

Development and Validation of Teachers' Emotional Literacy Scale

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Abstract: Teachers' emotional literacy involves knowing emotions, acknowledgment of emotions, understanding emotions, expression of emotions, and suitable reflection on emotions. The value of emotional literacy has recently become popularized in educational institutions. Emotional literacy fosters empathy, resilience, social bonding, conflict resolution, and classroom management, empowering teachers to create supportive environments and enabling learners to thrive academically and emotionally. Now this term has become a global trend, more researchers are taking interest in this field of research especially when they came to know that emotional competencies are learnable, improvable, and measurable. For successful implementation of emotional literacy programs in educational institutions. The assessment of teachers' emotional literacy is crucial in Pakistan, where training focuses only on content expertise and pedagogical skills. The study aimed to develop a scale to assess emotional literacy among primary school teachers in Punjab's government institutions. Multistage random sampling technique was used. A sample of three hundred primary teachers was selected from the hundred primary schools from district Sargodha and Hafiz Abad. The construct validity of the scale was established through EFA, and five factors were revealed. The CFA was applied to confirm the results of the EFA. The value of the Cronbach Alpha reliability coefficient was .65 on the scale. The research findings revealed that the Teachers' Emotional Literacy Scale is a valid and reliable tool to measure emotional literacy. The study also confirmed that there are five sub constructs (knowing emotions, showing empathy, managing emotions, emotional resilience, and emotional interactivity) of emotional literacy.

Keywords: Emotional Literacy, Skills, Emotions, Empathy, Interactivity, Resilience



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Introduction

During the last two decades of the 21st century, the researchers have begun to realize the importance of emotional literacy in educational institutions. Emotional literacy is being aware of one's feelings, empathizing genuinely with others, controlling emotions, repairing emotional damage, and engaging with others on an emotional level (Denham, 2023; Fernández & Saleh, 2023). According to Steiner (2003), emotional literacy refers to understanding and managing one's emotions in a way that strengthens personal resilience and improves overall life satisfaction. Emotional literacy also involves how to respond appropriately to emotions and to understand the impact of emotions on behavior (Supramaniam & Singaravelloo, 2021). Emotional literacy requires the acquisition of skills essential for emotional intelligence, a comprehensive understanding of different aspect of emotions, the accumulation of experiences related

to effectively managing emotions, and the cultivation of interactions grounded in emotionally sound principles to enhance one's emotional well-being (Tew, 2007).

Teachers' emotional literacy refers to the ability of teachers to recognize, acknowledge, understand, express, manage and effectively respond to their own emotions as well as the emotions of the learners (Hayat & Rafaqat, 2022). It has emerged as a vital skill for teachers to effectively fulfil their highly demanded roles in teaching and the growth of their learners. It involves different skills that are helpful for shaping their thoughts, behaviors, and relationships in classrooms. Teachers equipped with emotional skills can be more effective in teaching and mentoring (Schonert-Reichl, 2017). They also proved to be a better role model for their learners by creating a supportive learning environment. Teachers with high emotional literacy skills create a positive and supportive learning environment, establish positive relationships with learners, and develop learners' emotional well-being (Brackett et al., 2019; Pekrun et al., 2017).

Teaching is a hard job, and emotional literacy helps teachers to master the difficulty and stress that come with it. Ultimately, as teachers develop their emotional literacy, it can have a ripple positive effect in their own well-being, as well as students' well-being, resulting in enhancement of teaching practices and teacher professional development (Samnoy et al., 2023). Emotionally intelligent teachers are able to control their emotions and react students' emotions by establishing an atmosphere of learning (Hayat & Rafaqat, 2022). You need to be emotionally literate if you want to have good relationships with your learners. Since emotionally intelligent teachers are able to interact well, be sensitive to learners' points of view, and react in constructively manner to their needs, then teacher-student relationships can become more meaningful and effective (Kliueva & Tzagari, 2018). It is important to investigate teachers' emotional literacy to enhance the learners' benefit, teachers' well-being, professional development, and good relationship with students (Alemdar & Anilan, 2020).

