Effect of Emotional Intelligence on Behavioural Intention to Use Electronic Information Resources by Master of Business Administration Students in Federal Universities in Nigeria

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ABSTRACT

The focus of this research work was to investigate the effect of emotional intelligence on behavioural intention to use electronic information resources by MBA students in Nigeria federal universities. Cluster sampling technique was adopted for the study and systematic sampling technique was used to select 60% of the total population of the MBA students across the ten federal universities offering the programme based on probability and proportionate size. Data were collected using a questionnaire designed to elicit responses from respondents and analysed using Pearson Product-Moment Correlation Analysis, Multiple Regression Analysis using Partial Least Squares Method (PLSEM), Mean, Standard Deviation and Percentages. However, out of one thousand two hundred and seventy (1,270) copies of the questionnaire administered to the respondents, one thousand and fifteen copies (1,015) were returned, which represents a 79.9% response rate for the study. The results of the study established that the level of emotional intelligence of MBA students towards the use of electronic information resources in Nigeria federal universities was high and that MBA students' emotional intelligence also predicted their behavioural intention to use electronic information resources, which plays a vital role in their academic and research undertakings.
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KEYWORDS: Emotional intelligence, behavioural intention, electronic information resources, MBA students, Nigeria universities.

INTRODUCTION

Electronic information resources (EIRs) are information stored digitally in computer or computer related-facilities such as CD-ROMs, flash drives, digital repositories or the Internet. Electronic information resources could be defined as resources in which information is stored digitally or any electronic product that delivers a collection of data, such as full-text databases, electronic journals, image collections and multi-media products which are accessible through electronic systems and networks. Electronic information resources (EIRs) are gradually

becoming the major resources in every university library. The emergence of electronic information resources has transformed information handling and management in the academic environment and in university libraries (Bamidele, 2024).

Electronic information resources have the potential to increase the learning opportunities offered to students including Master of Business Administration (MBA) students, by providing them access to a variety of resources and making learning more lively and interactive. Electronic information resources promote efficiency in disseminating information for learning and research purposes in universities, through the use of EIRs, MBA students can have access to global electronic information resources to enhance their academic performance (Thanuskodi, 2012). Furthermore EIRs are more easily updated than the print resources. Electronic information resource is more of a tool to assist in conducting research and offer an advantage of searching for materials quickly. As the role of libraries continues to change, librarians are intensifying efforts to make more electronic information resources available for use by students, particularly MBA students.

However, MBA students are specifically trained to be world-class managers capable of turning around the management of their various organisations and invariably contributing positively to the economic growth of the nation. The academic work for the MBA students is no doubt very cumbersome as they have to keep abreast of information pertinent to their course work both on past and current issues in the field of management and economic realities. They are expected to be able to forecast, analyse and speculate possible outcomes over a range of policy issues, strategic planning and decision making within their industry, country and international boundaries. Thus, they require much information and a mix of resources to enhance their intellectual capacity to cope with the challenges they face in the course of their studentship. EIRs are therefore a very crucial tool for MBA students, and how they acquire and use the information are key determinants of their academic performance (Emmanuel and Jegede, 2011).

The MBA programme can be as rigorous as any postgraduate degree, and the most successful students are the ones who are committed to the programme and their career goals. MBA students should have a clear idea of why they want the degree and keep a strong focus on their goals because the business world are for those who can think "outside the box" and develop ingenious solutions to common problems. The MBA candidate should be very creative and be able to come up with innovative and realistic ideas for their organisations. The most successful MBA students and business leaders have a strong sense of entrepreneurship. They are interested in being innovative and have a strong commitment to success. However, it has been noted from personal observation that MBA students do not use the library as frequently as other postgraduate students, probably because they are business executives or managers with tight time schedules. Hence, the need for them to use subscribed EIRs from their respective university libraries because it is more convenient and access to these resources can be made anywhere and at any time as long as they have the required password and user login (Bamidele, 2024).

Given the poten tial advantages of EIRs (such as ease of access and currency of information) over print resources in a modern electronic information environment, the use of electronic information resources is fast becoming a norm in research and scholarship in universities around the world. Consequently, MBA students should not be left behind in

the use of the different types of EIRs which include; e-journals, e-books, online databases, e-theses/e-dissertations, electronic conference proceedings, electronic technical reports, electronic reference documents, CD-ROM databases and Internet resources. University ibraries must develop appropriate strategies to provide EIRs towards efficiency in research. Thus, books, journals and theses should be complemented with their electronic counterparts in the university libraries for the use of MBA students through networks within the campus and other terminals (Bamidele, 2024).

