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AN ANALYSIS OF EMOTIONAL INTELLIGENCE IN THE USE OF INFORMATION COMMUNICATION TECHNOLOGY IN EDUCATION

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ABSTRACT

The study was conducted to analyze emotional intelligence in the use of information communication and technology in education. Various scholarly research studies related to the topic were reviewed. The data obtained from the research studies indicate that in deed the application of the information and communication technologies in the education sector has a profound impact on emotional intelligence. The paper concludes that educators need to embrace these new technologies and explore for ways through which the technologies can propel learning towards communicative competence that is cognizant of people's emotions while emphasizing on flexibility and transformation.

INTRODUCTION

The twenty first century is often referred to as the information age due to the advances of information and communication technology. The education sector has benefited from these advances by making education accessible regardless of geographic and time differences [1]. This study aimed at investigating the impact of information communication technology in the education sector on emotional intelligence. Nelson Mandela once said that education is the most influential weapon one can use to change the world [2]. As such, many students, parents and key stakeholders in the education sector have put in measures aimed at enhancing access to quality and affordable education. With the advent of the information and communication technology, the education sector has undergone transformation. Students increasingly use technologies such as calculators, notebooks and computers, mobile phones as well as the internet to advance their knowledge.

Emotional intelligence

Emotional intelligence denotes one's ability, skill or capacity to perceive, evaluate, and deal with the feelings of self and of others [3]. Emotional intelligence encompasses four main domains namely: social awareness, relationship management, self-management and self-awareness [4]. Social awareness entails being empathetic to other's concerns and emotions as well as reading undercurrents of political realities and emotions of a group. Self awareness entails identifying one's feelings and how they affect their performance as well as recognizing one's weaknesses and strengths yet remaining self-confident. Self-management entails exercising control over one's stress and anger; being trustworthy, conscientious and able to adapt to situations as they arise. The relationship management domain entails developing others' abilities, communicate openly and effectively, ability to work as a team and build bonds while solving conflicts that may arise. Emotional intelligence contributes a great deal to one's success at school, work and home. A high emotional intelligence enables individuals to know and deal with emotions, to solve private and interpersonal problems as well as cope with pressure, challenges and difficulties of daily living. [5] highlighted the importance of learning and making feelings work to improve self and others.

Information and communication technologies (ICT)

According to [6], the phrase information and communication technology denotes the entirety of electronic gadgets, software and hardware that are use to gather, store and process as well as disseminate information to an audience. As such, ICT comprises of mobile phones, computers, internet service provisions inter alia. The history of ICT dates back to 1956 following the installation of the first digital computer in Kolkata [7]. Since then, ICT has been incorporated in various sectors from the health, industries, and government offices [8]. His has made life easier as people can get access to government agencies from the comfort of their houses by clicking a computer button. [9] posit that ICT promotes societal change by encouraging the formation of social movements such as the Arab Spring.

ICT has increasingly been integrated into learning environments through the introduction of computers, online libraries and use of projectors in classrooms. Students can also study from the comfort of their homes or offices due to the introduction of online courses and teleconferencing. As [10] posit, ICT has much to offer for the education sector in future. With increased internet access, students have acquired more ways of searching, gathering and sharing information. Bax further argues that information and communication technologies have impacted on the learning environment, types of learning materials, classroom practices as well as the role of teachers.

The application of ICT has been increasingly advocated for by international organizations such as the United Nations which organized a World Summit on the Information Society to talk about the challenges

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and opportunities facing the modern-day's information society. The Millennium Development Goals (MDGs) that transpired in 2015 and the Education For All (EFA) also called for implementation of ICT across the globe. Consequently, governments are increasingly funding the installation of computers in classrooms. [11] noted that service delivery in the education sector has become more about learning (through individualized abilities in research and self-tutoring) and less about teaching; less dependent upon classrooms or nation; and more flexible to learner's choice of time and curricula.

Theories of ICT adoption

[11] Posit that there are various theories that expound on ICT adoption. Technology acceptance model expounds on how technology users come to adopt or accept and use a given technological infrastructure [12]. Individuals are often influenced by a number of factors such as its professed efficacy and ease of application. The diffusion of innovation theory posits the process through which a given innovation is communicated over time using certain channels amongst a social system's members. The theory posits that interpersonal contacts and media provide information about the information that influences a person's judgment and opinion [13]. The domestication process theory postulates the process in which a technological innovation becomes an essential part of people's daily habits [14].

METHODS

Noteworthy research resources related to the research topic (emotional intelligence in the use of ICT in education) were retrieved from search engines such as Google Scholar and later reviewed for the analysis. A total of fifteen resource materials running from 2000 to the present day were reviewed in the course of carrying out the research.

To ensure that significant resources were not left out during the study, the search terms used included: effects of the ICT in emotional intelligence, influence of ICT in education. As such, materials and studies eligible for review in the paper focused on the search terms (which served as the variable of the review) that were used. The section following describes the exclusion and inclusion used to settle on the appropriate and non-eligible sources.

Inclusion criteria. All the documents relevant to the emotional intelligence in the use of ICT in education were included. In addition, sources highlighting on the theories of ICT application were also included in the study.

Exclusion criteria. All sources that were not conducted in English were excluded. Web sources and those that lacked credible sources were also excluded from the study.

Once the relevant sources were identified and retrieved, they were then assorted based on the search criteria. Sources that did not clearly discuss the impacts of ICT adoption in schools on emotional intelligence but highlighted either ICT adoption or emotional intelligence were considered for the study.

RESULTS AND DISCUSSION

The review of assorted sources established that the use of information and communication technologies in schools impacts on emotional intelligence. The study also established that the adoption of ICT in the education sector was no longer a first world countries affair but a global phenomenon that aided in making education equitably accessed.