Emotions in teaching encompass a wide range, including happiness, anger, love, pride, shame, fear, and excitement. Emotions are multi-componential responses, including cognitive, evaluative, and motivational response, feeling, and behavior. These mechanisms interact and rely on the person and characteristic emotional situation. Emotionally literate teachers contribute to the effectiveness of the teaching-learning experience whereas a teacher who lacks emotional literacy might have hindrance and may be responsible for some educational losses for the learners. Emotionally regulated teachers that can properly manage their own emotions and respond appropriately to others, aid in promoting a positive climate within the school. Teachers' emotional literacy plays a critical role in the education system, enabling teachers to connect with students on a deeper level, manage classroom challenges, and create a nurturing and supportive learning environment. By fostering emotional literacy in educators, we can enhance the overall well-being and academic success of learners, leading to a positive impact on the nation's progress and development.

Significance of Emotional Literacy in Education

Emotional literacy is being aware of emotions and understanding one's own and others' emotions, which enables teachers to understand and tackle emotional situations, sympathize with learners, and provide an effective teaching and learning environment. Teachers with excellent emotional literacy abilities may effectively manage classroom dynamics, understand their students' needs, and provide appropriate support. Furthermore, emotional literacy improves teacher-student connections, classroom atmosphere, and student academic progress (Jensen et al., 2024).

Emotional literacy is comprised of skills that may be learned at any age and is essential for the development of social and emotional skills in learners (Alemdar & Anilan 2020). An emotionally literate teacher knows how to efficiently harness personal power, which leads to a better quality of life for both teachers and their learners (Steiner, 2003; Steiner & Perry, 1997). It improves teachers and learners by increasing emotional engagement and establishing loving bonds between them. It enables collaborative and cooperative learning environments and develops a sense of community in the classroom. At the core of emotional literacy lies love, which acts as the foundation for heart-centered emotional intelligence, as supported by studies by Eisenberg et al. (2010), Ongley et al. (2014), Pratt (2009), Pratt et al. (2003), Steiner (2003). By prioritizing emotional literacy, educators can empower themselves and their students to thrive emotionally, leading to more fulfilling and successful educational experiences. The importance of emotional



literacy enhances the need to measure teachers' emotional literacy. Teachers' emotional literacy scale holds significant importance for primary school teachers in Pakistan as it permits the effective measurement of primary school teachers' emotional literacy. The scale equips teachers with valuable insights into the emotional needs and challenges of their students, fostering a positive and supportive learning environment. By nurturing emotional literacy, teachers can enhance students' emotional well-being, social skills, and academic performance. Moreover, this tool helps educators identify and address emotional difficulties early on, promoting overall mental health and creating a conducive atmosphere for optimal learning and development in primary school classrooms across Pakistan. Emotional literacy works for both teachers and learners; it enhances emotional interactivity, builds loving possibilities between teachers and learners, makes collaborative and cooperative learning, and develops a sense of community. Love is at the core of emotional literacy. Emotional literacy is heart-centred emotional intelligence (Steiner, 2003).

Theoretical Framework

Emotional literacy is a construct having three abilities, i.e., the ability to recognize emotions, the ability to listen and show empathy to the emotions of other people, and the ability to express emotions effectively (Steiner, 2003). Faupel (2003) presented that emotional literacy has five basic sub constructs: self-recognition, self-discipline, motivation, interactivity, and social skills. According to Weare and Gray (2003), emotional literacy consists of basic emotional competencies: self-knowing, understanding the emotions of others and knowing how to manage their emotions, knowing social states, and making good relationships. According to Steiner (2003), there are five components of emotional literacy:

1. **Knowing Feelings:** Knowing feelings means to identify and define the different feelings like love, shame, and pride. It helps the teachers to comprehend the causes, strengths, and effects of feelings. It makes the teachers to stay calm in adverse situation and build a good relationship with their learners. Knowing feelings is foundational aspect of emotional literacy.
2. **Heartfelt Empathy:** It is an ability of teachers to understand and identify the feelings of learners, why and how learners' feel, caring about learners' feelings, situations and motives of learners' feelings. A good emotionally balance teacher feels the feelings, how strong they are, and what are the causes of feelings. Teacher sees things from learners' perspective and senses when they are excited, sad and frustrated. Teacher response should be always caring and supportive which build confidence and trust in learners. Teacher genuine empathy creates a classroom environment where everyone feels confident.
3. **Managing Emotions:** The principle of managing emotions is based on the need to know when and how emotions are expressed and the effects of emotions on the learner. A person is able to assert positive and negative feelings like hope, love, joy, annoyance, distress, or culpability in a gentle and productive way, or a person is able to delay emotional expression for a suitable time (Steiner, 2003)
4. **Emotional Resilience:** The person able to acknowledge the mistakes, takes care, seeks pardon, and fixes them (Steiner, 2003). It is an ability of the person to keep emotionally balance in stress, trauma as well as in adverse situation. Emotional resilience is a skill that can be improved through continuous practice.
5. **Emotional Interactivity:** Emotional interactivity means to share feelings to build trust and good relationship. Teacher and learners spent five to six hours in the classroom, so there is need to develop classroom a warm and supporting place to spend quality time for effective learning. It can only be achieved through emotional interactivity.