Many MBA students rely on EIRs as their sources of information because they provide many advantages over traditional print based resources. They contain current information because they are updated frequently and offer advanced search capabilities and flexibility in the storage of results. EIRs enable use of information without restriction of time and location. The new paradigm is that MBA students can now use library resources stored electronically such as full text electronic journals at their desks. It is noteworthy that ease of access to EIRs has reduced physical visit to the library. The user-friendly features of EIRs offer a comfortable platform for students to use e-books, e-journals, e-magazines, e-theses etcetera (Bamidele, 2024).

Kwafoa and Afful-Arthur (2014) in their study on the frequency of use of electronic information resources and the challenges encountered in accessing EIRs among library users of the Cape Coast University. The study established clearly that students depend highly on on-line electronic resources for better academic performance. However, patronage of the library's online databases was reported to be very low because of the charges to access EIRs, absence of proper guidance on the use of facilities provided, slow nature of the internet as well as lack of knowledge about tools and techniques used for searching and retrieving EIRs.

The study also supported the claims of Aregbesola and Oguntayo (2014) on frequency of access to EIRs by library users in Landmark University, Nigeria. The researchers noted that motivation, convenience, academic discipline were the major predictors of use of electronic resources among the various group of users. Findings showed that the use of EIRs for academic purpose was due to their unlimited access to a wide range of e-books and journals, increased access to current materials for research. Mumitie and Kelefa (2019) in their study which examined the acceptance and use of EIRs at the institute of finance and management Tanzania. The study confirms that over two-thirds of the respondents were very frequent users of EIRs, however, The results show that a large proportion (74.5%) of the students cited poor quality of Internet services and network on campus, and inadequacy of computers and information literacy as factors that limit the use of EIRs and the study recommended that library should increase the number of EIRs subscriptions.

Tan et al, (2012) argued that the most important factor that could determine students' acceptance and use of EIRs is their behavioural intention. Intentions are defined as plans or goals. People sometimes fall short of achieving their goals, which raises the question of whether respondents consider some factors into consideration when stating their intentions. Therefore, behavioural intention to use EIRs reflects how hard a person is willing to try and how motivated he or she is to use EIRs. In this case, it could describe MBA students' perceived likelihood to make use of EIRs. Behaviour can be determined from the intention with considerable accuracy. Historically, intention has been assumed to be a strong predictor of behaviour but in some cases it may not act consistently. However, it serves as

the most proximate predictor of behaviour. Behavioural intention has been used as the dependent variable in many studies perhaps because of its robust ability to predict behaviour which is the central goal of behavioural intention models (Ajzen, 2011).

Behavioural intention of students to use EIRs can be either favourable or unfavourable. Favourable behavioural intention often results in bonding with the electronic information resources provided, increased frequency of use, and a willingness to pay for the cost of access. On the contrary, unfavourable behavioural intention lead users to display a higher probability of low use, engage in negative word of mouth to discourage other users, and display unwillingness to pay for access cost (Chang, 2013).

Jeong (2011) studied the EIRs use and acceptance behaviour among postgraduate students in Korea and the study found that the interface characteristics such as colourful displays and interactive features can indirectly influence their behavioural intention to use EIRs. However, the researcher found a significantly positive relationship between usage intention and usage behaviour. Content relevance and system quality influenced the actual use of EIRs by the students. The study also identified the emotional intelligence of the students as a primary determinant of their behavioural intention to use EIRs.

Erasmus, Rothmann, and Eeden (2015) structural model with a cross-sectional survey design to test technology acceptance among South African teachers. They confirmed that there are significant paths from perceived usefulness of the information system to behavioural intentions to use it. Furthermore, they submitted that behavioural intention to use a system predicted actual use thereof. In the same vein, Sinh and Nhung (2012) argued that users' behavioural intention will influence the use of EIRs. Thus, in a survey on searching behaviour of users of six online databases subscribed to by the Central Vietnam National University in 2012 reported that 87.5% requested for full-text articles as compared with 12.5% who requested for abstracts. Similar findings were reported by Coombs (2015) that full-text databases were preferred to other databases. Even among the full-text databases some are preferred to others because of the information architecture of the sites.

