

## EMOTIONAL LITERACY AS A PREDICTOR OF TEACHERS' PERFORMANCE AT PRIMARY SCHOOL LEVEL IN CENTRAL PUNJAB

Khizar Hayat \*

Khizar Hayat Ph.D Scholar. Institute of Education and Research University of the Punjab.

Khizar.sandran783@yahoo.com.

Prof. Dr. Rafaqat Ali Akbar \*\*

Prof. Dr. Rafaqat Ali Akbar. Director, Institute of Education and Research, University of the Punjab.

[rafaqat.ier@pu.edu.pk](mailto:rafaqat.ier@pu.edu.pk).

### Abstract

Emotional literacy is education of emotions and is necessary for teachers especially for multicultural societies, where teachers face many problems in classroom. Pakistan is multicultural country and teachers need to be stable in emotions. The objective of the study was to determine the predictive relationship between emotional literacy and teachers' performance. Quantitative approach and correlational research design was employed in this study. Population of the study was primary school teachers including male and female of districts: Sargodha and Hafizabad. Descriptive and inferential statistics were used for data analysis. There was significant effect of emotional literacy on teachers' performance. The female teachers were better in emotional literacy than male primary schools' teachers. District Hafizabad primary teachers were better in emotional literacy than primary schools' teachers of district Sargodha. The study suggested that there is need to include content related to emotional literacy in curriculum for prospective teachers and also to make the part of induction and in-service teacher's trainings.

**Key Words:** Emotions, Emotional Literacy, Teacher performance.

### Introduction

Emotional literacy is an ability to understand emotions of others, and to express emotions effectively (Steiner, 2003). Emotional literacy is suitable way to shape the behavior of a person and to respond appropriately to others' emotions (Orbach, 1998). It is an ability to know, understand, handle and proper expression of emotions and appropriate response to others emotions. (Yeigh, Woolcott, Scott, Donnelly, Snow, & Whannell, 2016; Roffey, 2008; Faupel, 2003; Park, 2003 & 1999; Sharp, 2000). Emotional literacy is the ability of understanding and managing emotions through learning (Gillum, 2010). Emotional literacy is based on cooperation, love and common good (Gillum, 2010). The love is center of theory of emotional literacy and all its aspects galvanize around. It starts from opening the heart. Emotional literacy continues throughout life to achieve perfection and loving relationship in everyday life (Steiner, 2003). Emotional literacy develops emotional awareness, empathy, motivation, self regulation and social skills (Weare, 2004). To become emotionally stable is absolutely essential to become effective at work place (Steiner & Perry 1997).

Emotional literacy is relevant to school environment because teachers are human resource and play important role in teaching learning process. It is essential to use human resources to make the learning more effective and avoid conflicts among the stakeholders, because emotions and feeling which are needed to be properly understood and managed. So teachers is needed to recognize the interpersonal and intrapersonal skills. Emotional literacy helps to create and improve relationships, makes work place environment cooperative and supportive, and develops feeling of community (Burkitt, 2014). It means to handle emotions in a way that strengthens belief in oneself, enhances personal power build good relationships between individuals and increases performance at workplace (Sharp, 2014)

Some theorist think that emotional literacy is social construct. Matthew (2005) states that focus of emotional literacy is not only individual, but also social context of individual and peaceful society is also area of emotional literacy (Matthews, 2015). Emotional literacy is important for mental and physical health (Simpson, 2007). The important assumption of emotional literacy is that the person who thinks and feels positive, can perform well at work place (Sharp, 2004). The concept of emotional literacy incorporates many factors supporting the individuals to fulfill the educational and societal needs of present era. According to Palanci, Kandemir, Dündar and Ozpolat, (2014) the components of emotional literacy are; emotions regulation, motivation, social competences, emotional awareness, and problem-solving. These components of emotional literacy are source of power for a person at work place to perform better.

