decision making process , and reactions to situations and happenings. It influences what is operational in a any given society , organization or even any stressful environment such as the academic setting of which the university campuses and requirements, which include course assessments and examinations stands out.

Emotional intelligence studies emotional triggers, influences , reactions to situations and happenings. Emotion influences what goes on in any human settings.

The term emotional intelligence was further popularized by Psychologists with such books as Goleman's book "Emotional Intelligence: Why it can matter more than IQ", which was published in 1995. These helped greatly to not only make popular the terminology but espoused keen interest in the area. He went further and defined emotional intelligences as the ability to identify, assess, and control not just one's own emotions, but also the emotions of others, (Goleman , 1998 ).

Emotional intelligence involves the ability to assess one's own and others emotions. And accurately making predictions based on the assessment for a purposive end. Goleman (1998) believed emotional intelligence to be a basic life skill that makes for controlling ones impulses and the emotion and understanding what others feel possible .

Goleman (1998) further identified some social and emotional competencies which make up emotional intelligence, these are: self- awareness, self-regulation, motivation, and empathy . It can be expected to affect students relations with others and their studies . It can help people to have self-knowledge and to be aware of their strengths and weaknesses, so as to be in control of their emotions . Mayer & Cobb (2000) and Bar- On (1997) were also one of the early researchers in this area of emotional intelligence who believed it is about managing and regulating emotions.

Emotional intelligence is a relatively new area of study in Nigeria and remains an area relatively unexplored. .Emotional intelligence seems vital in bringing about academic success, balancing mental and physical health and attaining the desired life

goals and adjustments. Students are any nations future leaders. And behoves that particular attention be given to them and what affects them and what can make for better school and life adjustments for them . Therefore , this amongst other factors, makes all explorations in this area ,including its relatedness to examination anxiety a needed one, more so in a nation such as Nigeria behest with myriads of problems and certificate oriented .

### **Literature Review:**

There are varied meanings and perspectives to the word emotion . And it means different things to different people and of different specialization . However, the agreement is on what it relates to, which is the feelings of man. Emotions leads to actions. When people are angry for example, they can lash out in various ways. Emotions are part and parcel of man. Even infants display emotions. They react to stimuli in their environments variedly It is therefore what man is born with. It is a function of the mental and cognitive activities and why there is a relationship between levels of mental intelligence and emotional intelligence .(Ciarrochi & Deane ( 2002) & Mowaiye Fagbemi, 2010)

Emotions can define a person. Emotions can shape a man's destiny and define the way he perceives life. The crimes and even inhuman acts of men are all as a result of emotions. Emotions play a very significant role in human behaviours and life. Emotion can be defined as the "feeling" aspect of consciousness, characterised by any physical or mental arousal, that result in behaviours that becomes revealing to the outside world, and an inner self awareness of feelings ( Bar - On , 2000 & Chemiss , 2000 ).

Emotion is associated with mood, temperament, personality and disposition and motivation. Emotions can influence behaviors and every facet of life including learning and performance. Emotion is believed to be influenced by man's history as well as his genes . And this can explain why some families and even groups of people and tribes are known to exhibit particular emotions no matter their level of education or age , and espoused more so by Ciarrochi , Chan & Capuli (2000 ) and Mowaiye Fagbemi , ( 2010)

Ciarroch , Deane ,& Anderson (2002 ) and Ciarroch , Chan & Bajger (2001) espoused further that emotions by its nature can make for man's survival and progress as motivators or act as a repugnant that drives away man from that which threatens his progress or survival. Thus,our emotional state has the potential to influence our thinking and behaviors.

Mowaiye Fagbemi (2010) opined that emotions are powerful reactors that potentially has the ability to build or break walls of any kind, relationships ,and so on and are the drivers of not just individuals but also of nations . More so since nations are made up of individuals with emotions. The author believed that emotions such as anger, anxiety and

sadness have the potential to distract students' learning efforts by interfering with their ability to concentrate, recall and attend to tasks at hand.

