IMPACT OF TECHNOLOGY ON EMOTIONAL INTELLIGENCE

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ABSTRACT

Teachers today use different techniques like movie-clippings, advertisements, commentaries, dramatics and more. Not only it makes the session much more interesting than the old book style teaching but also keeps the learner attentive during the class. E-learning has also changed the perspective of distance learning. The modernization lets the students be equally interactive like someone present physically. It is commonly agreed that emotions have a strong impact on our behaviour. The objective of this study is to understand the impact of e-Learning on Emotional Intelligence. The method of study adopted by the investigator for the present study is online survey method. E-Learning questionnaire consisted 2 point on a continuum ranging from yes or no. 17 items are constructed in this questionnaire. Emotional Intelligence questionnaire consisted Likert scale of 5point on a continuum ranging from Always, Very often, Sometimes, Rarely and Never. 18 items are constructed in this questionnaire. The size of the sample is 50 online users only. The data were analyzed by the investigator and standard statistical methods were used for computing the required statistical measures ('t' Test, 'F' Test). Major finding of this study is there is a relationship between E-Learning and Emotional Intelligence among the online users.

Key words: e-learning, Technology, Emotional Intelligence and etc.

INTRODUCTION:

E-Learning or technology in learning has become a buzz in the education industry and today it caters to the needs of modern-day learners. Infusing technologies in classroom learning have added to stimulus and enhanced learner's interaction within the classroom. E-Learning has a vast presence in almost every field.

Teachers today use different techniques like movie-clippings, advertisements, commentaries, dramatics and more. Not only it makes the session much more interesting than the old book style teaching but also keeps the learner attentive during the class. E-learning has also changed the perspective of distance learning. The modernization lets the students be equally interactive like someone present physically.

It is commonly agreed that emotions have a strong impact on our behaviour. Students with well developed abilities and trained skills show the expected behaviour if they get motivated by internal or external emotional triggers. Strong negative emotions as fear and anxiety can block the learning behaviour. Happiness has a positive effect on the learning behaviour. But emotions and their impact on the e-learning behaviour are not well understood and a lot of research is needed. Some students miss the social support and interaction in e-learning environment. A strong motivation, discipline and time scheduled learning is needed to survive in a distant learning environment. For that reason the Open University invested a lot of effort in setting up networks and communities of students that are remote in space and time.

EMOTIONAL INTELLIGENCE IN E-LEARNING:

Emotional connectivity as a key aspect of effective e-Learning design and development is not a new idea. Human brain is not just a cognitive information processing mechanism, but a complicated system where affective and cognitive functions are inseparably integrated. In other words, addressing your learners' emotions can be particularly valuable since an emotionally safe e-Learning environment boosts self-confidence and motivation, encourages taking risks, and enhances creative expression, all being critical factors of an effective e-Learning experience.

Emotional intelligence involves a set of skills that can be learned and developed. The most widely researched and validated models of emotional intelligence (EI) incorporate non-cognitive skills sad student.jpgsuch as:

recognizing and effectively managing one's emotions;

leveraging emotions to solve real-world problems;

communicating effectively in emotionally-charged situations;

making good decisions;

building effective relationships; and

Managing stress.

FACTORS DETERMINE EMOTIONAL INTELLIGENCE:

According to Salavoy and Mayer, there are four different factors that determine emotional intelligence. Each of these factors should be taken into consideration when developing Emotional Intelligence-centric instructional strategies:

Emotional Perception.

Emotional Reasoning.

Emotional Understanding.

Emotional Management

EMOTIONAL INTELLIGENCE AFFECTS OF ELEARNING:

In order to explore the impact of emotional intelligence in eLearning, or in other words in order to explore how emotional facilitation of thinking improves audience's engagement and performance, you need to have in mind the five components of emotional intelligence, three of which concern personal competence and two of which correspond to social competence.

Self-awareness

Self-regulation

Self-motivation.

Social Awareness.

Social skills / Relationships management.

REASONS FOR LEARNERS GET FRUSTRATED WITH E-LEARNING:

Incorrect expectations

Not enough time to complete the course or tasks within the course

Unclear instructions

No interaction or collaboration

Too much information

Not enough context for information

Lack of post-course support

Dated information

Lack of visuals

Technology issues

Granted, not all possible reasons why people get frustrated with taking an online course are included in the list above. For example, sometimes it's the learner's overall demeanor is what influences their perception of the course.

REVIEW LITERATURE:

Raafat George Saade, Dennis Kira (2015) published an article in Journal of Asynchronous Learning Networks he investigates perceived ease of use and overall computer/internet experience as emotional factors that affect e-learning. Results suggest that online learning systems design should address typical software interfaces so that students feel more comfortable using them. His conclusions are based on the use of a specific learning tool which was developed in-house. Other learning tools can have different designs, be developed for different platforms (in this case it was webbased) and used under different settings. This therefore may not generalize across a wide set of learning tools. The findings demonstrate the value of the contribution of affect as a mediator to perceived ease of use of learning tools. With the continuous development of richer and more appealing interfaces, this study stresses the importance of intrinsically motivating experiences such as affect for learning. As a means to better understand the dynamics of human computer interactions, the feelings a person ascribes to some previous computer experience need to be understood

OBJECTIVES OF THE STUDY:

To analyse the impact of Emotional Intelligence through e-Learning

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RESEARCH DESIGN:

Nature of the Study	Variables	Tools	Samlples	Types of Analysis	Statistical Test
Survey method	Emotional Intelligence e-Learning	Emotional Intelligence e-Learning test By Dr.BlessingMary & Kalaivani	50 Social Media Users	Quantitative analysis	t-test Correlation ANOVA

METHOD OF STUDY:

The method of study adopted by the investigator for the present study is online survey method. The survey method to be one of the most commonly used approache. It is followed in studying local as well as state national and international aspects of education. It goes beyond more gathering and tabulation of data.