The aspects of emotional intelligence presented by Thorndike (1937) are; abstract intelligence, mechanical intelligence and social intelligence. Gardner (2000) opened a new horizon in the field of emotional intelligence by presenting the idea of multi intelligences that humans have different intelligences like logical-mathematical, spatial, linguistic, musical, bodily kinesthetic, interpersonal and intrapersonal. The most important aspects of emotional intelligence are cognitive, intrapersonal and interpersonal. Cognitive aspect involves thinking, reasoning and related skills. Self-awareness and self-management are related to intrapersonal intelligence. The interpersonal aspect is related to understand people around us and how to respond other people properly (Hilton, 2014). Emotional literacy

There are different models of Emotional literacy in literature (Kewalramani, Agrawal & Rastogi, 2015). The *Ability model* is most prominent in literature. Mayer and Salovey (1993) developed cognitive based model

of emotional literacy: the ability to understand, use and manage emotions to aid thinking. The hierarchy of this model is from basic abilities to complex abilities. The *Trait model* views emotional literacy as a dispositional affect and is competencies based (Petrides & Furnham, 2003). This model focused on trait that an individual inherent. Goleman (1995) and Bar-On (1997) developed Trait model of emotional literacy as a cluster of social and emotional competencies that helps in managerial performance. Bar-On model describes it as sum of interrelated emotional and social competencies and skills. A three-tiered model of emotional literacy suggested by Mikolajczak (2009). It combines aspects of both ability and trait approaches such as knowledge, abilities and dispositions. Some other theorist worked on emotional literacy and presented models of emotional literacy. Steiner model of emotional literacy consist of factors: knowing emotions, showing empathy, managing emotions, emotional resilience and emotional interactivity (Steiner)

Emotions are a critical part of the teaching profession. (Fried et al., 2015; Uitto, Jokikokko & Estola, 2015; Nias, 1996; Hargreaves, 1998). Emotions are the shadows of thinkings and representatives of the body. The emotions located in mind, embedded and expressed in human interactions and relationships. Teachers' emotions are located in mind and interact with their students, colleagues and parents (Farouk, 2012). Teaching involves emotional experiences ranging from joy to rage (Hargreaves, 1998 & 2001). Emotions are closely related to teacher performance.

Teacher performance is task performed by the teachers in classroom to make the learning easy and effective for students. Teacher performance has three aspects: competencies aspect, process aspect and outcome aspect. The competencies aspect relate to teacher competencies related to subject and communities. The competencies of the teacher is measured through test, like in developed countries for teacher licencing, test is conducted. Process aspect related to teacher performance in the class what tasks he/she did in the class for teaching and learning. This aspect is measured through self inventory report. There are scales to measure the teachers performance in literature developed by different researchers. The outcome aspect of teachers' performance is related to students' achievements.

During the last two decades of 20th and beginning of 21st century emotional life has become an important object of study for education researchers especially with the theory of multi intelligence by Howard Gardener and Eric Berne theory of transaction analysis (Steiner, 2003). The researchers and educators started to focus their attention on the emotions and began to think upon emotional issues. The researcher finds different researches on teachers' emotional experience and impact on students achievements. The social and emotional content is getting importance as an important component of curriculum in many schools of developed countries (Baig, 2019).

Most teachers seldom take professional development training. The budget for teachers' training and facilities for teachers is exceptionally low. Teachers are deprived of facilities due which they are not happy and satisfied. Pakistan is developing country and has lowest literacy rate in world ranking. There are many problems in the education system of Pakistan (Malik, Iqbal, Khan, Nasim, Yong, & Abbasi, 2011). Teachers are not satisfied with benefits and low social status. The quality of teachers is poor, training is below standard, and curriculum is lack of contextual relevance and majority of teachers are not trained (Malik et al., 2011). The growing demands of market relevancy, the teaching profession has become extremely challenging.

According to Tabassum and Ali (2012) secondary schools' teachers self-esteem is correlated with emotions management. According to Todd (2006) the relationship is existed between emotional literacy and student teacher performance. Emotional literate person has a positive impact on service quality. Emotionally balance teachers have positive relation with job satisfaction. (Naeem et al., 2008; Fatima, Imran, & Zaheer 2010). There are few researches on emotional literacy in Pakistan, but their target population is students but not teachers. After going through the literature, the most studies are about emotional intelligence, job satisfaction and self-efficacy of teachers. The emotional literacy and teachers' performance are needed to study in Pakistani context to make teacher education and teacher performance more effective. There is need of realistic studies about primary school teachers which could present the individual understanding of emotions, managing emotions and expressing the feelings and its effects on teacher performance.