Humans are emotional beings. Emotions are an integral part of human nature. A person develops personal power by acknowledging, managing, listening to, and responding to their emotions. The studies in Pakistan are mostly related to emotional literacy and its impact on students' achievements. The results of the study in the literature reveal that emotional literacy have positive impact on students' emotional intelligence performance (Coskun & Oksuz, 2019). An extensive literature review shows that emotional literacy studies are mostly related to children and young people (Esen Aygün, & Alemdar, 2022; Antidote, 2003). Other psychological variables, such as general well-being, emotional well-being, and coping behaviour, were used in terms of emotional literacy.



The current state in Pakistan is characterized by negativity, suppressed, and dejected psychology, which has caused the youth to seemingly give up their love for the country. Even parliamentarians fight in the assembly, ignoring the sacredness of the parliament of Pakistan. The agenda is individual and party-based; loyalty to the nation and state of Pakistan is missing. This study is helpful in knowing the emotional status of teachers. Teachers directly and indirectly affect the total personality development of learners and the whole community. This study is highly important regarding nation-building development in the present scenario.

Overall, the theoretical framework of the present study is grounded in the concept of emotional literacy and its importance in the context of teaching and learning. The study is designed to contribute to the existing literature on emotional literacy by developing a reliable and valid instrument to measure teachers' emotional literacy. This study is theoretically based on Steiner's theory of emotional literacy. The theoretical framework of the study also draws from emotional intelligence theory, educational psychology, social and emotional learning frameworks, and research on teacher-student relationships. By integrating these diverse theoretical perspectives, the framework offers a holistic understanding of emotional literacy's components and its relevance in teaching and learning.

Emotional literacy is a complex construct encompassing various abilities and skills that can play a very vital role in learning as well as in the teaching process. The study contributed to the literature gap in the context of primary teachers who are facing emotional problems due to learners' non-serious behaviour, parents' ambitions regarding their children, society pressure, and government targets for millennium development goals. By fostering emotional literacy in educators, this research has the potential to create a positive impact on the educational landscape, teachers' education, learner outcomes, and overall achievement in national development.

Objective of the Study

The study aimed to develop a scale to assess emotional literacy of primary teachers.

Method

The scale was developed to assess the emotional literacy of primary teachers working in government primary institutions in Punjab province, Pakistan. The development of the scale involved several stages, following the process outlined by DeVellis (2012). The initial objective and target population were determined, aiming to assess the emotional literacy of primary school teachers in Punjab. A comprehensive literature review was conducted to understand the concept of emotional literacy and the scale development process.

The scale development process began with the creation of an item bank containing 46 statements. The researchers carefully evaluated the content, meaning, and clarity of these statements, leading to the elimination of 11 ambiguous and overlapping items. The content validity of the scale was established through feedback from five educational experts from the Institute of Education and Research at the University of Punjab. Their insights and comments were taken into consideration to improve the statements. Additionally, a language expert assessed the statements for semantic clarity. Based on the feedback from the educational and language experts, a final draft of 29 items was created. These items were then translated into Urdu to ensure ease of understanding for teachers.

The population of the study was comprised of 142,151 primary teachers working in government primary schools in Punjab. Data collection occurred in two randomly selected districts, Sargodha and Hafiz Abad, out of the 36 districts in Punjab province. A total of 300 primary school teachers were randomly selected for participation, and 266 teachers provided responses to the scale, resulting in a response rate of 86.7%. The reliability of the Teacher Emotional Literacy Scale was determined using the Alpha test.

