


Chapter 4

Technology–Driven E–Learning and Student Emotional Well–Being

Ayodeji Ilesanmi

 <https://orcid.org/0000-0002-7501-1068>
University of Lagos, Nigeria

ABSTRACT

Students' emotional well-being is an important issue that needs adequate attention in today's dynamic digital world. Technology-driven e-learning helps students' tasks become more accessible through digital learning artificial intelligence tools. This necessitates the need to examine the students' emotional well-being regarding content exposed in the course of searching and downloading materials on the internet. The chapter tolls the path of conceptual approaches. This provides an answer as to why students need to be equipped with emotional well-being in connection to e-learning. The study concludes that emotional well-being if well embraced and tutored tends to help guide students on their journey of acquiring knowledge and skills through technology-driven e-learning platforms.

INTRODUCTION

Students' emotional well-being is an important issue that needs adequate attention in today's dynamic digital world. There is no doubt that technology through artificial intelligence platforms has triggered a new paradigm space for e-learning. Where students and other learners enjoyed a high level of autonomy to access information on virtually everything at all levels in both formal and non-formal settings. The

DOI: 10.4018/978-1-6684-7639-0.ch004

opportunities available through e-learning are so vast that have become valuable tools for aiding educational development and helping accomplish day-to-day self-development and professional tasks satisfactorily (Khamparia, & Pandey, 2017; Qazi, Raza, Khan, & Salam, 2020).

The boundless benefits abound through technology-driven e-learning, have made students' inaccessibility to information and learning materials disappeared. Technology-driven e-learning has now become a major vehicle for enriching creative minds where students can easily develop for being able to achieve self-development with the ability to compete on a global level (Althunibat, 2015; Al-Emran & Teo, 2020). Technology-driven e-learning represents innovative learning technology with various contents made available online by experts with the need to provide relevant information on the subject matter for students and other learners. This means that technology-driven e-learning helps to educate millions of students across the world in general (Wilkinson, Redman, & Dundon, 2017; Khamparia, & Pandey, 2017; Qazi, Raza, Khan, & Salam, 2020).

The fact that technology-driven e-learning helps students' tasks becomes easier, through digital learning artificial intelligence tools (Al-Busaidi, 2012; Khamparia, & Pandey, 2017). This necessitates the need to focus on the student's emotional intelligence concerning content they might be exposed to in the course of searching for materials, and downloading materials on the internet. The need for this arises because information overload on the Internet can deviate student's aim, and compromise their intent; hence they lose the original focus that meant to seek relevant information toward learning careers progression (Admad & Elhossiny, 2012; Dai, András, & Zoltán, n.d). Therefore, the objectives of this chapter include examining the meaning of technology-driven e-learning, students' emotional intelligence well-being, the reasons for students' emotional intelligence well-being, identifying symptoms of lack of emotional intelligence well-being in students and reaching conclusion.

BACKGROUND

Emotional well-being (EWB) is a positive balance of mental health (Keyes, 2003; Langeland, 2014). This refers to personal and social competence in managing one's emotions and predicts performance in roles requiring interpersonal interaction and leadership qualities (Joseph & Newman, 2010). Emotional well-being (EWB) is synonymous with the ability to exercise emotional intelligence skills. The concept of emotional intelligence was first introduced by Salovey and Mayer (1990) although was popularized by Goleman (1998) who defines it as a skilled capability based on emotional intelligence that enhances performance at work. The attention the concept has attracted globally in the last two decades has led to it being considered under

14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/technology-driven-e-learning-and-student-emotional-well-being/317975

Related Content

A Multidisciplinary Project Integrating Marketing Research, Art and Spanish Language for Social Sciences

Manuel Cuadrado-García, María-Eugenia Ruiz-Molina and Lourdes Hernández-Martín (2013). *Cases on Cultural Implications and Considerations in Online Learning* (pp. 263-281).

www.irma-international.org/chapter/multidisciplinary-project-integrating-marketing-research/68068

Gaming the Classroom Viewing Learning Through the Lens Self Determination Theory

Antonia Szymanski and Matthew Benus (2015). *International Journal of Game-Based Learning* (pp. 62-78).

www.irma-international.org/article/gaming-the-classroom-viewing-learning-through-the-lens-self-determination-theory/130632

A Case Study on Education Networks and Brokerage

Gunnar Martin, Oliver Bohl, August-Wilhelm Scheer and Udo Winand (2007). *Cases on Global E-Learning Practices: Successes and Pitfalls* (pp. 35-51).

www.irma-international.org/chapter/case-study-education-networks-brokerage/6242

PBL as a Framework for Implementing Video Games in the Classroom

William R. Watson and Jun Fang (2012). *International Journal of Game-Based Learning* (pp. 77-89).

www.irma-international.org/article/pbl-framework-implementing-video-games/62857

Postscript

Lorna Uden and Chris Beaumont (2006). *Technology and Problem-Based Learning* (pp. 289-293).

www.irma-international.org/chapter/postscript/30163