Emotional intelligence has also been defined as 'the intelligent use of emotions'. Emotional intelligence enables one to reduce stress and adjust appropriately. Emotional intelligence gives an individual the enablement on how to relate well with people, even with those perceived as difficult people. And how to make a good team mate with varied people of diverse backgrounds. Consequently it would affect students relationships with their peers, Professors and even their learning and study models. Many Psychologists refer to emotional intelligence as an 'advanced common sense'. Some people have a great deal of common sense, they just seem to know what to do at the right moment and situation. That is an essential aspect of emotional intelligence. Having knowledge of emotional intelligence can help make people realize how to establish strong relationships and bonds, increase self-awareness and improve social skills (Bar-On, 2000). It has been argued that understanding emotional intelligence helps understanding its contribution to success at work and in life, including emotional tense situations and environments such as campus examinations periods.

According to Goleman, the standard measure of intelligence, IQ contributes no more than 20% towards one's success, while the remainder is determined by emotional intelligence.

Emotional intelligence is now a popular area of research in the medical sector, humanities and education among others. This is so since its importance is now widely known and acknowledged. Many researchers have given reports and found a positive relationship between emotional intelligence and academic achievement. Emotional Intelligence is an ability to monitor one's feelings and those of others and be able to discriminate among them and to use this information to guide one's feeling and thinking (Bar-On 2002; Soyinka, 2012 & Preeti & Arnold 2012).

For students, emotional intelligence enables an efficient response, adaptation and effective reaction to their environment and studies. As noted, emotional intelligence is highly important and could be central to performance in school. This could happen and more so in a highly stressful environment like the campus environment where the students are always required to be on their toes, carrying out one assignment or the other, engaging in one campus assessment or the other as well as face varied forms of examinations at different engaging faculties where need be. All these can not only cause tension in students but also anxiety. And those factors that could affect students success include fear; anxiety; concentration; health and wellbeing. (2006; Preeti & Arnold 2012; Wong & Law, 2002).

Individuals with high emotional intelligence levels seem to be more successful at their studies than the people with lower emotional intelligence. (Faustine 2015 & Goleman, 1995). Wang (2004) conducted an empirical study of gender differences in a cross-

cultural context and Wang (2006) study was also in a cross-cultural context with European, American and Chinese children as participants and coupled with Burns (2005) own study points poignantly to the relevance of varied factors affecting college performance and emotional intelligence as a possible significant intervening variable. Most findings of studies indicate the total emotional intelligence score was a predictor of continuous assessment and examination scores (Panda, 2005; Wong & Law 2002).

People with high emotional intelligence are said to have the trait of motivating themselves and may exhibit peculiar traits towards examinations and assessments on campus. It is apparent that emotional intelligence is critical to a student's college success. It is opined that students with emotional intelligence skills are better able to cope with the demanding and complex university work loads and stress. Parker (2003) as reported by Mowaiye Fagbemi (2010) investigated the influence of emotional intelligence on the successful transition from high school to university. The findings of the study revealed that academically successful students had significantly higher levels of several different emotional and social competencies. Finally, the findings of the study implied that for the successful transition from high school to university, emotional intelligence plays a vital role. Such reports have also been collaborated by others (Mayer, Caruso & Salovey, 2000).

Bhatta and Rai (2020), Mofatteh (2020), Spielberger (1975) and Spielberger (1979) are among researchers who undertook studies on the relationship between emotional intelligence, anxiety and academic achievement of students. They reported that the trend that academic achievement score of students does increase with the increase of emotional intelligence score and thus there was a positive correlation between the two variables and same positivity report was for the anxiety variables in relation to the two variables of emotional intelligence and academic performance.

It has been posited that a student who is able to juggle the demands and rigor that becoming a young adult entails and striking a balance between academic requirements and developing independent living skills, limiting excessive personal diversion from academic requirements and cultivating strong academic skills will more likely be a better student and be more prepared to enter a professional working environment. The individuals with higher emotional intelligence levels seem to be more successful at their studies than the people with lower emotional intelligence. (Bakare, 1975; Eysenck (1979) & Spielberger (1979)).