The Emotional Literacy Scale was developed for primary school teachers in Punjab, aiming to assess their emotional literacy. The scale went through a rigorous development process, including a literature review, expert feedback, and translation into Urdu. The final version of the scale contained 29 items, which were used to collect responses from 300 primary school teachers to assess the reliability of the scale.



Table 1

Factor Wise Reliability of TELS

Factors	Items	N	A
Knowing feelings	6	266	.84
Showing empathy	4	266	.60
Managing emotions	5	266	.63
Emotional resilience	5	266	.64
Emotional interactivity	4	266	.68
TELS	24	266	.65

Table reveals that Cronbach alpha reliability coefficient value is .65 of the scale. This value is acceptable in research studies of social sciences (Clark, & Creswell, 2008; Pallant, 2013; Taber, 2018; Ursachi et al., 2015). The reliability coefficient value of knowing feeling is .84, showing empathy is .60, and managing emotions is .63, emotional resilience is .64 and emotional interactivity is .68.

Exploratory Factor Analysis

Factor analysis is employed to figure out how relationships between variables that are thought to be related are structured (DeVellis, 2012). Emotional literacy is multi factors construct (Rasch et al., 2011). The SPSS 26 was used for exploratory analysis. The data's normality was assessed through values of kurtosis (ranging from .00 to -.61) and skewness (ranging from -.25 to -.43) (Seijas-Macias et al., 2023). These values showed that data were normally distributed for each item (Kline, 2005; Xiao & Hua., 2023).

Kaiser Meyer Okin Test and Bartlett Test of Sphercity

The adequacy of the sample was assessed using the KMO (Kaiser-Meyer-Olkin) Test, and the number of respondents was found to be 266, which aligns with the literature (Saivasan & Lokhande, 2022).

Table 2

Kaiser-Meyer-Olkin and Bartlett Test

Name of Test	Value	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.69	
Bartlett's Test of Sphericity	Approx. Chi Square	1973.393
	Df	276
	Sig	.001

Table reveals that the value of KMO test is 0.69 which is in acceptable range in the literature for sample adequacy. When the value is more than .5 is suitable for exploratory factor analysis. Five respondents for each statement are commonly practiced in literature for exploratory factor analysis. They are considered ideal. In literature a sample of 150 is acceptable in social sciences researches (Saivasan & Lokhande, 2022). For present scale there are 266 respondents which are more than enough. The Kaiser-Meyer-Olkin value of 0.69 also supported the sample size of 266. Additionally, the Bartlett Test of Sphericity was conducted, resulting significant results ($\chi^2_{266} = 1973.39, p < .00$) confirmed the normality of the data.

To conduct the Principal Component Analysis, the option of fixed number of five factors were selected. Direct oblimin rotation was chosen in rotation section, and in the option section, coefficients were sorted by size, and the small coefficients were suppressed. This iterative procedure was repeated to refine the scale. Ultimately, twenty-four statements were retained, each loaded with a value greater than 0.5, while five statements were loaded in more than one factor and had values below 0.3. All the items loading values in teacher emotional literacy was above .51, while value above 40 is considered acceptable in literature. It is also revealed that there are 6 items of knowing feeling, 4 items of showing empathy, managing emotions and emotional resilience has five for each and emotional interactivity

