

## Chapter 9

# Study of Students Emotional Intelligence Influencing Factor of Their Readiness for Online Learning: An Empirical Investigation

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### **ABSTRACT**

*The effectiveness of students to perform in an online learning system is very well linked to their readiness or willingness to adopt the new technological innovations in the e-learning strategies. The conventional notion of a student readiness for online learning is linked to their ability to use technology effectively. E learning platform has provided flexibility, convenience, and opportunities to students and faculty to interact with each other around the world to make teaching more interactive. The purpose of this study is to investigate the influence of students' emotional intelligence on their readiness to adopt online learning with special focus on graduates and those pursuing postgraduation programmes.*

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## **INTRODUCTION**

Technological revolution in the field of education has revolutionized and transformed the conventional classroom teaching methodology into an online interactive learning platform, but it is still difficult to predict that whether the students have adapted themselves with new pedagogy or online learning system successfully or not. Online learning has attracted a lot of full- and part-time students due to its flexibility, student-centeredness, and technology advancements (Jordan, 2014). Contrarily, this expansion is causing significant technical and non-technical issues that are hindering its ability to function effectively, such as difficulties with pedagogical delivery and a decline in student involvement in teaching-learning processes, thereby significantly impacting the effectiveness of online learning (Parker, 2008). The rapid growth of e-learning and its increased appeal to learners has created concerns at the global and local levels concerning the quality of education, technological resources, and performance of both teachers and students in online contexts. We in this research have tried to investigate the extent to which emotional intelligence affects the readiness of students for online learning. Researchers (Choy, et al, 1998) described online learning readiness as a mix of students' preferences for online delivery, skill and confidence in using electronic communication, and capacity to engage in independent learning.

Researchers like Lynch (2001) and Mahoney et al. (2003) associate readiness for online learning with comfort in e-learning comfort" and self-management of learning.

The current research is based on the idea of learners' readiness as proposed by Hung, et al, (2010). They contend that when assessing a learner's readiness for e-learning, it is also important to consider their capacity for self-directed learning, control, and motivation. These are important factors that should be taken into consideration in addition to their computer/internet and online communication self-efficacy. These issues have provided the opportunity of more in-depth study into this field (Ahmed M. Alenez, 2020). As it is evident from previous researches that there is huge variation in the responses of students, thereby various technical and non-technical factors that have the potential to enhance the readiness of e-learning courses have been effectively considered in this study (Kukkonen et al, 2009 & Campbell P, 2012). In this study, we have investigated the function of emotional intelligence (EI) in explaining learners' preparedness for online learning.

According to Goleman (2009) in his studies, emotional intelligence is inferred as a collection of emotional and social skills that influences the actions and performance of people. In addition, scholars like Bar-On et al. (2006), suggests EI is a collection of noncognitive aptitudes and competencies that reduce environmental demands and pressures. Thus, under these several theories and notions it can be highlighted that, emotional intelligence drives and encourages individuals by controlling and regulating their emotions (Akhtar Ali, 2016). Theoretical foundations for this research were

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