### **Research Methodology**

The survey method, technique of quantitative research, was used and study was done on districts: Sargodha and Hafizabad in central Punjab. Simple random sampling technique was used to select a sample of 242 public primary schools' teachers who were teaching in the central Punjab of districts: Sargodha and Hafizabad. The data were collected online via Google forms from Hafizabad 112, but data from 129 primary schools' teachers were collected personally from Sargodha. Self developed questionnaires *Emotional Literacy Scale* and *Teacher Performance Scale* were used to collect data. In the analysis process SPSS statistical analysis program was used for Regression, independent sample t-tests and normality tests.

### **Objectives of the Study**

The objectives of the study were (1) to determine the relationship between teachers' emotional literacy and teachers' performance; (2) to compare emotional literacy levels of public primary schools' teachers in

district Sargodha and Hafizabad; (3) to compare the primary schools' teachers' performance from districts Sargodha and Hafizabad.

### Independent sample t test analysis

The t-test analysis was done to see the difference between Districts Sargodha and Hafizabad in terms of Emotional literacy and Teachers' performance.

1. The results revealed that an independent sample t-test was conducted to compare District Sargodha and District Hafizabad primary school teachers' emotional literacy. The Hafizabad primary school teachers' emotional literacy was higher ( $M = 91.70$ ,  $SD = 7.53$ ) than Sargodha primary school teachers ( $M = 89.09$ ,  $SD = 7.46$ ) and statistically significant difference was found according to,  $t(239) = -2.697$  and  $-2.696$ ,  $p(.007) < .05$ . Standard deviation shows there is variation of responses ( $SD=7.53$ ,  $SD=7.46$ ) in Hafizabad and Sargodha primary school teachers respectively and having very small difference with each other.
2. The results revealed that an independent sample t-test was conducted to compare District Sargodha and District Hafizabad primary school teacher performance. The Hafizabad primary school teacher performance was better ( $M = 127.01$ ,  $SD = 10.72$ ) than Sargodha primary school teachers ( $M = 123.28$ ,  $SD = 10.99$ ) and statistically significant difference was found according to,  $t(239) = -2.65$  and  $-2.66$ ,  $p(.008) < .05$ . Standard deviation shows there is variation of responses ( $SD=10.72$ ,  $SD=10.99$ ) in Hafizabad and Sargodha primary school teachers respectively.

### The results of regression analysis were

1. The emotional literacy had significantly effect the teachers performance  
[  $R=98.3$ ,  $B=1.40$ ,  $.99$ ,  $t(240) 116.94$   $p(.000)<.005$ ]
2. The knowing emotions significantly effect the teachers performance  
[  $R=39.1$ ,  $B=1.19$ ,  $.62$ ,  $t(240) 12.41$   $p(.000)<.005$ ]
3. Showing empathy had significant effect on teacher performance  
[  $R=4.5$ ,  $B=.21$ ,  $.63$ ,  $t(240) 3.35$   $p(.001)<.005$ ]
4. Managing emotions had significant effect on teacher performance  
[  $R=7.8$ ,  $B=.85$ ,  $.27$ ,  $t 4.49$   $p(.000)<.005$ ]
5. Emotional resilience had significant effect on teacher performance  
[  $R=12.6$ ,  $B=1.40$ ,  $.35$ ,  $t 5.87$   $p(.000)<.005$ ]
6. Emotional interactivity had significant effect on teacher performance  
[  $R=16.9$ ,  $B=1.16$ ,  $.41$ ,  $t 6.97$   $p(.000)<.005$ ]

### Discussion

The objective of the study was to investigate the relationship between emotional literacy and teacher performance in central Punjab. Emotional literacy significantly relationship with teachers' performance. The findings of the study revealed primary school teachers of district Hafizabad are significantly better in emotional literacy as compared to primary school teachers of district Sargodha. They are also better in performance. Emotional literacy factors knowing emotions, empathy, managing emotions, repairing emotions and emotional interactivity significantly effect the performance of teachers. Knowing emotions had more effect on teacher performance. This study is consistent with findings of previous studies (Darvishmotevali et al., 2018; Holt & Jones, 2005; Goleman, 2001).