Students learn and perform more successfully when excited about a subject matter. If students are overly excited or enthusiastic, they might work carelessly or quickly rather than working methodically and carefully. Many have opined that emotions such as anger, anxiety and sadness have the potential to affect learning negatively. Becoming

emotionally aware evidently takes time and is achieved through mastering certain levels of awareness until it results in optimal emotional intelligence.

Examination especially at the university level is a significant step to take in a competitive and certificate oriented society as Nigeria. In Nigeria, a child begins from the 6th grade to the post graduate level to compete for the few available positions to take after graduation (Achebe, 1982 in Mowaiye Fsgbemi, 2010). Therefore, for many, any form of assessment is a potential threat! And crushed it must be. And why for many universities in Nigeria, any semester examinations sees administrators anxious to get university medical staff and ambulances on hand for those who would develop migraine, collapse before or during examinations, have anxiety frets and the like.

The word anxiety has its roots in the Latin word 'angere'. Angere simply means distress or causing distress to someone or something. Anxiety therefore is anything that is causing distress or discomfort to an individual. It can be accumulated or sudden stressors or object or occurrence in the environment that causes the feelings or sensations of nervousness, fearfulness or tension. Whatever may be the root cause, there is always the feelings of uneasiness and troubled mind.

Many studies have shown over time that examination time can result in physical, mental and emotional distress. Many have problems concentrating or retaining memory stored items. This predispose students to examination anxiety and dishonesty.

Examination anxiety is a widespread phenomenon on university campuses. And it knows no gender, age or level in the university.

Final year students on university campuses are on their last lap. It can be a whole new level of experience for many. Some find navigating the gamut of the whole experience daunting. Many are anxious to finish and be relieved of the campus financial burdens. This can be more so for students from indigent homes in Nigeria whose parents are probably on count down for them from the first day on campus as to when they will graduate to help the family financially. All these can bring about the feelings of worry and fear when it comes to academic testing, assessment and examinations which can significantly impact both performance and overall well-being.

Students differ in cognitive abilities, with some students being better prepared for the university examination than others. There are some students who devote most of their times to their studies especially during examination periods and yet, perform below expectation in their final examinations.

Anxiety is an emotional state characterized by feelings of tension, nervousness, fear and apprehension distress and fright. It usually arise at the sight of perceived threat to self. And takes different modes depending on what is at sight, the perceived threat and its relativeness to personal survival. It is a cognitive as well as an affective response to a threatening or offensive sight that makes individuals to look for escape routes to take or the elimination of threat. Anxiety can block the memory and make recall impossible. It does inhibit behavior.

Anxiety can serve different purposes. And this is why Psychologists perceive it and define it from their own particular area of expertise or point of view . For example, for social learning theorists, it can be a drive to excel and do well at a task at hand. While the psycho- analyst would perceive it as a form of self defence mechanism to self protect. There is always a measure of relatedness between levels of anxiety and the measure of performance. And this is more critically so when the examination is conducted under stressful or uncomfortable environments as is often the case in most Nigerian university settings where one or two things may not work as should such as air conditioning in the Nigerian hot weather.

According to Mofatteh (2020) , Ciarrochi et all (2000) and Ciarrochi et all (2002 ) anxiety results from an individual's perception of a situation as threatening and their evaluation of their ability to cope with it. In the case of examinations, students often perceive these events as high-stakes and overwhelming, leading to increased anxiety if they believe they lack the necessary coping resources . Moderate levels of anxiety is to be expected for campus students but excessive anxiety impairs performance(/Panda ,2005)/

To Wong and Law (2002) and Bembemutty (2009) , anxiety can be sub divided into cognitive and physiological components and believing cognitive anxiety to include worries and concerns about performance, such as fear of failure and negative self-talk while physiological anxiety are physical symptoms like sweating, increased heart rate, and muscle tension.