However, moods and emotions of MBA students influence several variables such as the use of EIRs, creativity and commitment to their academic pursuit. The ability to manage these moods and emotions to achieve the desired academic performance level is known as emotional intelligence. Sajjad et al, (2018) opined that emotional intelligence (EI) is the ability to monitor one's own and other people's feelings and emotions, and to discriminate among them by using it to guide one's thinking and actions. It also refers to an array of interpersonal skills that enables someone to effectively deal with emotions and emotional issues. It aids an MBA student to relate, learn, act and make decisions based not just on logic, intellect or technical analysis alone, but also taking into cognisance the legitimate emotions of others. Emotional intelligence is crucial to students' use of EIRs because students with emotional intelligence skills are better able to cope with demanding and complex university experience.

Perceived interest or emotional intelligence is defined as a positive psychological state that is based on or emerges from individual-activity interaction (Flowerday and Shell, 2015). In regard to students' behavioural intention, however, research focusing on students' emotional intelligence is fragmented and provides little

direction. A more thorough review of the cognitive and affective aspects of emotional intelligence and the capacity to evaluate students' intrinsic motivational behaviour while interacting with EIRs, promises to fuel fresh insights into the various EIRs. Emotional intelligence exerts a crucial influence on behavioural intention to use EIRs, and eventual use of EIRs. The theoretical implications and research findings have supported these arguments and have clarified the construct of emotional intelligence in an electronic information environment both conceptually as well as empirically (Lin and Huang, 2016). Thus, an individual who is interested in EIRs (due to personal interest) might be motivated to have strong behavioural intention to use them. Similarly, a student who is emotionally motivated to use EIRs will expend more efforts, spends more time on usage and processes the electronic information on a deeper level (Venkatesh, et.al, 2012).

Apart from its contribution to academic success, a person with high emotional intelligence is also said to have the ability to effectively deal with the pressure and demands of daily life and work by developing and capitalising on his emotional intelligence skills (Laripour and Nejad, 2013). Having high emotional intelligence gives an added advantage to MBA students, in the electronic information environment. This is because emotional intelligence is one of the important determinants of academic performance among MBA students and it is also what makes them versatile employees in their organisations. This is true in all professions that require their employees to be highly emotionally intelligent.

However, Farooq (2013) examined the effect of emotional intelligence on EIRs use of 246 students in the University of Karachi, Pakistan and found that students with high emotional intelligence show better EIRs use than students with low emotional intelligence. Drago (2014) examined the relationship between emotional intelligence and e-journal use in non-traditional college students at Walden University, United Kingdom. The researcher observed that students differed in cognitive ability, with some students being better prepared for IT use in the college environment than others. Factors such as emotional intelligence may enhance student cognitive ability. Findings demonstrated that emotional intelligence is significantly related to students' use of EIRs.

Parker et.al (2015) examined the impact of emotional intelligence on the successful transition from physical books to e-books. Results revealed that students with successful usage of e-books had significantly higher levels of emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from hard copy books to e-books.

Mestre *et al.* (2016) investigated in a sample of 127 Spanish adolescents, the ability to understand and manage emotions, assessed by a performance measure of emotional intelligence (the MSCEIT), correlated positively with their use of electronic journals and adaptation for both males and females. Among girls, these emotional abilities also correlated positively with peer friendship nominations. The study revealed that the ability to understand and manage emotions remained significantly associated with e-journals usage among boys and peer friendship nominations among girls. Self-perceived emotional intelligence was unrelated to these criteria. These findings provided partial support for hypotheses that emotional abilities are associated with indicators of social and EIRs adaptation in schools.

The study conducted by Nelson et.al (2015) intended to examine anxiety proneness and emotional intelligence concerning electronic information resources use of students. The study examined if there is any influence of anxiety proneness and emotional intelligence on their EIRs use or not. The study involved 500 University students selected from Bangalore Urban and Rural area who were studying in Science, Arts and Commerce stream by using stratified random sampling procedure. The study revealed that, Arts, Science and Commerce students had significant difference in academic performance, anxiety proneness and emotional intelligence and its dimensions correlated significantly to EIRs use.

Likewise, Jaeger et al. (2013) also found that interpersonal skills and students' general mood were significantly correlated to EIRs use. Similarly, Pekrun, and Stephens, (2012) study examining emotional intelligence level among 223 students in rural areas. Findings also support the influence of emotional intelligence on CD-ROM databases usage. They found that the emotional intelligence has a positive relationship with students' use of CD-ROM databases.

