Journal of Innovations in Educations and Social Sciences
Leruse Newsy Associates
Volume 3. Issue 1 https://jiess.org ISSN:3006-6603

Development and Validation of an Instrument on Teacher's Emotional Intelligence (TEI) at Primary School Level

Syeda Kashifa[1]
PhD Education (Scholar)
University of Sialkot, Sialkot, Punjab, Pakistan
Email: syedakashifa7@gmail.com
Dr. Mir Ahmad Feroz[2]
Assistant Professor
University of Sialkot, Sialkot, Punjab, Pakistan
Email: mirahmad.feroz@uskt.edu.pk
Muhammad Zubair Qasim[3]
Matriculation with Computer Sciences
Govt. H/S 43/WB Vehari, Punjab, Pakistan
Email: zubairqasim825@gmail.com

ABSTRACT

The purpose of the research is to develop and validate a viable tool to assess teachers' emotional intelligence (TEI) at the primary school level. A thorough review of related literature and thematic analysis of the qualitative data were used to initially construct the questionnaire items. Content validity was evaluated by an experienced panel of experts e.g. the doctoral-level specialists. Exploratory factor analysis (EFA) and other quantitative statistical procedures were used to investigate the construct validity. Sixty (60) teachers served as a pilot group for the purpose of validation process. A final 27-item scale was produced from an original 40-item instrument after expert evaluation and statistical refining eliminated superfluous and unnecessary items. The validated tool gauges the five essential dimensions of emotional intelligence: self-awareness, self-regulation, empathy, motivation and social skills. The results show that the tool is a viable and trustworthy way to test primary school teachers' emotional intelligence in five dimensions. It's a systematic and scientifically supported assessment that may be used in educational research and practice.

Keywords: Emotional Intelligence, Development, Validation, Primary School Level

Introduction

Teachers' emotional intelligence (EI) is an important aspect in psychological and educational perspectives because of its impact on students' growth, teaching effectiveness, classroom control, and the school environment as a whole (Jennings & Greenberg, 2009). Unlike cognitive skills, emotional intelligence (EI) involves the recognition, management, and use of one's emotions, as well as those of others. This ability becomes critical at the primary school level, which is an emotionally charged setting (Mérida-López & Extremera, 2021). Teachers during this stage assist children in laying a solid foundation in social relations and emotions so that their

EI would harness students' learning motivation, emotional wellbeing, and psycho-behavioral patterns (Palomera et al., 2008; Becker and Luthar, 2014).

With increased understanding comes growing importance but emotional intelligence is commonly overlooked in evaluation frameworks for primary school teachers. This constitutes a challenge since emotionally aware instruction affects classroom order and discipline, the socio-academic resilience of learners, their levels of participation and engagement with academic work (Dolev & Leshem, 2017; Zaheer et al., 2020). Emotionally intelligent teacher must manage their own emotions towards learners while also regulating the complex emotions within a young classroom. Still, these skills are neglected in the strategic training and evaluation of performance.

Emotional intelligence handles underperformance on deeper levels. Addressing the role of emotional intelligence in teacher competency frameworks requires contextually appropriate frameworks that account for primary school teachers' specific roles and struggles. Instructors have to manage conflicts, promote inclusivity, and display compassion in an age group that is still emotionally maturing. As such, it's imperative that such instruments are designed specifically for those general EI frameworks (Vesely-Maillefer, 2015; Yin et al., 2016).

Teacher emotional intelligence is defined as a multifaceted construct across several frameworks. In contrast to the Trait Model's emphasis on self-perception as a quality, the Ability Model views emotional intelligence as a collection of interrelated abilities (Mayer et al., 2016). Researchers have modified these model for classroom use by incorporating concepts such as affective control and emotional labor into emphatic instruction (Corcoran, and Tormey, 2012). These views education as a complex process that requires substantial emotional and mental investment, and any valid evaluation must reflect this.

