Relation between Emotional Intelligence and Attitude towards e-learning, A review

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ABSTRACT

Learning is a process of achieving knowledge, skills, values and ability to make decisions which leads to behavioral changes. As we know the present era is an era of technology, we are moving from the physical to virtual world and technology is playing an important role in the development of education all over the world. E-learning is an effective way of learning by using electronic devices like cell phones, computers, laptops, tablets etc. The aim of this review study is to examine the relationship between emotional intelligence and attitude towards e-learning among the learners, how emotional intelligence impact the attitude of the learner towards e-learning and how e-learning is assisting learning in a effective manner. E-learning is an effective approach of learning which mitigate the digital divide, enhance the learning ability, cost effective, learning at anytime, anywhere and with any background, time saving and enhance teaching learning process. In this paper it is revealed that emotional intelligence has positive relation with attitude of the learner towards e-learning based on the previous studies.

Keywords: E-learning, learning, emotions, emotional intelligence, attitude towards e-learning.

1. INTRODUCTION

Learning is a process of achieving knowledge, skills, values and ability to make decisions which leads to behavioral changes. As we know the present era is an era of technology, we are moving from the physical to virtual world and technology is playing an important role in the development of education all over the world. E-learning is an effective way of learning by using electronic devices like cell phones, computers, laptops, tablets etc. in the presence of the internet. E-learning (electronic learning) is an innovative technique of ICT (Information and Communications technology) used to provide learning experiences to the learners with the help of internet services of computer.

E-learning Definition
E-learning (electronic learning) is a process of achieving skills, knowledge and ability with the help of electronic technologies and media. E-learning term was coined by Elliott Massie in 1999. It is an innovative technique of ICT (Information and Communications technology) used to provide learning experiences to the learners with the help of internet services of computer. It is an effective tool to access educational curriculum outside the traditional classroom with the help of electronic technologies (Educational technology by Mangal). As we know every country wants advancements in their development in every aspect. The growth of any country will only proceed when there would be a quality of education available to every child. E-learning helps in reducing the educational barriers between rural and urban areas. There are three ways of e-learning- online (synchronous), hybrid/blended and e-enhancement.
According to Wikipedia, E-learning is a platform for teaching leaning process which provide an environment for learning with the help of using ICT (Information and Communication Technologies).

According to statistics, the most used teaching methods (53%) have been using educational CDs in1999, but e-Learning has placed first position in education in 2004 (Kombod, 2006). Due to the influence of information technology on education, the traditional institutes have used technology approach to intercept the segregation of their education system in the last decade (Mitchell and Batorski, 2009). An educational system where the learner and the trainer are isolated by physical distances, they are now linked by using e-leaning (Thiele, 2003). A study stated that due to rapid growth of technology, the use of e-learning in higher institutions has increased and mainly focuses on the correlation between e-learning and academic performance of the students, while the absolute use of e-learning is correlated by their attitude and behavior. This study focused on how e-learning approach helps the students to increase their learning efficiency by providing e-learning sessions (Oye et al, 2012).

Emotions are related to learning mainly in the skills which require high encouragement, self-monitoring, and effective self-management accompanying social skills such as formation of productive learning partnerships and refrain from the damage of unsocial behaviors (Zeidner et al. 2009). In education sector, emotional intelligence has high effect on the learning process and psychological intelligence of the pupils (Lee, 2008). So, the emotions of learner not solely influence the learning process but also has an effect on the learning that occur by the usage of computer or technology.

Emotional intelligence (EI) is the capability to observe one's own and others' feelings and emotions, to discriminate among them and to use this information to monitor one's thought process and actions. The people who are emotionally intelligent has awareness about their emotions and has capability to manage their emotions accordingly. Goleman (1996) had defined that it a *capability* to manage self and others' emotions so that it is advantageous to them and their surroundings. He depicts that emotional intelligence plays an important role in the success of a person.

Serrat (2009) said that EI helps in the increasing of stability, unity and understanding among the people and maintain the harmony in human relationships. It also assists to develop balance in a one's education (Behnke and Greenan, 2011). The students who have good emotions management knowledge are more prone to engaged in learning (Berenson and Weaver, 2008). EI skills also encourage the students to accomplish learning aims and widen their personal development. As e-learning requires matureness, self-discipline and positive temper but the students may be prone to comprehend the learning with technology i.e., e-learning in a negative manner who shows immature emotional intelligence (Berenson and Weaver, 2008). A study has shown that the students who possess high level of emotional intelligence were found to be highly encouraged, oriented and achieve (Mayer et al, 2008).