### Conclusions

The results of the study revealed that primary school teachers of Sargodha and Hafizabad both having high levels of emotional literacy. Despite positive finding of the study, it needs improvement to reach advanced level. Rae (2012) The study revealed that person with better emotional literacy also have good self-control, can use emotional vocabulary effectively, naming his/her emotions perfectly, shows anger management and having positive sense of self. Teachers' emotional literacy levels are found to be 'high', the present study also support that finding (Alemdar and Anilan, 2020). The comparison between male and female primary schools' teachers showed that female primary school teachers are better in emotional literacy as well as in performance at primary school level. The study also revealed the primary schools' teachers both male and female of district Hafizabad are better in performance (<https://schools.punjab.gov.pk>) and emotional literacy as compared to Sargodha district.

### Recommendations.

Recommendations were made on the basis of findings of the study. These are

1. Emotional literacy may be part of training for primary school teachers in district Sargodha.

2. Trainig workshop may be conducted for inservice primary school teachers working in poor performing schools.
3. Emotional literacy may be part of curriculum for prospective teachers.
4. This study may be conducted at primary schools level in other provinces of pakistan.

## References

- Alemdar, M., & Anilan, H. (2020). The Development and Validation of the Emotional Literacy Skills Scale. *International Journal of Contemporary Educational Research*, 7(2), 258-270.
- Antidote. (2003). *The Emotional Literacy Handbook, promoting whole school strategies*. London: David Fulton.
- Baig, M. (2019). Emotional Literacy in Education. *International Journal of Reflective Research in Social Sciences*. 2(1), 74-76. www.reflectivejournals.com.
- Bar-On, R., (1997). *The Emotional Quotient Inventory (EQ-I): Technical Manual*, Multi-Health Systems. Toronto, Canada
- Burkitt, I. (2014). *Emotions and social relations*. Sage.
- Chen, J. (2016). Understanding teacher emotions: The development of a teacher emotion. *Teaching and Teacher Education*, 55, 68–77.
- Darvishmotevali, M., Altinay, L., & De Vita, G. (2018). Emotional intelligence and creative performance: Looking through the lens of environmental uncertainty and cultural intelligence. *International Journal of Hospitality Management*, 73, 44-54.
- Farouk, S. (2010). Primary school teachers restricted and elaborated anger. Cambridge *Journal of Education*, 40(4), 353-368.
- Farouk, S. (2012). What can the self-conscious emotion of guilt tell us about primary school teachers' moral purpose and the relationships they have with their pupils? *Teachers and Teaching*. 18(4), 491-507.
- Fatima, A., Imran, R., & Zaheer, A. (2010). Emotional intelligence and job satisfaction: Mediated by transformational leadership. *World Applied Science Journal*, 10(6), 612-620.
- Fried, L., Mansfield, C., & Dobozy, E. (2015). Teacher emotion research: Introducing a conceptual model to guide future research. *Issues in Educational Research*, 25(4), 415–441.
- Faupel, A. (2003). *Emotional Literacy Assessment and Intervention Ages 11-16*. Southampton: Nfer-Nelson Publishing.
- Faupel, A., Herrick, E., & Sharp, P. M. (2017). *Anger management: A practical guide for teachers*. Routledge.
- Gardener, H. (2000). *Intelligence reframed: Multiple intelligence for the 21<sup>st</sup> century*. New York: Basic Books.
- Goleman, D. (2001). An EI-based theory of performance. *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*, 1(1), 27-44.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books
- Goleman, D. (1998b). *Working with Emotional Intelligence*. New York: Bantam.
- Goleman, D. (1996). *Emotional Intelligence*. London: Bloomsbury.
- Gardener, H. (2000). *Intelligence Reframed: Multiple Intelligence for the 21<sup>st</sup> Century*. New York: Basic Books.
- Gillum, J. (2010). *Using emotional literacy to facilitate organisational change in a primary school: a case study* (Doctoral dissertation, University of Birmingham).
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14, 835–854.
- Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record*, 103, 1056–1080.
- Hilton, M. (2014). *How Social-Emotional Learning and Development of 21st Century Competencies Support Academic Achievement*.
- Holt, S., & Jones, S. (2005). Emotional intelligence and organizational performance: Implications for performance consultants and educators. *Performance Improvement*, 44(10), 15-21.
- Kewalramani, S., Agrawal, M., & Rastogi, M. R. (2015). Models of emotional intelligence: Similarities and discrepancies. *Indian Journal of Positive Psychology*, 6(2), 178.
- Malik, S. A., Iqbal, M. Z., Khan, M. M., Nasim, K., Yong, J., & Abbasi, M. M. H. (2011). Measuring job satisfaction, motivation and health issues of secondary school teachers in Pakistan. *African Journal of Business Management*, 5(33), 50- 63.
- Matthews, B. (2005). *Engaging education: Developing emotional literacy, equity and coeducation: Developing emotional literacy, equity and co-education*. McGraw-Hill Education (UK).
- Matthews, B. (2015). The elephant in the room: Emotional literacy/intelligence, science education, and gender. In *The Future in Learning Science: What's in it for the Learner?* (pp. 193-212). Springer, Cham.
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Journal of Personality and Social Psychology*, 64(6), 474–487.