Faustine ( 2015) and Nunez- Penaa (2016) provided empirical evidence on how examination anxiety impairs cognitive processes. Anxiety affects attention, memory, and problem-solving abilities, making it difficult for students to focus and retrieve information during exams.

High anxiety reduces the ability to concentrate on examination questions, leading to mistakes and incomplete answers. Anxiety impairs the memory, which is crucial for recalling and organizing information during examination. Increased anxiety can disrupt problem-solving abilities, affecting the ability to tackle complex questions.

Bhattachan & Rai (2020) revealed a consistent negative correlation between test anxiety and academic performance. Bhatta and Rai (2020) investigated how some demographic factors influence examination anxiety and performance. Students with high levels of expectations experience increased anxiety due to fear of making mistakes and not meeting high standards, while low self-esteem is associated with higher anxiety levels and poorer academic performance.

Andrews and Wilding (2004) as reported by Mowaiye Fagbemi (2010) explored examination anxiety among United Kingdom University students. They found that students with high anxiety reported significant challenges with maintaining concentration during examination, while increased stress levels were linked to lower examination scores, showing the negative impact of anxiety on performance.

Psychologists such as Bakare, 1975 ; Eysenck (1979 ) and Regehr et al, (2015) studied some high school students in the United States of America among other locations and reported that students with high test anxiety engaged in avoidance behaviors such as procrastination, leading to lower college performance.

Bakare ( 1975) reported a significant correlation between anxiety and performance among Nigerian female subjects but non for the males . Awokiyesi et al. (2014) and Eamon (2015) investigated examination anxiety across different cultures and reported among other reports that students across cultures reported high levels of anxiety due to academic stress.

With the above background, the purpose of this study was to ;

A- investigate any significant difference between students levels of emotional intelligence in comparison to their levels of anxiety.

B- And to further investigate any significant difference between their levels of examination anxiety in comparison to their university type and ownership, that is ,if those from private universities differ in comparison to those from public universities.

Research Questions:

The following research questions guided the conduct of the study.

i- Is there any significant difference in the the levels of emotional intelligence vis - a vis anxiety levels of University students under study?

ii- Is there any significant difference between students in privately owned and public universities vis - a vis anxiety levels of university students under study?



### Research Hypotheses

- 1- There is no significant difference in the levels of emotional intelligence and anxiety among the students under study .
- 2- There is no significant difference in the levels of examination anxiety among the students under study vis a vis their college type.

### Research Design:

A research design is a blueprint and strategy to be used by a researcher in carrying out a research. For the end goal of data collection and analysis. The research design adopted for this study was the descriptive survey method. The population for this study comprised of University final year students in south- west Nigeria. And the purposive and simple random sampling techniques were employed to get the sample.

South -west Nigeria was purposively chosen among other parts of the country because they have the largest numbers of higher degree holders right from the time of independence and acclaimed to have the highest numbers of professors in the country. Almost every household is believed to have at least a university graduate . Such an edge was made possible by their regional prime minister at independence, Chief Obafeni Awolowo who made education not only free but compulsory. With such a background, many seek not just university admissions but also seek to graduate with high class and are studious. The negatives of such a background being a pre- disposition to them being over - achievers and the tendency for many to see examinations as a do or die affair and many could thereby be pre- disposed towards examination anxiety while the educational background could have enhanced the level of their emotional intelligence. Thereafter, two universities ; one each of the public and two of the privately owned , were purposively chosen from each of the states of Oyo, Osun, and Ekiti with the random sampling of a hundred from each of the public universities and fifty each from the privately owned institutions . Fifty were targeted for the private universities because of apparent shortage of the required numbers in such universities due to the high fees which limits students applications, as was observed during the pilot study stage . And subjects were picked randomly and entirely by chance with every member of the population having equal chance of been included in the study. The desired number of hundred students were thus sampled. However. For data analysis purposes, those who did not fill either of the questionnaires were dropped.

