

The Impact of Emotions on Distance Learning Among Double-Major (French-English) and Geography Students During and After the Health Crisis

Shereen Kakish

French Department, Faculty of Foreign Languages, The University of Jordan, Jordan

Zeyad Makhamreh

Department of Geography, Faculty of Arts, The University of Jordan, Jordan

Abstract—This study seeks to demonstrate that students' emotional states during distance learning—especially feelings of anxiety and isolation—have a significant impact on their academic performance and engagement, both during the health crisis and during the subsequent transition back to traditional learning environments. We would like to examine the impact and experience of students attending distant learning courses at the university and the teachers' competencies developed in order to have a better pedagogical experience. The study's questionnaire was distributed to a group of 152 students aged 20 to 22. These students were enrolled in adult education courses focused on foreign languages and geography. By integrating these two fields, this research offers a distinctive perspective compared to existing literature on emotional issues in distance learning. The questions addressed the various social and technical challenges students faced during and after the confinement and health crisis, as well as their emotional experiences on social media. We found that for all these questioned students, the feelings felt during an online course have an impact on learning in the online environment, in particular motivation, self-regulation and academic success. The study's findings suggest that collaborative efforts among teachers are very important in this context in order to guarantee inclusion among students and to promote emotions that enhance learning.

Index Terms—distance learning, emotional intelligence, emotions, education, self-regulation

I. INTRODUCTION

In November 2019, the infectious disease COVID-19 emerged in China and quickly spread globally. To curb the disease's transmission, many countries implemented periods of confinement. The education sector was among the first to feel the impact of these lockdowns and preventive measures. On March 17, 2020, confinement was declared in Amman, Jordan, prompting universities to overhaul their entire educational systems. They shifted from face-to-face learning to a completely different model, with distance learning becoming the only viable option. To mitigate both the short- and long-term effects of the university lockdown and to ensure continuity in education, universities in Jordan, like many others worldwide, adopted distance learning as their primary mode of instruction. This transition highlighted the urgency of adapting to new educational frameworks in response to unprecedented challenges.

It is true that our universities are already equipped for this new educational model. However, transitioning fully to online learning and interacting with students solely through screens or microphones for extended periods (2020/2021) have created a different emotional, social, and educational reality. Years later, can we say the outcomes are satisfactory? What steps can we take to effectively transform the education sector in the aftermath of the COVID-19 pandemic? Based on our experience as university professors, we have observed that emotions significantly impact the distance learning process. For example, a simple word of encouragement or a thumbs up from us can greatly enhance a student's motivation to prepare for the next class and inspire them to seek further praise.

II. LITERATURE REVIEW

Numerous studies have explored the connection between distance students and their emotions through behavioral data. One study developed a mathematical model based on Dempster-Shafer theory to analyze the online learning process and provide evidence for a framework measuring distance students' academic motivation (Li et al., 2018). In their evaluation of pre-service teachers' experiences with core courses in both traditional and distance education programs at education colleges in Ghana, researchers emphasized a connectionist learning theory to develop a new learning model for distance education, ensuring that the teaching content aligns with the emotional education goals of the course (Narh-Kert, 2021). Additionally, another study established a model for predicting student emotions in a distance learning environment using

fuzzy cognitive mapping. This model aims to forecast a distance student's emotions to adjust the real-time teaching approach accordingly (Mei et al., 2017). Other studies have examined how to integrate emotion regulation instruction into existing daily practices and routines, utilizing the RULER approach in the social sciences and humanities. This research analyzes the academic emotions of distance students in social studies courses (Hoffmann et al., 2020). Some studies introduced a mathematical model that captures the facial expressions of distance students. This model employs SIFT feature extraction to identify and recognize the emotions and reactions of these students (Xu et al., 2021).