All the research findings discussed indicate the role that emotional intelligence plays in determining students' use of EIRs. Given its importance, there has been recognition to developing emotional intelligence skills among students in order to assist them in effectively using electronic resources. Low, Lomax, Jackson and Nelson (2006) assert that emotional knowledge, skills, and intelligence hold a major key to improving EIRs use and helping students in their academic development and personal well-being".

The study conducted by Sajjad, et al. (2020) on emotional intelligence and EIRs use involved a sample of 223 students. T-test analysis showed that there were no significant differences in the emotional intelligence level among students between ages 13 and 16. However, there were significant differences in the emotional intelligence level among female students in relation to age. The results showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively concerning anxiety level. Emotional intelligence was also significantly positive in correlation with EIRs use in relation to students' age and gender.

Apart from its contribution to academic success, a person with high emotional intelligence is also said to have the ability to effectively deal with the pressure and demands of daily life and work by developing and capitalizing on his emotional intelligence skills (Mumitie and Kelefa, 2019). It is apparent that having high emotional intelligence gives an added advantage to MBA students, in the electronic information environment. This is because emotional intelligence is one of the important determinants of academic performance among MBA students and it is also what makes them versatile employees in their organisations. This is true in all professions that require their employees to be highly emotionally intelligent.

The emotional intelligence construct has important influence on the use of electronic information resources because it has emerged from an amalgamation of research findings on how people appraise, communicate and use emotional stability for academic advantage (Malekari and Mohanty, 2011). Kattekar (2010) conducted a study to

investigate the impact of emotional intelligence on the use of electronic books. He found a positive relationship between emotional intelligence and e-book use among postgraduate students. Parker et al., (2015) examined the impact of emotional intelligence on the successful transition from physical books to e-books. Results revealed that students with successful usage of e-books had significantly higher levels of emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from hard copy books to e-books.

OBJECTIVES OF THE STUDY

The main objective of this study was to examine the effect of emotional intelligence on the behavioural intention to use electronic information resources among Master of Business Administration students in federal universities in Nigeria. The specific objectives were to:

i. determine the purpose of use of electronic information resources by MBA students of federal universities in Nigeria;

ii. ascertain the behavioural intention of MBA students towards use of electronic information resources of federal universities in Nigeria;

iii. determine the level of emotional intelligence towards the use electronic information resources use by MBA students of federal universities in Nigeria;

RESEARCH QUESTIONS

The study provided answers to the following research questions:

1. What is the purpose of use of electronic information resources by MBA students of federal universities in Nigeria?

2. What is the behavioural intention of MBA students to use electronic information resources of federal universities in Nigeria?

3. What is the level of emotional intelligence of MBA students towards use of electronic information resources of universities in Nigeria?

Hypothesis

The following null hypothesis was tested in the study at 0.05 level of significance:

1. There is no significant relationship between emotional intelligence of MBA students and behavioural intention to use electronic information resources in federal universities in Nigeria.

METHODOLOGY

The research design adopted for the study was descriptive survey design of correlational type and questionnaire was used to collect data for the study. The population size of the study consisted of 1,015 MBA students in ten federal universities in Nigeria. Stratified random sampling technique based on probability proportionate to size was used to select 60% of the total population of the MBA students across the 10 federal universities offering the programme. The choice of 60% sampling fraction was in line with Hammed and Popoola (2006) that the sampling fraction for samples selected in a survey research must be, at least, up to sixty per cent before generalisation could be made on

the population of study. The data were collated and analysed using Pearson Product Moment Correlation Analysis, Multiple Regression Analysis using Partial Lease Square Method (PLSEM), Mean, Standard Deviation and Percentages. Cronbach Alpha method was used to establish the reliability coefficients of the scales. The measurement scale established the psychometric properties of Emotional Intelligence ($\alpha = 0.93$); and Behavioural intention to Use Electronic Information Resources ($\alpha = 0.95$).

1. **Research question one:** What is the purpose of use of electronic information resources by MBA students of federal universities in Nigeria?