### Instrumentation:

The instruments used for data collection for this study were 1-an investigator constructed questionnaire tagged ZOMA EI to elicit information on respondents emotional

intelligence level . This was on a 5- likert - format of which respondents were to tick from 1- 5 .as was applicable and true of them . Items on the questionnaire included ;

- I am always in control of my emotions.
- When people I do not like take jibes at me, I can walk away.
- By looking at people's faces , I can read their thoughts.
- By looking at people' s body language , I can read their mood.
- I can get peoples true feelings by how they say their words.
- I believe there is always a good side to a bad coin.
- I know when to withdraw from an argument.
- I am always in control of my behavior.
- I know when someone is about to burst out in anger by their face reactions.
- I am happy for those who are happy.
- I easily feel for those in pain.
- I rarely burst out in anger.
- I am adept at relating with difficult people.
- I work well under pressure.
  
- When people get abusive on me, I remain calm.
  
- I take a dislike to some people easily.
- Under stress or pressure, I give in to anger .
  
- I don't back down in an argument.
- I can be abusive , verbally or physically.
  
- I have reacted under tension on occasions to physical violence.
  
- I am often impulsive.
  
- I dislike it when people do not agree with my point of view .
  
- I like it when people impose their views on others.
  
- I feel easily irritated when working with those I dislike.
  
- I have been told on several occasions that I did over react.
  
- I do not believe in social services.
  
- I have been accused on occasions of being self centered or selfish.
  
- I get moody when I don't have my way.
  
- I am easily prone to anger .
  
- I don't work well under pressure.

2-an investigator constructed questionnaire tagged IHINOGUN was to measure students levels of examination anxiety . This was on 5 -likert- format of which respondents were to tick from 1-5 as was applicable and true to them . Items on the questionnaire included:

- When an examination is to be taken , I do not panic.
- Under some examinatio, I breath very fast.
- Under some examinations, my heart beats fast.
- During examinations, I go to the gents/ ladies just before or during the examination.
- I have stomach upset occasionally just before or during examinations.
- I get fearful when an examination is to be taken.
- I am usually afraid of failing.
- On some occasions ,during examinations, I perspire a lot .
- On some occasions, during examinations, my hands tremble.
- On some occasions during examinations, I forget what I read.

During examinations, I do not feel I should cheat.

- I do not get anxious when an examination is to be taken.
- I do not get nervous writing examinations.
- During examination, I sometimes think of the repercussions of failing.
- I dont feel agitated when waiting for my examination results.
- During or before most examinations, I may have headache.
- During or before an examination, I may not eat well.
- During or before an examination, I may not sleep well.
- I don't get tense during examinations.
- I do not fear when examination is at hand .
- I get irritable during examinations.
- I have never cheated in an examination.
- After writing my examinations, I forget about it .

- I am happy during examinations.
- I am restless during examinations.
- I am not disturbed when it is examinations time.
- I do not lose concentration when writing an examination.
- I am always calm during examinations.
- I am usually happy during examinations.
- I am usually relaxed in an examination hall.

N.B- Keys

1-Highly untrue of me .

2- Untrue of me .

3- Can't decide .

4- True of me .

5- Highly true of me .

The keys and interpretations format were same for both ZOMA EI and IHINOGUN questionnaires.

#### **Pilot Study:**

The two questionnaires designed for this study were pilot tested for their usability and reliability.

#### **Validity and Reliability of Instruments:**

The construct validity of the two questionnaires were established by pre- testing the questionnaires on similar sample within Ibadan metropolis in Nigeria and the use of factor analytic procedures was thereafter applied. To establish the reliability, the test-retest method was employed within a time intervals of 5 weeks. And the Pearson product moment method of correlation produced a co- efficient of 89.6 for the ZOMA EI and 92.4 for IHINOGUN. . This were significant at the 0.01 probability level.