In the research paper "An Empirical Study of the Influence of Online Learning Behaviors on Learning Outcomes in Blended Teaching Mode"—focusing on College English Listening—the researchers conducted an extensive data analysis of online learning behaviors among 152 students at ZYU. The aim was to explore how online learning attitudes and behaviors impact learning outcomes within a blended teaching platform. The findings were intended to offer practical suggestions for the design and management of foreign language blended courses (Wei, 2023). Another study examined the effects of an intervention method designed to support students' Self-Regulated Learning (SRL) on student behavior regarding course completion and SRL scenarios. The SRL was assessed using trace data variables that indicated student activity. The results indicated that the intervention positively influenced students (Jansen et al., 2019). Other researchers conducted a systematic review of online trace data analysis to measure self-regulated learning across various learning platforms. Their goal was to address three main questions: "How have previous studies utilized online trace data as indicators of SRL? What methods are employed to interpret this data? What challenges arise in using online trace data to measure SRL?" (Du et al., 2023). In another study, researchers examined the differences in learning outcomes among various categories within an online learning environment. This investigation involved a sample of 240 undergraduate students and found that high-performing students demonstrated significantly higher levels of engagement in all behaviors compared to their low-performing peers during the anaphase (Han et al., 2023). Moreover, a recent study like "The Impact of Online Learning Formats on Emotional Responses and Academic Performance in EFL Courses", explores students' initial emotional responses anxiety, confidence, and willingness to engage across two online learning formats: real-time and pre-recorded classes (Chong, 2025). Another one, also published in 2025; "The Role of Academic Emotions in Learning: Addressing Student Motivation, Performance, and Learning Strategies" aims to provide a comprehensive overview of academic emotions, highlighting the importance of valence, activation, and gender differences, while also suggesting new directions for future research (Xie & Fan, 2025). "Revisiting Demotivators in the EFL Classroom: The Interaction Effect between Gender and Performance on Negative Teacher Behavior" is also an important study published in 2024. This study explores how gender and academic performance influence student reactions to demotivators in EFL classrooms, focusing on negative teacher behavior, loss of task value, and low expectancy for success. Using the Learner Perceptions of Demotivators Scale, data from 320 undergraduate students in China revealed that female students required more supportive teacher behavior and that low-performing male students were less affected by negative teacher behavior. The findings highlight the need for tailored teaching approaches and suggest directions for future research (Xie et al., 2024).

III. METHODOLOGY

While there are promising studies on emotional reactions in online behavior, a deeper understanding of feelings expressed in online communication and social media—particularly in the context of learning and teaching—is essential. It is important to examine the emotional competencies of tutors as perceived by students in an online-only learning environment. To investigate this, a study was conducted to assess the emotional impact on the performance of students enrolled in fully distance courses. A questionnaire was distributed to a sample of 152 students from a double major program in Double Major (French-English) and Geography, aged between 20 and 22. The questionnaire comprised six sections:

- Students' gender, age, and place of residence.
- Students' activities on social networks and their emotional impacts.
- Emotions experienced during distance learning courses compared to previous face-to-face lessons.
- Advantages and disadvantages of technology for educational purposes, including time management in online learning.
- Student needs and expectations: Characteristics of the best professors in a virtual course and students' expectations in a digital environment.
- Tutor attitude impact: The effect of the tutor's attitude on students' motivation.

We conducted validation and pilot testing on the questionnaire to ensure its reliability and relevance. While the results may not be fully generalizable to all student populations, they provide valuable insights into the dynamics within these specific groups, which can inform future studies across broader contexts. This comprehensive approach aims to shed light on the emotional dynamics in online learning contexts, enhancing the educational experience for both students and tutors. In the study, only the first two sections consisted of closed questions, requiring students to choose between "yes" or "no" responses, preference questions (like/unlike), or demographic inquiries regarding gender, age, and place of residence. The remaining sections featured open-ended questions that encouraged students to express their feelings, make comparisons, discuss solutions, and articulate their expectations. For instance, questions like "Define the characteristics of the best

teacher in an online course. Are they the same as in a face-to-face course?" provided valuable insights into students' needs and expectations. Here are examples of students' responses to some open-ended questions:

Theme of the open-ended question	Example of answers
Teacher engagement	"A good teacher interacts frequently with students, provides personalized feedback and can help students to be valued."
Clarity of instructions	"Clear guidelines are essential for online learning."
Disadvantage of technology in education	"The lack of personal interaction. I struggle with self-discipline and time management when learning online, making it harder to stay engaged with the material."
Expectations in a digital learning environment	"Clear communication and timely feedback from the instructor. Overall, a supportive atmosphere that fosters both learning and personal growth is highly needed."