When it comes to emotional intelligence, many schools still reply on outdated, one-size-fits-all instruments (Palomera et al., 2008). Instrument that fail to take into account the educational context or students' developmental stage risk misrepresenting and undervaluing the emotional competences necessary for successful instruction (Soares et al., 2013). Teachers who are emotionally intelligent are more likely to have positive connections with their students, to be less burnt out, and to be more effective in inclusive classrooms (Mérida-López & Extremera, 2021). Teachers with low emotional intelligence may face various issues that resolving conflicts, and poor student engagement.

In addition, early-career teachers' stress-related attrition has been connected to low emotional intelligence. Teacher impact concerning EI transcends the individual level and influences institutional dynamics. If schools ignore teacher EI development, they increase their risk of high staff turnover along with disaffected students and compromised social-emotional learning outcomes (Becker, and Luthar, 2014; Shahzad et al., 2022). Education ministries and curriculum development boards are starting to recommend incorporating emotional skills training into educator preparation programs. However, lack of documented and context-appropriate evaluation methods continues to pose a challenge to effective deployment (Palomera et al., 2008; Dolev & Leshem, 2017).

Most existing measurement frameworks only focus on very specific elements of EI. Essential elements like teacher-student empathy, emotional modeling, contextual awareness are often overlooked. Some might entirely neglect the interrelational aspects, concentrating only on an individual's self-perception or emotional management ability (Corcoran & Tormey, 2013). In addition, many instruments created in Western cultures may not appropriately represent the emotional aspects of teaching within collectivist or high-context cultures of Asia, Africa or The Middle East (Matsumoto et al., 2009).

Therefore, a tool that can evaluate the essential needs of emotionally intelligent educators while accounting for cultural sensitivity and developmental stages is urgently required. Prior to being deemed useful in real world settings, these instruments must undergo psychometric validation, which includes item formulation and expert verification (Yin et al., 2016; Petridis, and Furnham, 2006). It has to record students' classroom emotional reactions and behavioral coping strategies. The instrument should account for cultural norms, teacher demographics, and school environments as mediating variables for emotional expression and coping techniques. Emotional intelligence tests need to be carefully tested and refined before they may influence policy making, teacher professional development, and student achievement in primary school (Mérida-López & Extremera, 2021; Palomera et al., 2008).

Research Methodology

A number of studies have developed validated instruments to measure emotional intelligence (EI), most notable the Trait Emotional Intelligence Questionnaire (TEIQue) and the Emotional Quotient Inventory: Youth Version (EQ-i:YV) (Petrides and Furnham, 2006). The above-mentioned scales are well-known, but these may not be best fit for primary school teachers' emotional intelligence because these are developed for adults or teenagers. Moreover, existing scales tend to generalize about emotional intelligence rather than addresses the specific emotional, classroom ecology, and social dynamics of primary schools (Fernández-Berrocal et al., 2025; Molina et al., 2019). In light of these limitations, the current study suggests developing and evaluating an emotional intelligence scale for primary school teachers that is both context-sensitive and technically sound.

Item development was based on an extensive review of literature of emotional intelligence teacher well-being, and classroom emotional control. Thematic analysis of previous research on emotional intelligence in the classroom informed the development of a preliminary questionnaire to measure a range of dimensions related to this competency (Salovey and Mayer, 1990; Jennings and Greenberg, 2009). Subsequently, a group of specialists in educational psychology, primary education, and psychometrics examined them for appropriateness of subject-matter, clarity, and context. To address their concerns and improve the tool's effectiveness the material undergo multiple rounds of revisions (Kovalchuk et al., 2022).

To assess the items' clarity, readability, and answer variability, a pilot study was conducted with a purposive sample of primary school teachers (60). After receiving input from respondents, the researchers revised the items to make sure these were appropriate for primary school teachers' developmental levels and classroom environments. The instrument concept validity and

underlying factor structure investigated using exploratory factor analysis, which conducted as part of the validation (Hair et al., 2019). The internal consistency was evaluated using Cronbach's alpha. Furthermore, established measures of teacher job satisfaction, classroom management effectiveness, and stress correlated with the new instrument scores, providing criterion-related validity (Yin et al., 2016).

Data Analysis

Data analysis is the systematic process of inspecting, cleaning, transforming, and interpreting collected data to identify patterns, and draw valid conclusions that address the research objectives (Creswell & Plano-Clark, 2023). It converts raw data into meaningful information, enabling evidence-based decision-making and knowledge generation.