Table 1: Purpose of use of electronic information resources by MBA students of federal universities in Nigeria

S/N	Purpose of EIRs use	SD	D	A	SA	$\bar{x}$	S.D
1	I use electronic information resources for my research work	109 10.7%	81 8.0%	385 37.9%	440 43.3%	3.14	0.96
2	I use electronic information resources to obtain general knowledge	131 12.9%	88 8.7%	320 31.5%	476 46.9%	3.12	0.99
3	I use electronic information resources for both independent and collaborative study	144 14.2%	63 6.2%	332 32.7%	476 46.9%	3.12	0.98
4	Overall, electronic information resources are very much applicable to my studies	130 12.8%	88 8.7%	351 34.6%	446 43.9%	3.10	0.95
5	Electronic information resource use enables me to prepare seminar and conference papers	121 11.9%	55 5.4%	467 46.0%	372 36.7%	3.07	0.94
6	I use electronic information resources for literature review	139 13.7%	128 12.6%	355 35.0%	393 38.7%	2.99	0.98
7	I use electronic information resources for self-development	153 15.1%	140 13.8%	319 31.4%	403 39.7%	2.96	0.91
8	I use electronic information resources for theses/dissertation writing	163 16.1%	117 11.5%	338 33.3%	397 39.1%	2.95	0.07
9	I use electronic information resources to gather information on specific topics	180 17.7%	119 11.7%	322 31.7%	394 38.8%	2.92	0.10
10	I use electronic information resources for assignment and class work	200 19.7%	115 11.3%	317 31.2%	383 37.7%	2.87	0.12
11	I use electronic information resources for professional development	205 20.2%	124 12.2%	315 31.0%	371 36.6%	2.84	0.13
Weighted mean = 3.01							

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

The result of purposes of the purpose of use of electronic information resources by MBA students of federal Universities in Nigeria is presented in Table 2. The result of the analysis determined the mean and standard deviation. Use of electronic information resources for research work ($\bar{x} = 3.14$) was ranked highest by the mean score rating as the main purpose for using EIRs, while the least ranked mean score rating was the use of electronic information resources for professional development ($\bar{x} = 2.84$). The analysis further indicated a threshold of

weighted mean of 3.01. The findings imply that items with a mean score greater than 3.1 which are EIRs use for research work, obtaining general knowledge, independent and collaborative study and applicability of EIRs to studies, are the major purposes of the use of electronic information resources in the study.

Overall, the findings revealed that MBA students made use of EIRs for academic activities. The result is in consonance with the submission of Arshad and Ameen (2018) in their study on the purpose of using EIRs and services in DAVV central library, Indore; they opined that factors such as easy access to EIRs has reduced physical visit to the library. The user friendly features of EIRs offer a comfortable platform for MBA students to use e-books, e-journals, e-magazines, e-theses etcetera. Many MBA students rely on EIRs as their sources of information because they provide many advantages over the traditional print based resources.

Mumitie and Kelefa (20019) found that the principal reason for using e-resources in Tanzania institute of finance and management was that more than 75% of the respondents use e-resources for research. Another study conducted in Australia by Deng, (2010) found that there were various purposes for using e-resources which include: gathering information on a specific topic, gaining general information, obtaining answers to specific questions, completing assignments, reviewing literature, writing essays and for decision making. It also found that respondents use e-resources for each of the above purposes. Such an observation reflects the fact that currently, users are dependent on the availability of e-resources for meeting many of their academic needs.

In addition, A study conducted by Obaje and Camble (2018) in the University of Jos Library reported that EIRs were mostly used for literature searches during project, dissertation and thesis writing for students. At the time the focus was the use of CD-ROM databases. Findings revealed that students were not properly informed of the existence of CD-ROM databases in the library. Therefore, they used inappropriate search terms thereby retrieving irrelevant information.

2. **Research question two:** What is the behavioural intention of MBA students to use electronic information resources of federal universities in Nigeria?