These open-ended responses served as real feedback in the students' own words, allowing a deeper understanding of how they feel, react, and behave while participating in online courses. This qualitative data was instrumental in synthesizing the emotional dynamics and preferences of students in a distance learning context. The questions in the survey addressed the various changes that prompted ongoing social and technical reactions from students during the confinement and health crisis. They explored the emotions students experienced on social networks, particularly how they felt after receiving comments—both negative and positive—on their statuses or photos. Additionally, students were asked about their feelings during virtual courses, while completing assignments, or during online exams.

The survey aimed to achieve a deeper understanding of the shifts in learning modes and to support students in navigating their new emotional needs within a distance learning context. Furthermore, the study aimed to help teachers cultivate new professional skills tailored for online courses. Its objective was to actively engage and motivate students in the changing educational environment. By emphasizing emotional competencies and responses, the research underscores the significance of addressing the emotional dimensions of online learning. This emphasis is vital for improving the overall online learning experience, enabling both students and instructors to effectively navigate the challenges and opportunities of distance education.

IV. RESULTS

Based on the study, the gender composition of the examined group revealed that the majority of the students were female. The dominant age within the group was 22 years, and a significant portion of the students (94%) resided in Amman. The details regarding the characteristics of the examined group are summarized in Table 1 below:

TABLE 1
THE CHARACTERISTICS OF THE EXAMINED GROUPS

		Frequency	Percentage	Total
Gender	Female	146	96%	100%
	Male	6	4%	
Age (Year)	20	7	5%	100%
	21	32	21%	
	22	113	74%	
Place of living	Amman	143	94%	100%
	Out of Amman	9	6%	

In the second part of the study, we found that all students had social media profiles, especially on Facebook. These young adults indicated that they spent more time on social media during and after the confinement period. Analysis indicated that many students perceive themselves as isolated, a feeling that intensified during the lockdown. Furthermore, the results revealed that these students are experiencing a socio-emotional crisis. They often view social media and the internet as a reflection of their reality—a mirror of their lives. Each comment or compliment can significantly influence their mood, whether positive or negative. Activities such as updating statuses or changing profile pictures are closely evaluated by their audience, which in turn impacts their emotional state and motivation. Actually, receiving a like or an unlike can sway their mood throughout the day. This finding aligns with insights from a book titled *The Selfie Generation: How Our Self-Images Are Changing Our Notions of Privacy, Sex, Consent, and Culture* by Alicia Eler. Eler (2017) notes that "the same brain areas that are activated for food and water are activated for social stimuli". This suggests that social reinforcers, such as a smile or a hug, while abstract, elicit similar activity in the brain's reward centers, highlighting the profound impact of social interactions on emotional well-being.

The third part of the survey highlighted the significance of the study by demonstrating that the emotions experienced during online courses directly impact students' learning outcomes, including motivation, self-regulation, and academic success. Emotions such as anger, anxiety, pride, boredom, and motivation can influence students and the learning process in various ways. During the confinement period, many students reported increased levels of worry and boredom, struggling to remain engaged and connected with their instructors. These feelings were articulated in the survey through statements such as "I was stressed all the time. I felt insecure". "I couldn't keep my eyes open. I was stressed and kept feeling angry for no reason. That distracted me a lot". "I don't want to answer because I was afraid of being intimidated". "For me, online means boredom". "The course is being recorded, and I prefer not to participate. I'm worried about giving the wrong answer, which my classmates would see in the recording". These testimonies reveal a common theme: students

struggle to build the confidence needed to express themselves and succeed in an environment where they fear criticism, whether from their peers or instructors. The emotions related to learning in this context do not differ significantly from those experienced in response to social media interactions, like receiving a like or dislike on Facebook. Understanding how these emotions are experienced and managed by students is fundamental for grasping their impact on distance learning. This insight can help educators develop strategies to foster a more supportive online learning environment, thereby enhancing student engagement and success.