Table 1

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.928	.918	23

The instrument's reliability was assessed using Cronbach's alpha. The association between the questionnaire items and their total Cronbach's Alpha coefficient indicates high acceptability and strong reliability (Saidi and Siew, 2019; Tavakol & Dennick, 2011). Results from the standardised items were consistent, with a Cronbach's alpha of 0.918. Based on reliability criteria, $\alpha \geq .90$ signifies exceptional internal consistency, suggesting that the items are closely linked and accurately assess the target construct (Holmbeck and Devine, 2009; Nunnally & Bernstein, 1994). For the purpose of conducting additional statistical analyses in this study, the instrument was thus considered dependable.

Table 2

KMO and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.856**
Bartlett's Test of Sphericity	Approx. Chi-Square	2216.955
	Df	253
	Sig.	.000

To determine whether the study data set is suitable for factor analysis, the KMO and Bartlett's Test of Sphericity were performed. The KMO value of.856 exceeds the suggested threshold

of.80, indicating a significant degree of shared variation among variables and a sufficient sample size for multivariate analysis (Kaiser, 1974). According to Kaiser, the sample size was enough. There was a statistically significant result from Bartlett's Test of Sphericity, with a value of χ^2 (253) = 2216.96 and a p-value < .001. This result indicates that the null hypothesis that the correlation matrix is an identity matrix is rejected (Bartlett, 1951). This discovery lends credence to the significance of the correlations among the variables, thereby confirming the decision to proceed with the factor extraction process. A visual representation of the number of constructs/components to retain for the study is provided in the scree plot shown below in (Figure 1).

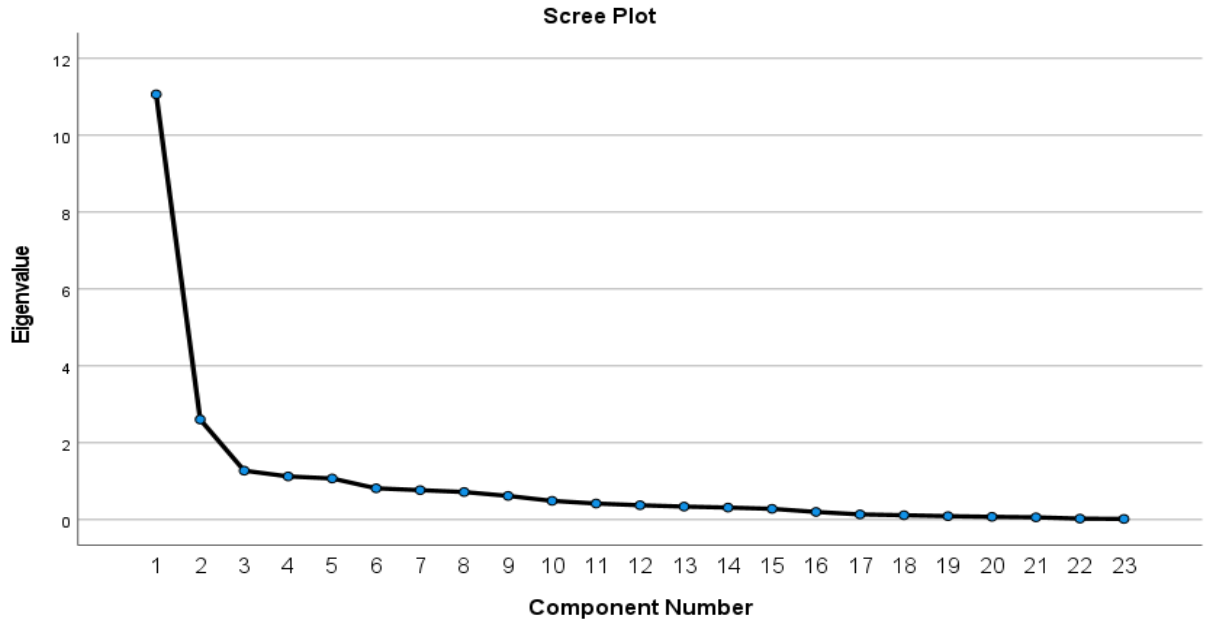

Figure 1 *Scree plot for the components/constructs*

Journal of Innovations in Educations and Social Sciences
Leruse Newsy Associates
Volume 3. Issue 1 https://jiess.org ISSN:3006-6603