#### **Scoring systems:**

The questionnaires were scored on each of the respondents answers using the 5 likert format and scoring from 1-5 , while scoring were reversed where need be for negative statements. A score of 90 was regarded as the median score . Therefore , there

were categorization into high and low emotional intelligence levels as well as high and low examination anxiety levels.

### **Results.**

The hypothesis generated were tested using Analysis of variance ( ANOVA) and set at 0.05 level of significance.

To test hypothesis 1 and carry out the analysis, respondents were first categorized as students with high and low emotional intelligence and into having high or low examination anxiety after the scoring procedures. Thereafter, the ANOVA was applied on the scores and the interactions did not show any significant difference between the identified four levels (  $F= 2.66, p>0.05$  ). However, for the second hypothesis, to test for any significant difference in the examination anxiety levels of those in public universities as compared to those in the private universities, the t- test analysis was employed. The results  $t=1.87, p>0.05$  was equally not statistically significant .

The two generated hypotheses were therefore rejected.

### **Discussion and Conclusion:**

The two generated hypothesis for the study were not found to be statistically significant. One reason could be the category of subjects for the study. As noted , the chosen areas of Oyo, Osun and Ekiti states are well known and versed in western education with the categories of students used probably third literate generation of rhw family. They also seem to have same flair for education, and most possibly similar traits of examination anxiety as well as emotional traits for there to be no noticeable difference. A further study could probably compare the areas under study with similar groups from other Nigeruan ethnic groups .

Furthermore, the category and level of students used could have tilted the findings to non - significant levels considering that the subjects were final year students who most probably could have grown matured and emotionally stabilized considering that at graduation, many will be on managerial workplace levels. And also, these categories of students may have over time on campus shed their fear of examination. And it could aksi be ,that the excitement of exiting the campus life , and the allure of after graduation life had overridden momentarily , any fear and anxiety of the examination period. The findings of the present study does not allign with most findings of similar studies in other climes.

**Recommendations:**

Examinations are a critical aspect of tertiary learning . And it comes with stress more so in a competitive society such as Nigeria. Therefore, there is the need to orientate positive competition amongst the youths and students. A new paradigm must be put in place to enable growth and collaborations that leads to faster growth and developments.

Counseling facilities is a must for the twenty first century university systems. More so, in a competitive and yet indigent society such as Nigeria , and for the public universities that remains the only haven for the poor in the society to get their children into for higher education. And where thence begins the race to make it or break for many Nigerian youths . The universities must ensure a working and competent counselling unit on their watch.

The post - covid era has also proven that the face to face teacher - students relationships needs modifications which must poor students find difficult to handle. Because of high cost of tablets and gadgets even the imported used ones remains on the high side and beyond their reach. Therefore, counselling units needs to be established in every university, and most importantly. to be manned by experienced counsellors, is key to bringing down the tempo of examination anxiety among university students . Such counselors must see to it to organize seminars, symposiums and the like for students just before any semester examination to bring it home pointedly that examination does nor have to be a do or die undertaking. But just a phase in their academic journeys. Hopefully, in time, such enlightenment programs can be extended to the town ,in the gown and town relationship to break down negative competitive streaks but encourage a replacement to positive and complementary competitions that actually enhance growth and development. The units can also take goof care of other aspects if the students life.

**References:**

1. Awokiyesi, F. O., Makinde, B., Makinwa, S., Ayodele, A. O. &Okonkwo, E. N. (2014). Social adjustment and emotional stability as correlates to the academic performance of 200 level students in the school of public and allied health in Babcock University, Nigeria. *US Open Public Health Journal*, 1 (1), 1-8
2. Bakare, M.(1975). Some Psychological correlates of academic success and failure. *African journal of educational research*, 2(1) ,11-22.
3. Bar- On ,R. (1997). *Emotional quotient inventory- a test of emotional intelligence*. Toronto: multi health system.
4. Bar- On ,R. (2000). *Emotional and social intelligence- insights from the emotional quotient inventory*. San Francisco: Jossey Books.