In the fourth part of the survey, we found that 89% of students perceived advantages of technology in the learning process, such as improved access to information, ease of learning, and enhanced communication. For these students, distance education offers the flexibility of asynchronous learning, allowing them to engage with material at their own pace and from various locations. This flexibility was particularly beneficial for those living outside Amman, as it eliminated the need for travel.

However, the survey also revealed significant concerns. According to 93% of the respondents, the lack of face-to-face supervision from teachers could result in poor management and organization of the learning process. While students acknowledged the benefits of distance education, they also highlighted its disadvantages and limitations. Many expressed a preference for face-to-face or hybrid courses, where they could maintain some level of interaction with professors and classmates. Students reported that the individual nature of distance learning contributes to feelings of isolation and loneliness. Additionally, all students who spent considerable time on computers and other devices noted that this led to eyestrain and other physical issues, which diminished their energy and enthusiasm for learning.

The survey revealed that all students reported a positive influence from using email, WhatsApp, and chat on Microsoft Teams. These tools facilitate ongoing contact with teachers, allowing students to ask questions at any time, obtain specific information quickly, and receive feedback. This constant connectivity promotes collaboration among students, particularly for group assignments. For these students, being part of a course group on WhatsApp or email boosts their feelings of security and belonging while studying from home. Additionally, the content of the messages they receive significantly influences their online engagement. Positive and encouraging messages boost students' enthusiasm for the course. Examples of such messages include "I can't wait to see your excellent work or presentation next class". "I'm sure you'll do well". "I hope that you are doing well, dear students". "I eagerly await your feedback on ...". "I am proud of your results". On the other hand, messages that are devoid of encouragement or warmth can diminish their motivation and enthusiasm for the virtual course.

The analysis of these four parts illustrates that emotions and impacts are integral to how students engage with social media and the internet. This understanding led to a fifth part of the study, aimed at recognizing the expectations and needs of these young adults in a digital environment. Consequently, a key question arises: What are the needs and expectations of our students in this "digital environment"? The testimonies collected from the examined group in this fifth section were very important for the study's results, providing valuable insights about their preferences and needs for successful online learning.

Our students need to feel secure when reading, commenting, or asking questions in virtual courses. They anticipate that teachers will create an environment free from criticism, where their questions and comments are treated with respect and support. The teacher's demeanor is essential for creating a secure relationship based on respect and trust. Survey results indicate that this sense of safety significantly boosts students' interest and motivation in online courses. Important qualities that students appreciate include patience, attentiveness, admiration, and respect, even for efforts that may not be outstanding. According to the survey, the ideal professor is one who promotes effective two-way communication. Students highlighted qualities such as "Who listens", "Who is fair", "Who gives us the chance to communicate and discuss, no matter how ignorant we are about the subject", "Who gives us time to say what we want to say".

For this group, the best instructors are those who actively listen and provide ample time for students to express themselves. A strong communication relationship between teachers and students enhances learning potential and contributes to the overall success of the learning process. Moreover, positive, cheerful, and dynamic discussions in the virtual classroom, along with teachers' encouraging behaviors, can cultivate a supportive environment. This not only helps students academically but also fosters emotional growth, creating a more holistic educational experience. Additionally, the survey revealed that students are particularly sensitive to teachers who create feelings of resentment, leading some to feel marginalized or excluded during virtual discussions or through messages. Many students highlighted the importance of fairness, equity, and equality, emphasizing that these principles are essential in their learning environment. When teachers practice equality and equity, it encourages students to participate more cooperatively and fosters a sense of belonging within the course and group. This inclusive approach not only enhances student engagement but also contributes to a supportive and collaborative atmosphere, where all students feel valued and heard.