The study noted that one way of analyzing emotional intelligence in the application of ICT in education is looking at communication. Effective communication is closely linked to possessing emotional control. [15] argue that understanding and controlling one's emotions when communicating with others while understanding those of the recipients is crucial in delivering the intended message successfully. For [16], communication is crucial in our lives as it ensures individual survival and stability. The world has increasingly adopted communication technologies over the years. Electronic communication tools provide new opportunities for communication that are faster in terms of sending the message and feedback devoid of spatial and time limitations.

In the education sector, technologies have allowed learners to interact with other learners and teachers across location and time differences. These technologies have also provided opportunities for self instruction through various ways. First of all, it draws the interest of learners; encourages new and wider scopes of learning through internet based research. As such, the adoption of new technologies in schools serves three main functions namely: informative, motivating and informative roles. The adoption of new technologies in schools has crucial effects on their communication skills and emotional control. Education providers are increasingly focusing more on imparting computer skills on their students at the expense of other skills such as interpersonal skills. [17] Noted that there is a significant relationship between learners' attitudes towards information communication technologies in learning English as a language and their emotional intelligence. He further argues technology and emotional intelligence plays significant roles in learning foreign languages. Findings of his research showed that learners who were likely to embrace information and communication technologies when learning English as a foreign language were also likely to distinguish both their emotions and those of others. This was due to the fact that learning a foreign

language often encompasses intrapersonal and interpersonal interaction and communication, which are key components of emotional intelligence. Similarly, information communication technologies have become viable means of communication thus harnessing a positive relationship between individual emotional intelligence and their attitude towards the technologies.

Emotional intelligence is closely related to social adaptability meaning that these technologies play a crucial role in improving communicative competence. Learning of languages obliges one to know his/her personal emotions, manage them appropriately while at the same time recognizing the emotions of others. They further argue that technological devices, online education and ICT are often regarded too mechanical. As such, people regard them to be full or reason but devoid of emotions. People's interactions with these technologies are therefore regarded as insensitive, unemotional and impersonal. This brings us to question how people can communicate their emotions and feelings using these technologies. With increased online courses, human interaction occurs in a text-based platform provided by these technologies. The virtual expression of emotions is becoming possible by taking new shape and form.

The use of information and communication technologies also promotes emotional intelligence by allowing new forms of interactions that lead to new emotional experiences. For instance, interactive video classes allow teachers and students to hear and listen to each other across long distances and in real time unlike classroom teaching. They also argue that an individual's social presence in cyberspace is crucial to understanding individual emotions and other online relationships. The cross-cultural interaction accorded by these technologies in the education sector allows learners to share amongst themselves their individual ideas and feelings on any subject. Learners are increasingly able to look at issues with an open mind that respects other cultures. For instance, an online school exchange program allows students to respect other cultures while remaining cognizant of their cultural differences and evaluating their messages and ideas before posting them.

Application of ICT has also had adverse effects on individual emotional intelligence. New technologies such as internet and smart phones pose several risks to individuals. For instance, it may result in the loss of normal relations, violence, breakdown of group identity and suicide [17]. For instance, teenagers have increasingly been driven to depression and committing suicide due to cyber bullying. An unsuspecting learner who innocently logs in to several media sites and search engines such as Google may suffer from cyber bullying

RECOMMENDATION

As the world continues to welcome new innovations in the ICT industry and use them in almost all sectors day by day, it is pertinent that more research studies are carried out to analyze the impact of such advancing technologies. For instance, a research study could be conducted to assess the emotional intelligence in the use of ICT amongst relevant stakeholders such as school administrators. It is also vital that similar studies are conducted to analyze their impact on the emotional intelligence of its users across gender, age and racial groups.

While it is important to encourage the development and application of latest technologies in the education sector, key stakeholders ought to put in measures that will protect learners from its adverse effects. There is great need to impart in children and learners for this matter critical emotional literacy. Learners ought to develop knowledge and skills for analyzing how the internet and other information and communication technologies teach individuals to perceive the world in partisan lenses. Educators need to embrace these new technologies and explore for ways through which the technologies can propel learning towards communicative competence that is cognizant of people's emotions while emphasizing on flexibility and transformation.

CONCLUSION

As the world continues to welcome new innovations in the ICT industry and use them in almost all sectors day by day, it is pertinent that more research studies are carried out to analyze the impact of such advancing technologies. For instance, a research study could be conducted to assess the emotional intelligence in the use of ICT amongst relevant stakeholders such as school administrators. The advent of information and communication technologies has transformed the global society in various ways. The world has become a global village so much that despite geographical location and time differences, people are increasingly staying connected. Social media sites such as Whatsapp, Facebook and Twitter are used as entertainment and informative platforms. The application of ICT in the education sector has transformed service delivery by creating new learning environments. In addition, it continues to contribute to universal access to education, education equity, more efficient management of education, and improved professional development of teachers as well as the delivery of quality teaching and learning.

From the above discussion, it is evident that information and communication technologies will continue to dominate all aspects of human life. While it is important to encourage the development and application of latest technologies in the education sector, key stakeholders ought to put in measures that will protect

learners from its adverse effects. There is great need to impart in children and learners for this matter critical emotional literacy. Learners ought to develop knowledge and skills for analyzing how the internet and other information and communication technologies teach individuals to perceive the world in partisan lenses. Educators need to embrace these new technologies and explore for ways through which the technologies can propel learning towards communicative competence that is cognizant of people's emotions while emphasizing on flexibility and transformation.

CONFLICT OF INTEREST

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