REVIEW OF RELATED LITERATURE

Abdon at el, (2007) studied the effectiveness of e-learning which is used as alternative of tertiary education; deliver to Cambodian underserved provincial students. It was found that students showed excellent performance in online classes and they were capable to overcome severe challenges. From this study we can interpret that e-learning assists to provide a quality of education to even underserved students who cannot afford to pay fee and helps to improve the human capital of any country without any digital separation.

Fredericksen et al, (2007) conducted a study on nearly 400,000 students by providing them on-line instructional program i.e. SUNY Learning Network (SLN). It was asynchronous program and the main purpose of the program is to remove the physical constraints for students and teachers, and provide them effective instructional materials. This study has reported that 94% of distance e-learners have more ability to learn than traditional classes.

Dorrian and Wache(2009) had observed that e-learning have flexibility in learning which helps to attain the basic skills, endorse the disabled students, reduce the cost of training, enhance the quality of teaching and learning and help in skill development. This study showed that e-learning makes teaching-learning process effective.

Haverila and Barkhi (2009) studied the effectiveness of e-learning, and evaluated the learning preconceptions, prior e-learning experience, ability and interest of students on their perceptions regarding the process of e-learning. They interpreted the results among participants came

from two courses (software business course and e-learning professional course) by using a quantitative and a qualitative research approach. They have found that there is significant difference between two groups regarding the preconception of e-learning. This study showed that e-learning helps in the enhancement of students' interest and ability.

Kumar and Kumar (2010) studied the teacher effectiveness, teaching skills, research and academic activities with reference to personal effectiveness by providing e-learning environment. In this study, a research tool had developed which was used to measure the effectiveness of teacher and administered to 250 teachers working in engineering and technology colleges and university. It was found that the effectiveness of teacher is high by providing e-learning environment.

Behnke and Greenan (2011) examined the relation between EI and attitude towards computer-based instruction among 92 students and revealed that emotions and emotional intelligence has direct relation on their motivation level. They have found students are favored in the interactive computer-based instruction although students showed low-average emotional-social intelligence and negative attitude in relation to emotional-social.

Mehra and Omidian (2011) examined attitude towards e-learning among 400 post-graduate students from Punjab University. The results had showed that 24% students possess negative attitude, 76% of students possess positive attitude towards e-learning and 57% of students were in favor to receive e-learning.

Kamarulzaman et al. (2011) examined the attitude towards e-learning among 144 undergraduate students from Malaysian Public University. They have collected the data from the students who are using Moodle e-learning system and it was found that students possess positive attitude towards e-learning and motivated to continue the use of Moodle e-learning system.

Kumar and Kumar (2011) investigated attitude towards e-learning among 255 teachers of higher education in Tamil Nadu. The teachers who were serving in engineering and technology and university department were chosen by applying purposive sampling technique. They revealed in their study that teacher showed positive attitude towards e-learning and they were in favor of learning by using technologies.

Anand, et al, (2012) has indicated that the knowledgeable material is provided through e-learning by using CD, DVD and other tools. In this study, it was found that there is some refrainment during the delivery of content in e-learning process like availability of proper bandwidth, eagerness of the learners. It was concluded that only 48% e-learning providers found that it is beneficial to rural elite for knowledge, higher extent of job opportunities and promotions and to learn new evolving technologies in the market. This study has shown that e-learning helps in promoting job opportunities and beneficial for rural people to elite their knowledge.

Behnke (2012) has conducted a experimental pre- and post-test study on 33 postsecondary students to examine their emotional intelligence and attitude towards e-learning. The students was assessed by using Bar-Ons' EQ-i:s. They found that students with average-high emotional-social intelligence showed more positive attitude towards e-learning after providing computer based instructions.

Kumar et al. (2012) had examined emotional intelligence and attitude towards computer among polytechnic engineering students and found emotional intelligence of students was average and showed positive attitude towards computers. They revealed emotional intelligence and attitude towards computer is positive but weak and differ with respect to students' gender.

Kumar et al. (2012), conducted a study on 73 students of electronic engineering diploma in Malaysia and revealed that EI and academic achievement did not affect the e-learning achievement of the students. But Chaffer and Frasson (2014) investigated that EI affect the performance of learner and revealed that EI improves the performance of learner.