V. DISCUSSION

All the findings from the previous sections, particularly the fifth part, support the idea that emotions play a crucial role in online learning and underscore the importance of a collaborative attitude among teachers to ensure inclusion among students. In the context of virtual learning, the tutor faces significant challenges, which brings us to the final aspect of the study: the tutor's attitude. The collaborative demeanor of the teacher is closely linked to emotional competence, defined as the ability of students to identify their emotions, think critically when emotionally activated, and regulate their

emotional states. Thus, the assertive and supportive attitudes of teachers, along with inclusive strategies, are crucial for creating a favorable learning environment. This approach strengthens relationships with students and promotes their involvement. Moreover, the opportunity for linguistic exchange and oral expression is essential, particularly for Arabic-speaking students learning French, as they often lack exposure to a French-speaking environment in our predominantly English and Arabic-speaking country.

Numerous studies have shown the clinical impact of emotions on learning, which result in chemical and hormonal changes in both the brain and body. In this regard, Priscilla Vail's study, "Emotion: The On-Off Switch for Learning" provides valuable insights (Vail, 1994). Vail describes emotion as the "on-off switch to learning", indicating that when the switch is off, learning potential is idle. Conversely, when the switch is on, the learning pathway opens up. The limbic system plays a pivotal role in this process by interpreting sensory information and relaying it to the cortex for processing. This system sets the emotional tone of the information before it reaches the cortex. Positive interpretations lead to intentions and excitement, motivating behavior and enhancing thinking and learning. In contrast, negative interpretations turn the switch off, stifling reflection and learning. This relationship between emotions and cognitive processes is further supported by Hildy Gottlieb's article "Why You Aren't Thinking Clearly: The Brain Science of Fear in Uncertain Times." Gottlieb explains how feelings of threat or discomfort can impair clear thinking, reinforcing the idea that emotions are critical for effective learning (Gottlieb, 2020).

In conclusion, our study emphasizes the critical role of a teacher's attitude, emotional competence, and inclusive practices in fostering a supportive learning environment that enhances students' emotional well-being and academic success. According to our findings, 100% of the examined students agreed that positive emotions—such as confidence and satisfaction—can significantly improve learning achievements. Conversely, emotions like anger, fear, sadness, and depression can hinder their ability to learn and think clearly. These findings align with other important research "The Influences of Emotion on Learning and Memory" (Tyng & Malik, 2017). This paper presents an evolutionary perspective on emotion, illustrating its effects on learning and memory. The authors highlight the role of emotion and motivation in enhancing perceptual processing through attentional components, which help organize and select salient information in a manner linked to psychological interest. However, the impact of emotions on the learning process remains a topic of debate. Although some studies suggest that positive emotions enhance learning and lead to academic success, it's important to recognize the impact of students' emotional responses and a teacher's emotional intelligence in promoting adaptive emotions in students. It is vital for instructors to skillfully handle their students' feelings, reactions, and emotions to address different situations in both classroom and online environments. This suggests that instructors need a certain degree of emotional intelligence to ensure effective teaching. This focus on emotional intelligence is central to the sixth section of the survey, which delves deeper into the skills and qualities teachers require to support their students effectively.

The responses from the examined students were remarkably consistent in this part of the study. They emphasized that for a more effective learning experience in a virtual context, instructors should strive to create a less detached classroom environment. A key element of this effort is building strong connections and relationships between teachers and students, which strengthens the tutor's role. This relationship is reciprocal: students gain knowledge from the teacher, who aims to make learning enjoyable and accessible while continuously refining their teaching skills to be clearer and more effective. Since students have varied interests, attention spans, self-management abilities, and levels of intelligence, the teacher has an extra responsibility to create an engaging learning experience that enables all students to benefit equally from the course. This inclusivity not only addresses individual learning needs but also fosters a cohesive and supportive classroom atmosphere, ultimately enriching the overall educational experience.