- Mikolajczak, M., Tran, V., Brotheridge, C. M., & Gross, J. J. (2009). Using an emotion regulation framework to predict the outcomes of emotional labor. *Research on Emotion in Organizations*, 5, 245–273.
- Naeem, H., Saif, M.I., & Khalil, W. (2008). Emotional intelligence and its impact on service quality – empirical evidence from the Pakistani banking sector. *International Business & Economics Research Journal*, 7(12), 55-61.
- Nias, J. (1996). Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education*, 26(3), 293-306.
- Orbach, S. (1998). Emotional literacy. *Young Minds Magazine*, 33(2), 12-13.
- Palancı, M., Kandemir, M., DüNDAR, H., & Özpolat, A. R. (2014). Validity and reliability study of emotional literacy scale. *International Journal of Human Sciences*, 11(1), 481-494.
- Petrides, K. V., & Furnham, A. (2003). Trait emotional intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39–57.
- Park, J. (1999). Emotional literacy: Education for meaning. *International Journal Of Children's Spirituality*, 4(1): 19-28.
- Park, J. (2003). *The Emotional Literacy Handbook: Promoting Whole-School Strategies*. London: David Fulton Publishers.
- Roffey, S. (2008). Emotional literacy and the ecology of school wellbeing. *Educational and Child Psychology*, 25(2): 29-39.
- Sharp, P. (2014). *Nurturing emotional literacy: A practical for teachers, parents and those in the caring professions*. Routledge.
- Sharp, P. (2000). Promoting emotional literacy: emotional literacy improves and increases your life chances. *Pastoral Care in Education*, 18(3): 8-10.
- Simpson, J. A. (2007). Psychological foundations of trust. *Current directions in psychological science*, 16(5), 264-268.
- Steiner, C., & Perry, P. (1997). *Achieving emotional literacy: A program to increase your emotional intelligence*. New York: Avon
- Steiner, C. (2003). *Emotional Literacy: Intelligence With A Heart*. New York: Personhood Press.
- Tabassum, F. & Ali, M. A. (2012). Professional self-esteem of secondary school teachers. *Asian Social Science*, 8 (2), 206-210.
- Thorndike, E. L. (1937). Trains of Thought as Symptoms of Interests and Attitudes: An Exploratory Investigation. *Proceedings of the American Philosophical Society*, 77(3), 439-445.
- Todd, L. D. (2006). *The relationship between emotional intelligence and student teacher performance*. A doctoral dissertation. University of Nebraska. Retrieved from <http://proquest.umi.com>.
- Uitto, M., Jokikokko, K. & Estola, E. (2015). Virtual special issue on teachers and emotions in Teaching and teacher education (TATE) in 1985-2014. *Teaching and Teacher Education*. 50, 124-135.
- Weare, K. (2004) *Developing the Emotionally Literate School*. London; Paul Chapman
- Weare, K. (2015). What works in promoting social and emotional well-being and responding to mental health problems in schools. *London: National Children's Bureau*.
- Yeigh, T., Woolcott, G., Scott, A., Donnelly, J., Snow, M., & Whannell, R. (2016). Emotional Literacy and Pedagogical Confidence in Pre-Service Science and Mathematics Teachers. *Australian Journal of Teacher Education*, 41(6), 107-121.