Brumini et al (2013) conducted a study to measure the attitude towards e-learning among 386 university dental students in Croatia. A questionnaire was distributed among them to collect the data which included 12 questions and 22 statements about attitude towards e-learning. They have found that dental students showed positive attitude towards e-learning and also suggested that teachers encourage the students to use e-learning in education.

Dhiman et al. (2014) conducted a study to examine the attitude towards e-learning of university students in West Bengal. They have distributed a questionnaire and taken data from 308

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students of four different universities by applying random sampling technique for the selection of samples. It was found that there is no significant difference in the attitude towards e-learning among the students with respect to their locality, gender and stream.

Patel and Razdan (2014) stated that digital gap is decreasing between developed and developing countries by providing e-learning application of ICT. This study focused on the knowledge management approach and found that delivery of academic knowledge has managed by e-learning. It was focused to assess the effect of e-learning in rural colleges.

Rhema et al. (2014) had examined the attitude towards e-learning among engineering students from two Lybian universities. They had studied the attitude towards e-learning according to gender, locality, age, accessibility of the technologies and current enrollment year of the students. It was found that there is no effect on the attitude of students towards e-leaning. They have also found that students who have accessibility for technology are more compatible towards e-learning.

Buzdar et al. (2016) examined the performance of students in online learning environments with respect to their emotional intelligence as a determinant of their readiness. They had taken 432 learners as a sample and investigated students' show more readiness towards e-learning.

Naila et al. (2016) conducted a study on 120 nursing students to examine their attitude towards E-learning. They have collected data by distributing a questionnaire to measure the attitude towards e-learning among the students. In this study, it was found that students are prone to adopt e-leaning but there were some demotivating factors that affect the students' attitude towards e-learning such as stress and technical support while using e-learning technologies. It is useful in education sector to get know about the factors which are affecting the student's attitude towards e-leaning.

Dhamij (2016) conduct a study on 300 students from arts, commerce and science streams to examine the attitude towards the utilization of e-learning. An attitude scale is used to collect the data and observed the attitude toward e-learning among the students according to their stream. In this study they have found that there is no difference among the students according to their stream but the difference was found according to students' locality and gender.

Kumar (2016) found the opposite results from Dhami's study that there are no differences among the students' attitude towards e-learning with respect to their locality (urban and rural) and gender. The study was conducted on undergraduate students of Aligarh Muslim University. The same attitude scale was used from previous study to measure attitude of students towards computer. In this study, all students showed favorable attitude while rural girls showed less favorable attitude compared to urban girl students.

In the support of similar results, Suri and Sharma (2013) conducted a study by to examine the attitude towards E-learning with respect to gender. They have collected data from 477 students and found that there is no sufficient relationship between the attitude towards e-learning and gender of the students.

Ozcan et al. (2016) Individual innovativeness also affects attitude towards online learning. examined the effect of individual's creativeness level on change in approach towards E-learning of prior-service teachers. To determine level of creativeness, a scale was used from prior studies whose result puts an individual into one of the profiles from Innovators, Early Adopters, Early Majority and Laggards. Attitude of these teachers was measured using another scale and it was found that there is substantial variance in their attitude towards online learning in regards with individual's level in creativeness.

Shukla and Shrivastva (2016) studied the relation between emotional intelligence and demographic variables i.e., age, gender, education and income, and job stress, job satisfaction. They have revealed that EI, demographic variable and job satisfaction have positive relation but job stress have negative relation with EI.

Zabadi and Alawi (2016) examined attitude toward e-learning among university students and taken data from 371 students. They have used stratified random sampling for data collection and found that students showed high standard on attitude towards e-learning but results vary with respect to their gender and usage of technology.

Ercan et al. (2017) had conducted an experimental study to examine the impact of web assisted instruction with emotional intelligence and attitude towards environment and energy saving and academic achievement related to the subject. They correlated the students with respect to their academic achievement and emotional intelligence. They selected 120 students by applying random

sampling technique and administered pre-test and post-test i.e., Emotional Intelligence, Environmental Attitude Scale and Academic Achievement Test on experimental group (60 students) and control group (60 students). In this study, they found that experimental group was in favor of e-learning and students' showed more academic achievement, emotional intelligence and attitude towards environment.