Table 3

Rotated Component Matrix

	Component				
	1	**2**	**3**	**4**	**5**
SS1	.928				
SS2	.922				
SS3	.918				
SS4	.905				
SS5	.891				
SS6	.887				
SS7	.862				
SS8	.841				
SS9	.841				
SS10	.836				
SS11	.821				
SS12	.815				
SS13	.815				
SS14	.788				
SS15	.747				
M16		.802			
M17		.778			
M18		.767			
M19		.714			
E20			.816		
E21			.702		
SA22				.947	
SR23					.894

A distinct five-factor structure was produced by the rotational component matrix shown in Table 3. This structure reflects the multidimensionality of the construct under investigation. Items with factor loadings above 0.70 were deemed important in the process of identifying the criteria, thereby ensuring strong statistical support for interpretation.

A total of fifteen components (SS1–SS15) with extremely high loadings ranging from .747 to .928 were included in the first factor, which was shown to be the most dominating of the factors. An indication of a cohesive dimension, which might be conceptualized as Social Skills, is the substantial clustering observed. There is evidence of both reliability and construct validity for this factor, as demonstrated by the high number of items and the consistently high loadings.

The second factor consisted of four items (M16–M19), each with loadings ranging from .714 to .802, indicating that it represented a distinct dimension that might be interpreted as Motivation. Given the moderate magnitude of this factor and the high item loadings, the build appears sufficiently stable.

The third factor comprised two elements, namely E20 and E21, with loadings of .816 and .702, respectively. Based on these items, it appears that an emotional dimension, possibly emotional regulation, is being measured. Despite good loadings, the few items reduced the factor's overall reliability, indicating a need for further refinement.

It is possible that the fourth factor, which was defined by a single item (SA22) with a very high loading (.947), reflects self-awareness. On the other hand, the fifth factor, which was defined by a single item (SR23) with a loading of .894, may capture self-regulation. Despite the fact that both variables exhibit extremely significant loadings, their dependence on single items raises questions about the measurement's stability. According to the psychometric literature, it is typically recommended that there be at least three questions per factor to ensure good reliability. As a result, these dimensions may require more items or revision in subsequent research.

The results of the component analysis indicate that the instrument can capture multiple underlying structures. Among these constructs, Social Skills and Motivation have emerged as the most stable dimensions. Weak, one-item variables show concepts that need further explanation. The construct validity and measurement reliability of the scale can be strengthen through future research that expands and refines these areas.

Table 4

Total Variance Explained

Component	Total	% of Variance	Cumulative %
1	11.022	47.920	47.920
2	2.496	10.854	58.774
3	1.291	5.615	64.389
4	1.187	5.163	69.552
5	1.144	4.976	74.528

Five components were recovered using principal component analysis, which explained 74.53% of the total variance. There is a significant concentration of variation in the first component, as indicated by Component 1 contributing the most (74.92%), followed by Components 2 (10.85%), 3 (5.62%), 4 (5.16%), and 5 (4.98%).

Journal of Innovations in Educations and Social Sciences
Leruse Newsy Associates
Volume 3. Issue 1 https://jiess.org ISSN:3006-6603