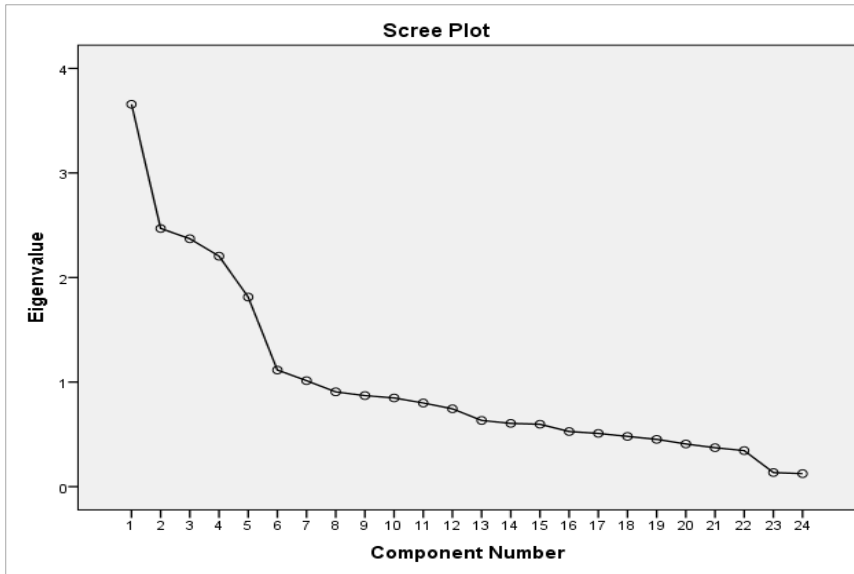


has four items. From scree plot analysis Eigen values falls between 1.81 to 3.65 of the scale. Total variance percentage is 52.14% while more than 40% is supported by the research studies. From the results of Factor analysis, it is revealed that emotional literacy has five factors. These results are also supported by the Scree Plot Test.

Scree Plot Test

Figure 1

Eigenvalue Scree Plot



Figure' results revealed that five factors are distinctively loaded. The line of scree plot become flat which supports the results of exploratory factor analysis. The eigenvalues are 3.65, 2.46, 2.37, 2.20 and 1.81 of five factors. Eigenvalue 3.65 of knowing feeling is high among the five factors, while eigenvalue of emotional interactivity is 1.81 which is low among the five factors. The total variance percentage of five factors is 52.14%. The variance 40% and above is supported in literature (Field, 2013).

Bivariate Correlation Analysis

The Construct validity can be defined as how well instrument test a theory or construct for which it is developed (Heale & Twycross, 2015; Noble & Smith, 2015). In research it's very important to take care about the value of construct validity. If the value of a factor is less than .85, it shows that factors are calculating different concept. If the value is more than .85, then it shows that these factors are overlapping and they are measuring alike concept. Bivariate correlation analysis was determined through SPSS by the researchers. Mean correlation value shows discriminate validity. Discriminate validity of the instrument was determined by using bivariate correlation analysis. It determines the how much two or more factors measure different concepts.

Table 3

Discriminative Validity of Teacher Emotional Literacy Scale Factor Wise

Factors	Items	N	Mean	SD	Mean Correlation
Knowing feelings	6	266	22.83	3.92	.37
Showing empathy	4	266	20.96	2.97	.44
Managing emotions	5	266	19.69	3.16	.57
Emotional resilience	5	266	15.34	2.84	.54
Emotional interactivity	4	266	16.21	2.76	.40

Table reveals values of mean correlation fall between .37 and .57. when values of mean correlation fall between more than .30 and less than .85. it reflects factors are measuring different concepts and tool is valid (Pallant, 2011).



Confirmatory Factor Analysis

Multiple stage sampling was used to collect from 300 primary teachers. Data were received from 242 primary teachers and CFA was conducted to verify construct validity of the constructed model which was obtained through exploratory factor analysis. Results of the confirmatory factor analysis were (595.14 ($p = .00$)).

The statistical analysis indicates model fits adequately. The model has 242 degrees of freedom and was evaluated using several fit indices. The minimum fit function chi-square is 595.14, and the normal theory weighted least squares chi-square is 629.81, both with extremely low p-values of .00, indicating a significant fit to the data.

The estimated non-centrality parameter is 387.81, and 90% confidence interval for NCP ranges from 317.41 to 465.89. The minimum fit function value is 2.47, while the population discrepancy function value (F0) is 1.61, with 90% confidence interval for F0 from 1.32 to 1.93. The RMSEA value is 0.082, and its 90 % confidence interval spans from 0.074 to 0.089. The close fit test, yields p-value of 0.00, indicating good fit.

The expected cross-validation index is 3.09, with a 90% confidence interval ranging from 2.80 to 3.42. Comparatively, the ECVI for the saturated model is 2.49, and for the independence model is 8.96. The chi-square value for the independence model with 276 degrees of freedom is 2111.74. Regarding model evaluation criteria, the independence Akaike Information Criterion (AIC) is 2159.74, the model AIC is 745.81, and the saturated AIC is 600.00. The independence Consistent Akaike Information Criterion (CAIC) is 2267.48, the model CAIC is 1006.17, the saturated CAIC is 1946.68.