Table 3: Behavioural intention of MBA students towards use of EIRs in Nigeria universities

S/N	Behavioural intention	NT	ST	T	VT	$\bar{x}$	S.D
1	I intend to use electronic information resources for my class work and assignment	41 4.0%	101 10.0%	403 39.7%	470 46.3%	3.28	0.80
2	I intend to continue using electronic resources to for my academic work	116 11.4%	86 8.5%	328 32.3%	485 47.8%	3.16	0.90
3	I intend to continue using electronic resources to meet my information needs even after the completion of my programme	117 11.5%	114 11.2%	300 29.6%	484 47.7%	3.13	0.92
4	I can predict that I will use electronic information resources in the text for one month	87 8.6%	143 14.1%	359 35.4%	426 42.0%	3.11	0.94
5	I would also recommend electronic information resources to my colleagues for their academic work	122 12.0%	107 10.5%	324 31.9%	462 45.5%	3.11	0.96
6	If my library provides use electronic information	121	105	334	455	3.11	0.95

	resources I expect that I will use them	11.9%	10.3%	32.9%	44.8%		
7	I will try to use electronic information resources as often as possible	112 11.0%	122 12.0%	323 31.8%	458 45.1%	3.11	0.97
8	I intend to frequently use electronic information resources for my academic work	138 13.6%	113 11.1%	281 27.7%	483 47.6%	3.09	0.98
9	Whenever possible, I intend to use electronic information resources as often as needed	125 12.3%	109 10.7%	327 32.2%	454 44.7%	3.09	0.99
10	I plan to use electronic information resources in the next one month	153 15.1%	104 10.2%	285 28.1%	473 46.6%	3.06	0.98
Weighted mean = 3.13							

Key: NT = Not True, ST= Sometimes True, T= True, VT= Very True

The summary of the behavioural intention of MBA students to use electronic information resources in Nigerian Universities is presented in Table 3. The mean ranking of the behavioural intention of MBA students to use EIRs in the table as perceived by the respondents shows that intention to use electronic information resources for class work and assignment was ranked highest by a mean score rating of ($\bar{x} = 3.28$), and was followed in succession by intention to continue using electronic resources to for academic work ($\bar{x} = 3.16$) the analysis further showed that the least mean score rating was planning to use electronic information resources in the next one month ($\bar{x} = 3.06$).

Hence, the major contributors to behavioural intention to use of EIRs by MBA students are; using EIRs for class work and assignments, academic work, and information needs even after the completion of the programme, while the least contributor to behavioural intention was planning to use EIRs in the next one month. Generally, one could conclude that the respondents have good behavioural intention to use EIRs.

The findings is in line with Erasmus, Rothmann, and Eeden (2015) who used structural model with a cross-sectional survey design to test technology acceptance among South African teachers. They confirmed that there are significant paths from perceived usefulness of the information system to behavioural intentions to use it. Furthermore, they submitted that behavioural intention to use a system predicted actual use thereof. In the same vein, Sinh and Nhung (2012) argued that users' behavioural intention will influence the use of EIRs. Thus, in a survey on searching behaviour of users of six online databases subscribed to by the Central Vietnam National University in 2012 reported that 87.5% requested for full-text articles as compared with 12.5% who requested for abstracts. Similar findings were reported by Coombs (2015) that full-text databases were preferred to other databases. Even among the full-text databases some are preferred to others because of the information architecture of the sites.

3. **Research question three:** What is the level of emotional intelligence of MBA students towards use of electronic information resources of universities in Nigeria?

Table 3. Emotional intelligence of MBA students towards the use of electronic information resources.

S/N	Emotional Intelligence	NT	ST	T	VT	$\bar{x}$	S.D
1	When I become confused about something	100	73	405	437	3.16	0.93