There is no straight forward way of finding out what people think, feel and do than by asking them directing. For this reason surveys represent an important research method. It involves interpretation, classification, elevation and application towards a proper understanding and solution of the problems.

Procedure of Data Collection:

e-Learning questionnaire consisted 2 point on a continuum ranging from yes or no. 17 items are constructed in this questionnaire. Emotional Intelligece questionnaire consisted Likert scale of 5point on a continuum ranging from Always,Very often, Sometimes, Rarely and Never. 18 items are constructed in this questionnaire. The data were collected by means of online survey 22th march 2018. To create a representative sample the online questionnaire was uploaded within the Social Media users.

RELIABILITY OF THE TOOL:

The method of reliability adopted here was test – retest method and the tool was found to be reliable and the reliability Co-Efficient is found .91 for Emotional Intelligence and .94 for e-learning which is already a standerdized tool. Based on their convenience the questionnaire were translated in Tamil and uploaded in the bacebook account of the researcher.

LIMITATION:

The study is focused on Socil Media users only.

STATISTICAL ANALYSIS AND INTERPRETATIONS:

Table 1: There is no significant difference between Income with respect to their Emotional

Intelligence.

Variable	income	Size	Mean	Std. Deviation	't'-value	Sig. Level
Emotional Intelligence	Less than 10000	20	3.99	0.670	0.843	0.001
	More than 10000	30	3.87	0.371		

Since the calculated 't' value is significant at 0.01 level, the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between Income with respect to their Emotional Intelligence.

Table 2: There is no significant difference between Occupations with respect to their Emotional Intelligence.

Occupation	Sum of Squares	df	Mean	F	Sig. Level
Between Groups	1.213	3	.404	1.617	.198
Within Groups	11.503	46	.250		
Total	12.717	49			

Since the calculated 't' value is significant at 0.01 level, the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between Government, Private and own job with respect to their Emotional Intelligence.

Table 3: There is no significant difference between Male and Female with respect to their e-Learning.

Variable	Gender	Size	Mean	Std. Deviation	't'-value	Sig. Level
e-Learning	Male	41	2.5967	0.38354	0.810	0.05
	Female	09	2.4889	0.22361		

Since the calculated 't' value is significant at 0.05 level, the null hypothesis is rejected at 5% level of significance. Hence there is significant difference between male and female with respect to their e-learning.

Table 4: There is no significant difference between Localities with respect to their e-Learning.

Variable	Locality	Size	Mean	Std. Deviation	't'-value	Sig. Level
e-Learning	Rural	14	2.4667	.27300	1.365	0.1
	Urban	36	2.6204	.38407		

Since the calculated 't' value is significant at 0.01 level, the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between Rural and urban e-learners with respect to their e-Learning.

Table 5: There is no significant difference between Types of Family with respect to their e-Learning

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Variable	Family Type	Size	Mean	Std. Deviation	't'-value	Sig. Level
e-Learning	Joint	19	2.4737	.31887	1.617	0.1
	Nuclear	31	2.6409	.37463		

Since the calculated 't' value is significant at 0.01 level, the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between Joint and Nuclear Family with respect to their e-Learning.

Table 6: There is no significant difference between Family Climate with respect to their e-Learning.

Variable	Family Climate	Size	Mean	Std. Deviation	't'-value	Significant Level
e-Learning	congenital	36	2.6130	.38208	1.124	0.1
	Broken	14	2.4857	.29051		

Since the calculated 't' value is significant at 0.01 level, the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between Congenital and Broken Family with respect to their e-Learning.

Table 7: There is no significant difference between Educational Qualification with respect to their e-Learning.

Educational Qualification	Sum of Squares	df	Mean	F	Significant Level
Between Groups	.925	4	.231	1.911	0.1
Within Groups	5.445	45	.121		
Total	6.370	49			

Since the calculated 't' value is significant at 0.05 level, the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between Educational Qualification with respect to their e-Learning.

EDUCATIONAL IMPLICATION:

E-learning is defined as learning via electronic means such as the internet, video, audio or multimedia. Most of the peoples may access learning material anytime of the day and any where in the world as long as they have access to the server which house the material. With globalisation and technological advancement, e-learning has transformed the traditional mode of instruction in their futher learning.

Now day's innovative schools have developed courses in "emotional literacy" that making these classes teach children how to understand and manage their feelings and how to get along with one another. Many such programs have achieved national prominence, and preliminary scientific evaluations have shown promising results.However, there has been little contact between educators developing these types of programs and psychologists studying the neurological under pinnings and development of human emotions.

SUGESSION FOR FURTHER STUDY:

The investigator has suggested certain important areas for further researchers to be undertaken by future researchers from the study.

Similar study can be conducted along with the Anxiety, Attitude, etc.

Further studies can be done to find out the Frustration through e-Learning

CONCLUSION:

As new information technology continues to advance, instructional designers could design relevant digital learning that may provide different types of learning resources or materials for e-learners. Effective online teaching methods for online courses to help e-learners to achieve

better learning performances. Moreover, the digital games or social network games to engage learners, develop their motivation for learning, and further improve their learning performance. In this research paper give an ideas to readers, educators, teachers, and schools that are implementing online education some references for design of their online, blended, or flipped courses, and further improve their students learning performances and behaviours.

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