Multiple fit indices were considered, including the Normed Fit Index (NFI) at 0.72, the Non-Normed Fit Index (NNFI) at 0.78, the Parsimony Normed Fit Index (PNFI) at 0.63, the Comparative Fit Index (CFI) at 0.81, the Incremental Fit Index (IFI) at 0.81, and the Relative Fit Index (RFI) at 0.68. Additionally, the goodness of fit was assessed using the Goodness of Fit Index (GFI) at 0.82, the Adjusted Goodness of Fit Index (AGFI) at 0.78, and the Parsimony Goodness of Fit Index (PGFI) at 0.66. The analysis also includes the Critical N (CN) at 120.90, the Root Mean Square Residual (RMR) at 0.15, and the Standardized RMR at 0.098. Overall, the results suggest that the model fits the data reasonably well, as evidenced by the various fit indices and low RMSEA value. The p-values further support the significant fit of the model.

Discussion

The objective of the study was to develop an emotional literacy scale for primary school teachers. To achieve this, the scale's reliability was evaluated using data from 266 primary school teachers working in District Hafiz Abad and Sargodha. For validation purposes, exploratory factor analysis was conducted with a sample of 300 primary school teachers. Content validity was ensured by obtaining feedback from five experts who were professors at the Institute of Education and Research, University of the Punjab, and ten teachers (Ph.D. & Ph.D. scholars) currently employed in government primary schools in Punjab. These experts and teachers also formed part of the study's sample.

The scale development process involved several steps, including an in-depth review of literature on emotional literacy and scale development, creating an initial pool of items, clarifying the scale's format, seeking expert opinions, assessing reliability through Cronbach's alpha, and testing validity through both exploratory and confirmatory factor analysis. The resulting scale comprised five factors that aligned with existing literature on emotional literacy, namely knowing feelings (consisting of six items), empathy (four items), managing emotions (five items), emotional resilience (five items), and emotional interactivity (four items).

To ensure the scale's robustness, the factor structure obtained through exploratory factor analysis was examined and found to align with the theoretical basis of emotional literacy, as supported by previous studies (Akbag et al., 2016; Alemdar & Anilan 2020). Additionally, confirmatory factor analysis was conducted, and various fit indices, including chi-square value, comparative fit index, goodness of fit index, incremental fit index, and root mean square error of approximation, indicated a good fit for the proposed model. The emotional literacy scale demonstrated satisfactory reliability coefficients for each category, indicating its suitability for assessing teachers' emotional literacy abilities. This scale can be effectively used by researchers and practitioners to evaluate and enhance teachers' emotional literacy



skills. The constructed theoretical model, based on data obtained from primary school teachers, was validated through reliability and validity analyses.

Implications for Education

Policymakers can utilize the levels of teachers' emotional literacy to make informed decisions about implementing emotional literacy training workshops for in-service teachers and integrating emotional literacy content into the curriculum for prospective teachers. The Teachers' Emotional Literacy Scale holds promise as an effective tool for assessing emotional literacy among primary school teachers. Future research may explore the predictive validity of this scale in relation to teacher effectiveness and student outcomes, further validating its importance in educational settings. Teachers' Emotional Literacy Scale has significant implications in the field of education. Firstly, it offers researchers a standardized tool to assess the emotional literacy of primary school teachers. This enables Punjab Education Curriculum and Training Assessment Authority (PECTAA) to create targeted professional development programs to improve teachers' emotional literacy effectively. Moreover, the Teacher Emotional Literacy Scale can be valuable in the recruitment and selection process of educators; it can ensure that novice teachers possess vital emotional literacy skills. Additionally, researchers can utilize this scale to probe the relationship between emotional literacy and various educational outcomes, shedding light on its impact on student achievement, classroom management, and overall teacher effectiveness.

Conclusion

The role of emotional literacy is very important in education, especially in primary classrooms. There is a significant gap in the literature in the field of emotional literacy, especially in Pakistan, to address primary teachers' emotional literacy. The study has addressed this problem and developed a Teachers' Emotional Literacy Scale by offering a strong and dependable tool to assess teachers' emotional literacy. As educational research increasingly acknowledges the importance of emotional literacy in teacher education and classrooms where teachers face many emotional problems, Teacher Emotional Literacy Scale becomes a valuable resource for assessing the emotions of teachers. It also strengthens the importance of understanding emotions. It cultivates a teacher-student relationship, fosters an optimal learning environment, and ultimately elevates the quality of education.



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