From this discussion, we can conclude that online instructors need emotional competence, which is fundamental for excelling in their teaching roles. This competence includes effective communication and the ability to positively impact students, helping them to respond as desired. By developing these emotional skills, teachers can cultivate adaptive emotions that improve learning outcomes. Synchronous discussions through chats or videoconferences allow teachers to read and recognize student emotions that may impact their learning progress, including feelings of uncertainty, confusion, interest, or enthusiasm. The use of cameras provides a valuable tool for detecting real-time expressions of student emotions, offering instructors insights into how students are feeling during virtual classes. However, it's important to note that at the University of Jordan, using cameras is not mandatory. Students have the option to keep their cameras off during virtual classes, which means that many instructors often lack visual cues from their students. As a result, analyzing voice tone, written text, and online speech in discussion forums becomes a primary method for gauging students' emotions.

Mayer and Salovey proposed a model that identifies four distinct levels of emotional intelligence, emphasizing that this form of intelligence is not merely about processing emotionally charged information. They define emotional intelligence as the ability to monitor one's own feelings and emotions, as well as those of others, and to discriminate between them (Mayer et al., 2008). This definition implies that both teachers and students possess the capacity to identify, harness, and regulate their emotional states to achieve desired outcomes. It is mainly the tutors' responsibility to demonstrate this emotional intelligence. Instructors should develop personal qualities and skills like adaptability, enthusiasm, and the ability to positively impact others—traits that are vital for effective tutoring, whether in online or in-person environments. The mission of a teacher is undoubtedly challenging, as creating a strong learning environment is one of their most significant tasks. Moreover, the integration of neuroscience and education offers a promising partnership for developing evidence-based solutions to enhance 21st-century learning. Research indicates that students who thrive in

a relaxed environment experience less overwhelm. Chronic stress can undermine learning by impairing students' concentration abilities, whereas those in a more relaxed atmosphere tend to demonstrate better brain function (Carew & Magsamen, 2010). This highlights the significance of emotional intelligence in creating a supportive learning environment that promotes student well-being and academic achievement.

Subjects such as Geography and Foreign Languages can be especially difficult to learn online. For Jordanian students, mastering languages like French or English demands considerable attention and focus, particularly when it comes to learning new vocabulary and interpreting literary texts from different eras. Consequently, depending only on multimedia resources—like images, animations, sounds, and videos—may not be enough to create engaging and effective learning experiences. These resources frequently neglect the emotional states and preferences of students. Therefore, emotional intelligence is essential for teachers' professional success in virtual courses and significantly impacts students' academic achievement. By creating an emotionally supportive environment, teachers can improve the learning experience, making it more effective and engaging. Therefore, integrating emotional intelligence into online teaching is essential for creating a more suitable learning environment for students. This is important because students frequently experience various emotions during their educational journeys, which can affect their cognitive abilities. Integrating emotional intelligence is therefore crucial for the success of the learning process, as it helps manage students' emotional reactions. Additionally, teachers must improve their skills and knowledge of cognitive theories to better analyze and understand students' reasoning in an online learning environment.

The role of students in a virtual environment is equally significant. They need to actively participate in their learning by being aware of their emotional states and understanding how these emotions influence their academic performance. Students should engage with the material, participate in discussions, and communicate openly with their instructors about any difficulties they encounter. By cultivating their own emotional intelligence, students can more effectively navigate the challenges of online learning, manage stress, and improve their overall educational experience. In his book *The Student's Craft: The Entrance to University Life*, Alain Coulon highlights that a student's main responsibility when starting university is to learn the "student job". His hypothesis indicates that students who do not develop a sense of belonging often face academic challenges (Coulon, 1997). Coulon outlines three transitional phases that represent the process of becoming a student: the time of strangeness, the time of learning, and the time of affiliation. The "job" of a student involves mastering the rules and conventions of university life. Affiliation goes beyond merely acquiring the necessary skills; it also requires students to demonstrate these skills to gain recognition as a member of the student community, whether within their class or cohort. Students who do not successfully affiliate risk being eliminated or self-eliminating from the academic environment. Coulon argues that many students fail because there is a disconnect between their existing know-how and the expectations of university life. He states that "to join the university world would therefore be, from an intellectual point of view, to know how to identify work not explicitly requested, knowing how to recognize it and knowing when to accomplish it" (Coulon, 1997). This highlights the importance of not only understanding the formal requirements of academic success but also being attuned to the informal expectations and dynamics of university culture. Overall, Coulon's insights underscore the significance of social integration and emotional intelligence in navigating the complexities of university life, which can greatly impact students' academic experiences and success.