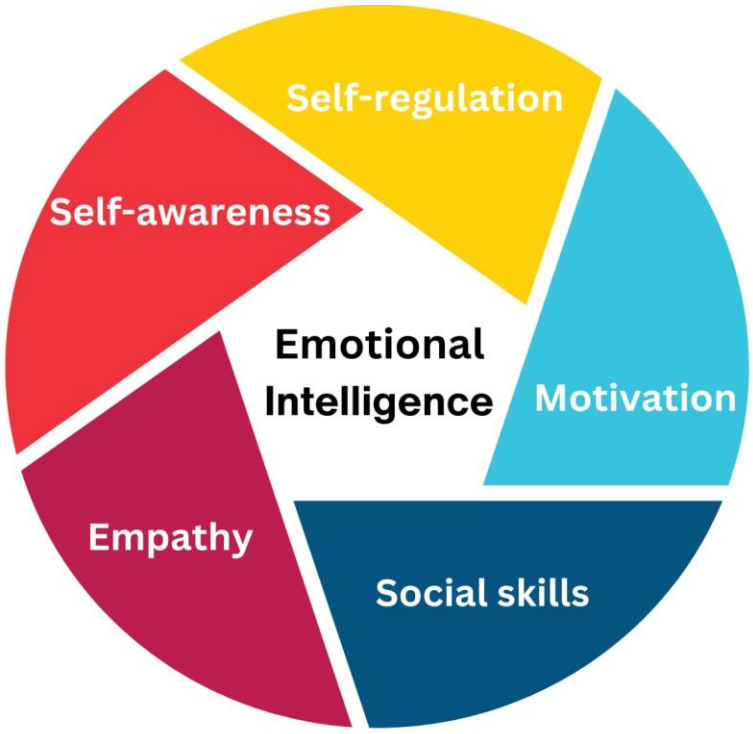

Figure 1 Constructs of emotional intelligence

Table 5

Total variance explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.066	48.111	48.111	11.022	47.920	47.920
2	2.606	11.329	59.440	2.496	10.854	58.774
3	1.275	5.542	64.982	1.291	5.615	64.389
4	1.124	4.889	69.871	1.187	5.163	69.552
5	1.071	4.657	74.528	1.144	4.976	74.528
6	.815	3.545	78.073			
7	.767	3.336	81.409			
8	.719	3.125	84.534			

9	.618	2.685	87.219
10	.489	2.125	89.344
11	.419	1.824	91.168
12	.375	1.629	92.797
13	.340	1.477	94.274
14	.314	1.366	95.640
15	.281	1.224	96.863
16	.201	.872	97.735
17	.136	.593	98.328
18	.115	.500	98.828
19	.091	.395	99.223
20	.074	.320	99.542
21	.060	.262	99.805
22	.027	.116	99.921
23	.018	.079	100.000

Extraction Method: Principal Component Analysis

Based on the principal component analysis findings in Table 5, it was determined that five components had eigenvalues greater than 1, as stipulated by Kaiser's criterion. It is possible to draw the conclusion, based on the findings of the social science study, that these five components, combined, accounted for 74.53% of the total variance, which is a substantial amount of explanatory power.

Before rotation, the first component had an eigenvalue of 11.066, which explained 48.11% of the variance. After rotation, the component explained 47.92% of the variation in the original data. The fact that this is the case suggests that the first component was the most significant component. It was determined that the second component was accountable for an extra 11.33% of the variation (10.85% after rotation), while the third component was accountable for 5.54% of the variance (5.61% after rotation). It was determined that the fourth and fifth components accounted for 4.89% (5.16% after rotation) and 4.66% (4.98% after rotation) of the variance, respectively.
However, the inclusion of four more components implies that the scale has a meaningful multidimensional structure. This is despite the scale being heavily weighted toward a single, dominant factor, as shown by the dramatic reduction after the first component. Collectively, the mentioned findings provide robust evidence for the instrument’s construct validity and further substantiate the extraction of a five-factor solution, which is fully consistent with the structure indicated by the rotational component matrix.

Discussion

Factor analysis results provide robust empirical support for the view that the socio-emotional competency of the research population is multi-faceted (Zaheer et al., 2020). The five identified factors: integrated socio-emotional competence, reflective self-awareness and regulation, social interaction skills, core self-awareness, and targeted self-regulation; accounted for 74.53% of the total variance, demonstrating robust construct validity and significant variation in the data.

The initial component, integrated socio-emotional competence, encompasses individuals' talent in self-regulation, motivation, empathy, and social skills, asserting that these competencies are interrelated and augment one's ability to adapt, collaborate, and succeed in social environments. These findings, consistent with previous research (Eisenberg et al., 2016; Ali et al., 2024; Ali, and Saleh, 2022), underscores the interrelationship among emotional, motivational and regulatory processes in the development of character.