	I am reading, I go back and try to figure it out	9.9%	7.2%	39.9%	43.1%		
2	I have no doubts that I will achieve my academic goals	142 14.0%	110 10.8%	306 30.1%	457 45.0%	3.06	0.96
3	I enjoy the challenging tasks of browsing for information on the internet	134 13.2%	132 13.0%	316 31.1%	433 42.7%	3.03	0.94
4	If course materials are difficult to understand, I change the way I read the material	109 10.7%	138 13.6%	425 41.9%	343 33.8%	2.99	0.95
5	using electronic information resources gives me the utmost satisfaction	133 13.1%	156 15.4%	335 33.0%	391 38.5%	2.97	0.93
6	I feel good about myself when I use electronic information resources	168 16.6%	134 13.2%	313 30.8%	400 39.4%	2.963	0.99
7	My interests in electronic information resources are not influenced by anyone but myself	140 13.8%	150 14.8%	352 34.7%	373 36.7%	2.94	0.93
8	I perceive myself as a self-confident person	144 14.2%	152 15.0%	374 36.8%	345 34.0%	2.91	0.92
9	I am often willing to tolerate others even when they frustrate me	135 13.3%	160 15.8%	396 39.0%	324 31.9%	2.90	0.90
10	I have a stable temperament	152 15.0%	138 13.6%	405 39.9%	320 31.5%	2.88	0.92
11	I am always sensitive to the moods and feelings of others	153 15.1%	151 14.9%	374 36.8%	337 33.2%	2.88	0.93
12	I am a good listener	151 14.9%	154 15.2%	375 36.9%	335 33.0%	2.88	0.93
13	I still want to use e-resources even when my friends do not	177 17.4%	162 16.0%	297 29.3%	379 37.3%	2.87	0.91
14	I can voice my feelings even if they are unpopular	178 17.5%	133 13.1%	345 34.0%	359 35.4%	2.87	0.98
15	I like to be one of the most recognized students in my class	176 17.3%	181 17.8%	332 32.7%	326 32.1%	2.80	0.97
16	I can hardly hurt the feelings of others	177 17.4%	193 19.0%	345 34.0%	300 29.6%	2.76	0.96
17	I feel that the smarter I am, the more accepted I will be to other students	185 18.2%	203 20.0%	310 30.5%	317 31.2%	2.75	0.99
18	I often treat others with dignity and respect	220 21.7%	161 15.9%	301 29.7%	333 32.8%	2.74	0.93
19	I can easily persuade others to use	203	177	328	307	2.73	0.90

	electronic information resources	20.0%	17.4%	32.3%	30.2%		
20	I can easily control my emotions when provoked by people	273 26.9%	137 13.5%	314 30.9%	291 28.7%	2.61	0.96
Weighted mean = 2.88							

Key: NT = Not True, ST= Sometimes True, T= True, VT= Very True

Table 3 is the summary of the data on the intrinsic motivation (emotional intelligence) of MBA students towards the use of electronic information resources in Federal Universities in Nigeria and shows a weighted threshold mean of 2.88. The highest mean ranking of $(\bar{x} = 3.16)$ was going back to figuring out confusing things that was read and the least in terms mean score is MBA students can easily control their emotions when provoked by people $(\bar{x} = 2.61)$.

The test norm shows the level of intrinsic motivation (emotional intelligence) of MBA students towards EIRs use in federal universities in Nigeria with the maximum mean score of 80. The result of the analysis indicated that the overall mean index for emotional intelligence of MBA students was 57.65 which fell within the high range. It could be concluded therefore, that the level of emotional intelligence of MBA students towards the use of EIRs in federal universities in Nigeria is high.

Table 4. Test norm showing the level of intrinsic motivation (emotional intelligence) of MBA students' towards the use of electronic information resources.

Interval	Mean index	Level of emotional intelligence	Frequency	Percentage
1-27		Low	48	4.7
28-53		Moderate	270	26.6
54-80	**57.65**	High	697	68.7

The outcome of the analysis on emotional intelligence of EIRs use by MBA students in the surveyed universities is high and positively influenced their behavioural intention to use EIRs. The findings of this study on emotional intelligence is in agreement with Farooq (2013) who examined the effect of emotional intelligence on EIRs use of 246 students in University of Karachi, Pakistan and found that students with high emotional intelligence show better EIRs use than students with low emotional intelligence. In the same vein, Drago (2014) examined the relationship between emotional intelligence and e-journal use in non-traditional college students in Walden University, United Kingdom. He observed that students differed in cognitive ability, with some students being better prepared for IT use in the college environment than others, factors such as emotional intelligence may enhance student cognitive ability. Findings demonstrated that emotional intelligence is significantly related to students' use of EIRs.

Apart from its contribution to academic success, a person with high emotional intelligence is also said to have the ability to effectively deal with the pressure and demands of daily life and work by developing and capitalizing on his emotional intelligence skills (Mumitie and Kelefa, 2019). It is apparent that having high emotional intelligence gives an added advantage to MBA students, in the electronic information environment. This is because emotional intelligence is one of the important determinants of academic performance among MBA students and it is also what

makes them versatile employees in their organisations. This is true in all professions that require their employees to be highly emotionally intelligent.

The emotional intelligence construct has important influence on the use of electronic information resources because it has emerged from an amalgamation of research findings on how people appraise, communicate and use emotional stability for academic advantage (Malekari and Mohanty, 2011). Kattekar (2010) conducted a study to investigate the impact of emotional intelligence on the use of electronic books. He found a positive relationship between emotional intelligence and e-book use among postgraduate students. Parker et al., (2015) examined the impact of emotional intelligence on the successful transition from physical books to e-books. Results revealed that students with successful usage of e-books had significantly higher levels of emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from hard copy books to e-books.