Kisanjara and Tossy (2017) studied the impact of e-learning on the achievement of universities students. They have set questionnaire and interviewed the students and found that e-learning have positive impact on students' achievement. There were some indicators used such as student engagement, student cognitive, performance expectancy, students' control, satisfaction, continue using, student enjoyment, self- esteem, and their confidence. This study has shown that e-learning helps the students to improve their confidence and enhance the academic achievement. A study has stated that e-learning has increased the current geographical reach and enabled the educational institutions to provide a quality of education (*Singh et al, 2005*).

Thakkar and Joshi (2017) studied about the attitude of engineering diploma students towards adjustment of e-learning. They have used an attitude scale for data collection and took a sample from the students of 56 students of diploma engineering programme. They have taken demographical variable as gender, locality i.e., rural / urban and cast category i.e., General/ Reserved. They have found that students possess positive attitude towards e-learning and there is no impact on e-leaning of students' attitude according to locality, cast and gender.

Xhaferi et al (2018) conducted a study on 49 lecturers to investigate attitude toward integration of e-learning on higher education in Macedonia. In this study, a questionnaire was used for the collection of data and statistical techniques such as t-test, one way ANOVA and correlation for data analysis were used. They have revealed that lecturers showed high scores on attitude towards e-learning and it is not differ with respect to their age and gender but showed differences based on their teaching and e-learning experiences.

Ahmed and Mulhim (2019) conducted a study on 80 students of education (King Faisal University, Saudi Arabia) and test the preservice teachers' skills (cooperative versus collaborative) by comparing the two e-learning strategies i.e., e-portfolio and achievement motivation to design e-portfolio. This study focused on social-network based e-learning strategies on teaching of preservice teachers' and evaluating skills so that they can apply in future with advancements of technology. It was shown that there was no significant difference between the two e-learning strategies pertaining students' achievement motivation but there was significant difference in cooperative e-learning.

Bhuvneswari and Dharanipriya (2020) conducted a study on 277 students of Agriculture College and Research institute from Coimbatore. A questionnaire was distributed among the students to collect the data. In this study, it is revealed that students showed moderate to highly positive attitude towards e-learning.

Rafiq et al (2020) analyzed 2160 students' attitude towards e-learning and a questionnaire and interview was used to collect the data. They have applied stratified and purposive sampling technique for the selection of sample. Their study was based on e-learning technology i.e., Technology Acceptance Model (TAM). They have found that male students showed high level of attitude towards e-learning technology (TAM) than female students.

2. CONCLUSION

As we are moving from physical world to virtual world, our mode of learning has also been changed. Now days, E-learning has become a trend as a mode of learning. Everyone become very busy with their works and as we know emotions are related to learning mainly in the skills which require high encouragement, self-monitoring, and effective self-management accompanying social skills such as formation of productive learning partnerships and refrain from the damage of unsocial behaviors (Zeidner et al. 2009). EI helps in the increasing of stability, unity and understanding among the people and maintain the harmony in human relationships (Serrat, 2009). It also assists to develop balance in a one's education (Behnke and Greenan, 2011). The students who have good emotions management knowledge are more prone to engaged in learning (Berenson and Weaver, 2008). The most important factors of e-learning are emotional development, socio-emotional development,

motivation and self-regulation. These factors indicate that emotional intelligence helps in the maintenance of mentally healthy well-being, attitude towards learning and also responsible for the success in life. It was found attitude towards e-learning has no effect on learning according to gender, locality, age, accessibility of the technologies (Rhema et al. 2014). They have also found that students who have accessibility for technology are more compatible towards e-learning. According to previous studies, it was shown that emotional intelligence affects the attitude of learner towards learning. There are less studies has done on emotional intelligence on e-learning and, relation between emotional intelligence and attitude towards e-learning. In this paper, it was found that emotions are related learning and it also affects the attitude of the learner towards e-learning. It is found that students with average-high emotional-social intelligence showed more positive attitude towards e-learning after providing computer based instructions (Behnke, 2012). Emotional intelligence and attitude towards also affect the achievement and motivation level of the learner. As we know every education institutions are running their classes through online due to COVID19. There are many students and teacher who might have faced problems with regard to their online classes. And we know there would more researches be there related to emotional intelligence and attitudes towards e-learning. The factors which affecting e-learning would be revealed and it would be become more useful for educationist and researcher to find out the solutions for tackling such problems..

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