The idea of the "student job" emphasizes the need for students to develop a particular type of emotional intelligence that aligns with their experiences and responsibilities as learners. This emotional intelligence is especially important in online learning, where students must navigate the complexities of belonging to a virtual community. They are responsible for integrating themselves—whether fully, partially, or not at all—into their virtual classes and groups. This integration directly impacts the effort they invest in their distance learning and the effectiveness of their educational experiences. Since students often work independently in online environments, they cannot depend on external pressures to guide their actions. Instead, they need to cultivate the ability to self-motivate in order to maintain their academic engagement and progress. Therefore, students' emotional intelligence is crucial for enhancing self-confidence. They must believe in their capabilities to tackle coursework, which can be especially difficult in a virtual setting. Additionally, fostering an interest in their subjects can help students stay engaged, making the learning process more enjoyable and effective. Students should learn to recognize and manage their emotional responses to various challenges, whether they feel overwhelmed, frustrated, or excited. By developing these aspects of emotional intelligence, students can improve their online learning experiences, create a sense of belonging within their academic community, and ultimately achieve success in the virtual classroom.

VI. CONCLUSION

Educational research, especially regarding online teaching and learning, frequently neglects or downplays the significance of emotions. However, it is important to acknowledge that students' emotional experiences greatly influence their learning abilities, dedication to their studies, and even their career decisions. This underscores the need to focus on the social and psychological elements of education, including the relationships between students and teachers, as well as among the students themselves. These relationships are fundamental to the educational experience, as they evoke a range of emotions that can either facilitate or impede learning. Understanding emotions and their effects on cognitive processes can lead to more effective teaching and improved learning outcomes. While online learning has made strides in providing quality education, it still struggles to replicate the dynamics of a traditional classroom. There are inherent obstacles in

online environments that need to be addressed. Research efforts should therefore prioritize training educators in emotional intelligence to enhance both their teaching effectiveness and the emotional well-being of students. This includes fostering strong, positive relationships with students, which can significantly influence their academic experience.

A significant drawback of research on emotions in distance learning is self-report bias, where participants might not accurately express their feelings or may answer in ways they believe are more socially acceptable. This can lead to data that fails to truly represent their emotional experiences. Additionally, cultural differences can affect how emotions are understood and expressed; what is considered an acceptable emotional reaction in one culture may differ in another, which could limit the applicability of the findings to diverse populations.

Recognizing and addressing students' emotions is essential for their personal growth and academic success. To facilitate this, personalized online teaching methods should be created, focusing on delivering quality learning experiences that take into account the influence of every interaction—whether it's a word, gesture, text message, or email. This approach can help nurture a generation of confident and independent learners who are engaged in their education and future careers, regardless of their emotional states. By emphasizing emotional intelligence in teaching and learning, we can establish a more supportive and effective educational setting that caters to all students' needs. Incorporating discussion boards or forums allows students to share their thoughts and feelings about the course and their learning experiences. Encouraging constructive feedback through tools like Google Forms helps them provide suggestions for enhancement. Moreover, promoting a sense of belonging through team-building activities and icebreakers fosters relationship-building among students. Collectively, these strategies help create a more emotionally supportive online learning environment.

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Shereen Kakish is a full professor at the University of Jordan. She teaches French literature in the French Department within the Faculty of Foreign Languages. Her specialization is in twenty-first-century French and Francophone literature. Her research interests encompass the analysis of literary texts from various periods, reading theories and fiction, narratology in contemporary novels, the history of the French language, as well as translation and education.

Zeyad Makhmreh is a full professor in the Geography Department at the University of Jordan. Since 2006, he has been teaching Environmental Science and Remote Sensing. His areas of expertise include Watershed Management, Soil Erosion, Remote Sensing, Geographic Information Systems, and Urban Development.