Hypothesis

There is no significant relationship between emotional intelligence and and MBA students' behavioural intention to use electronic information resources in federal universities in Nigeria.

Emotional intelligence was correlated with MBA students' behavioural intention to use EIRs. The hypothesis was tested at 0.05 level of significance using Pearson correlation and the result is presented in Table 5

Table 5. Relationship between the emotional intelligence and behavioural intention to use of EIRs

Variable	Mean	Std. Dev.	n	r	Sig. P	Remark
Emotional intelligence	57.68	13.14		.403	.000	
			1015			Sig.
Behavioural intention to use EIRs	31.23	7.74				

* Sig. at 0.05 level

Relationship between emotional intelligence of EIRs and behavioural intention to use EIRs in Nigeria universities.

The test of relationship shows a positive relationship between emotional intelligence ($r = .403$, n= 1015, p.000 <0.05), and behavioural intention to use EIRs in Nigeria universities. This study establishes that there is significant relationship between emotional intelligence and behavioural intention to use EIRs by MBA students. Thus, in an electronic information environment, it is presumed that individual perceived motivation can encourage the individual to use prior knowledge in pursuing new knowledge and encourage him develop behavioural intention to use EIRs. In regard to MBA students' behavioural intention, however, a more thorough review of the cognitive and affective aspects of emotional intelligence and the capacity to evaluate MBA students' intrinsic motivational behaviour while interacting with EIRs, promises to fuel fresh insights into the various EIRs use. Emotional intelligence exerts a crucial influence on behavioural intention to use EIRs, and eventual use of EIRs. As a result,

a student appropriates various motivational strategies that are based on his or her own knowledge, skills and experiences. Through a greater understanding of emotional intelligence, librarians are able to focus on electronic information delivery modes, and reading environments that promote MBA students' behavioural intention to use EIRs.

Theoretical implications and research findings have supported these arguments and have clarified the construct of emotional intelligence and its influence on behavioural intention to use electronic information resources. Perceived interest or emotional intelligence is defined as a positive psychological state that is based on or emerges from individual-activity interaction (Flowerday and Shell, 2015). In regard to students' behavioural intention, however, research focusing on students' emotional intelligence is fragmented and provides little direction. A more thorough review of the cognitive and affective aspects of emotional intelligence and the capacity to evaluate students' intrinsic motivational behaviour while interacting with EIRs, promises to fuel fresh insights into the various EIRs. Emotional intelligence exerts a crucial influence on behavioural intention to use EIRs, and eventual use of EIRs. The theoretical implications and research findings have supported these arguments and have clarified the construct of emotional intelligence in an electronic information environment both conceptually as well as empirically (Lin and Huang, 2016). Thus, an individual who is interested in EIRs (due to personal interest) might be motivated to have strong behavioural intention to use them. Similarly, a student who is emotionally motivated to use EIRs will expend more efforts, spends more time on usage and processes the electronic information on a deeper level (Venkatesh, et.al, 2012).

CONCLUSION AND RECOMMENDATIONS

The results of the study established that the level of emotional intelligence of MBA students' towards use of electronic information resources in Nigeria federal universities was high. MBA students' emotional intelligence also predicted their behavioural intention to use electronic information resources, and which plays a vital role in their academic and research endeavours.

The quality and advantages of EIRs in terms of access to information resources round the clock, research output availability and globally access through the use of electronic information resources, access to current and up-to-date information, access to quality literature, cheap cost of access and lastly, unhindered access to electronic information resources have necessitated the use of electronic information resources by MBA students in Nigerian Universities. Although the benefits derived from using EIRs are not debatable; however, to sustain high level of use of electronic information resources by MBA students in Nigeria federal universities, there is need for an enhanced perception and a favourable opinion of the use of electronic information resources that could lead to a positive intention for EIRs use, meaning that a perceived negative or positive view of EIRs will offer either a positive or negative intention for electronic information resources use by MBA students. However, University libraries should develop appropriate strategies to provide EIRs towards efficiency in research. Thus, books, journals and theses should be complemented with their electronic counterparts in the university libraries for the use of MBA students through networks within the campus and other terminals.

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