

Chapter 15

Psychological Intentions of Students: The Influence of E-Learning and Emotional Intelligence

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ABSTRACT

In order to stop the spread of the COVID-19 pandemic, the government was forced to shut down all educational facilities, which had a significant impact on the academic pursuits of both domestic and foreign students. This unanticipated alteration from traditional offline classes to e-learning has caused mental distress among learners. As a backdrop, the purpose of the present study is to examine the impact of e-learning and emotional intelligence (EI) on students' study stress, burnout, and performance by using the theory of emotion regulation. The data (N = 357) are from students studying in Pune enrolled in five different colleges. The outcomes indicate that both e-learning and EI have had a significant impact on students' perceived study stress, burnout, and performance. These results demonstrate that online classes and EI can work together and infers that EI has a critical effect on the mental strain of a student.

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INTRODUCTION

The most significant barrier to academic success is psychological pressure. Psychological stress can have an impact on students' motivation, concentration, awareness, and social interactions, all of which are considered critical factors in achieving educational achievement (Unger, 1998). The COVID-19 epidemic predicaments have highlighted the psychological stress experienced by several affected communities.

As a result of the coronavirus, stern preventive measure and interruptions in starting colleges and universities around the world are supposed to have an impact on students' mental health and well-being UNESCO Education (2020). Emotions are regarded as an important aspect of a learner's psychology. Learners are susceptible by various sentimentally challenging circumstances, such as coursework, exercises, examinations, and time limit, which comprise their intellectual intents (Tyng et al., 2017). Learners are required to be patient as well as to have an optimistic attitude about the learning. Positive vibes have improved students' emotional behaviours, leading to more effective results (Corradino and Fogarty, 2016). Several researches have conducted to assess the intellectual effect of the COVID-19 endemic on the population in general, health care professionals, patients, children, and adults (Chen et al., 2020; Yang et al., 2020). To date, no broad investigation on the emotional health of learners confronted with the COVID-19 crises has been conducted. As a result, it is important to discover various facets that can reduce the high mental burden amongst the learner. Few acknowledge the effect of e-learning (online classes), and emotional intelligence (EI) on psychological intentions of students, such as study stress, burnout, and performance (Berenson et al., 2008; Han and Johnson, 2012).

Despite the fact that there has been extensive research on the emotional effects on academic rigour, learning Alam et al. E-Learning, Emotional Intelligence, Study Stress, Burnout, and Performance, memory, and problem-solving in education sectors for long-term sustainability (Vuilleumier, 2005; Shen et al., 2009), few recognize the influence of e-learning (online classes) and emotional intelligence (EI) on psychological intentions of students, such as study stress, burnout, and performance (Berenson et al., 2008). The current investigation builds on previous research by identifying the impact of e-learning and EI on student mental pressures such as study stress, burnout, and performance.

Students' feelings and emotions are closely related to their academic and professional success, even though professional success calls for a certain level of performance. However, psychological pressure in the form of stress, tension, fear, and various psychosomatic problems is linked with a variety of harmful outcomes (Van Tilburg and Igou, 2013; Wigfield and Gladstone, 2019). Scholars have recognized that students' motivations direct their behaviour toward educational achievements

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