5. Bar-On, R. (2002). Emotional quotient short form: technical manual. Toronto: multi health system.
6. Burns, N. (2005). The self concept and its relevance to academic achievement. London: Longman.
7. Bembemutty, H. (2009). Academic delay of gratification, self efficacy and time management among academically unprepared college students. *Psychology*, 104,(2), 613-623.
8. Bhatta, K. & Rai, B. (2020). Test anxiety and demographic variables affecting academic achievement among undergraduate psychology students. *International journal of educational management studies*, 10(3)218-222.
9. Chermis, C. (2000). Social and emotional competence in the workplace. - the handbook of emotional intelligence. San Francisco: Jossey Books.
10. Ciarroch, V., Chan, A. & Capuli, P. (2000). A critical evaluation of the emotional intelligence construct. *Personal and individual differences*, 28(3), 539-561.
11. Ciarroch, V., Dean, F. & Anderson, S. (2002). Emotional intelligence moderates the relationship between stress and mental health. *Personal and individual differences*. 32,(2)179-209.
12. Ciarroch, V., Chan, A. & Banger, J. (2001). Measuring emotional intelligence in adolescents. *Personal and individual differences*. 31,(7)1105-1119.
13. Eamon, M.K (2015). Social demographic, school, neighborhood, and parenting influences on academic achievement of Latino young adolescents. *Journal of Youth and Adolescence*, 34(2), 163- 175.
14. Eysenck, M. (1979). Anxiety, learning and the memory. *Journal of research and personality*, 13, 363-385.
15. Faustine, C. (2015). The relationship between social support, social adjustment, academic adjustment, and academic performance among college students in Tanzania. Ph.D. Thesis, Open University of Tanzania.
16. Goleman, D. (1995). Emotional intelligence- why it can matter more than intelligent quotient. London: Bloom Bury.
17. Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books.
18. Mayer, J. D. & Cobb, C. D. (2000). Educational policy in emotional intelligence: does it make sense. *Educational Psychological Review*, 12, (2) 163-183.
19. Mayer, J. D. & Cobb, C. D. (2000).
20. Moffateh, M. (2020). Risk factors associated with stress, anxiety and depression among university undergraduate students. *AIMS public health*, 8,36-65
21. Morris, L.W. & Liebert, R.M. (1970). Relationship of cognitive and emotional components of test anxiety to academic performance. *Journal of counselling and clinical Psychology*, 35, 332- 337.

22. Mowaiye Fagbemi , O. (2010). Emotional intelligence and its relevance in schools and the workplace. Distance education workshop paper. Open University of Nigeria. Lagos, Nigeria.
23. Nunez-Penna,M.A.,Syerez-Pellicionie, M.& Bono, K. ( 2016). Gender differences in test anxiety and their impact in higher education students academic achievement. *Procedia social behavioural science*, 228, 154- 160.
24. Panda , W. (2005). Correlation between academic performance and emotional intelligence of students. Doctoral dissertation, University of Alabama ,USA.
25. Parker, J., Summerfeldt, L., Hogan, M., &Majeski, S. (2014). Emotional intelligence and academic success: Examining the transition frm high school to university. *Personality and Individual Differences*, 36, 163-172.
26. Regehr,C.,Glancy,D.& Pitts, A. (2015).
27. Interventions to reduce stress in university students: a review. *Journal of affective disorder*, 148, (1) , 1-11.
28. Spielberger, C.D. (1975). *Emotions and anxiety: new concepts, methods and applications*. New York: LEA - Wiley.
29. Spielberger, C.D. (1979). *Understanding stress and anxiety*. New York: Harper & Row.
30. Wang , J. (2004). The emergence of cultural self construct. : autobiographical memory and self description in European, American and Chinese children. *Developmental Psychology*, 40, 3-15.
31. Wang, J. (2006). An empirical study of gender differences in the relationship between self concept and mathematics achievement in a cross cultural context. *Educational Psychology*, 26(5),689-706.
32. Wong, C.S. & Law, K.S. (2002). The effects of leaders emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, 13,243-274.