The significance of deliberate self-monitoring and the capacity to adjust behaviours through purposeful internal reflection was emphasised by the autonomous aspect of reflective self-awareness and regulation. These are essential abilities for adaptive functioning in both academic and social contexts (Zimmerman, and Schunk, 2004). In accordance with social learning theories, the third element, social interaction skills captured the practical and situational characteristics of effective participation in interpersonal interactions.

The fact that core self-awareness and targeted self-regulations have emerged as single-item, high-loading factors provides evidence that these are highly specific talents that can function independently within the larger socio-emotional framework. It is possible that these isolated but substantial talents indicate specialised areas that require more focused interventions or skill development.

In general, the factor structure supports the theoretical model underpinning the research, demonstrating that socio-emotional competence is a composite construct that includes both broad integrative features and specific, specialised abilities. The results of this study offer a solid basis for further investigation, including examining the relationships between the aforementioned parameters and markers of academic success, behavioural consequences, or well-being.

Conclusions

The study statistically approved an effective and reliable teachers' emotional intelligence tool with 23-items that assess teachers' emotional intelligence at primary school level in Pakistan. In the current study, the emotional intelligence related to the five constructs i.e. social skills, motivation, empathy, self-awareness, and self-regulation. The above-mentioned constructs add up a conceptual framework for a comprehensive understanding of teachers' emotional intelligence in primary school level at their working places. Social skills refer to teachers' ability to connect with students, communicate their ideas with clarity, resolve conflicts with constructive feedback, and foster classroom communities that encourage students' personal and

intellectual growth (Goleman, 1998). And motivation refers to the inner desire to pursue goals, sustain effort, overcome challenges, and maintain successful emotional functioning in dynamic primary professional classrooms (Ali, 2024). Whereas empathy refers to understand students' feelings, respond sensitively, establish supportive connections, boosting emotional intelligence and creating inclusive, responsive primary classrooms. At primary school level, the term self-awareness helps teachers to recognize, understand, and manage emotion, thereby improving emotional intelligence and classroom connections. Last but not least, the self-regulation refers to the behaviour that teachers stay professional, adapt to classroom challenges, and build strong teaching connections (Rafeeq et al, 2021). The current tool has the capacity to effectively and efficiently evaluate primary school teachers' emotional intelligence in their pedagogical skills, professional behaviour, and social skills.

To sum up the discussion, it can be concluded that this 23-items tool is an effective testing tool for primary school teachers' emotional intelligence skills in different five dimensions at primary school level. The study is expected to contribute meaningful insight for academicians, pedagogical practitioners, and researchers, particularly in enhancing understanding of primary school teachers' emotional intelligence within primary education settings.

References

Ali, M. Q. (2024). Exploring the Nexus: Enhancing Academic Motivation through Optimizing Quality of College Life. *Review in Business and Economics 4* (1), 86-99.

Ali, M. Q., Alvi, S., and Nazir, R. (2023). A Descriptive Study of EFL Learners' Attitude towards the English Language at the Secondary School Level. *Global Language Review 8* (2), 295-303.

Ali, M. Q., and Saleh, S. (2022). Children's Socio-religious and Personal Development through the Lens of Teacher at Early Childhood Education in Pakistan. Southeast Asia Early Childhood Journal 11 (1), 130-144.

Ali, M. Q., Jabeen, Q., & Rafeeq, K. (2024). Development and Validation of an Instrument on Self-Regulation Skills (SRS) at the University Level. *Global Educational Studies Review*, *9*(2), 75-87.

Bartlett, M. S. (1951). The goodness of fit of a single hypothetical discriminant function in the case of several groups. *Annals of Eugenics*, *16*(1), 199-214.

Bartlett, M. S. (1954). Problems of spectral analysis of stationary time series. In *Annales de l'ISUP*, 3(3), pp. 119-135.

Becker, B. E., & Luthar, S. S. (2014). Social-emotional factors affecting achievement outcomes among disadvantaged students. *Educational Psychologist*, *49*(2), 197–214.

Brackett, M. A., et al. (2010). Developing emotional intelligence in teachers: Emotional intelligence training improves teacher effectiveness. *Leadership and Policy in Schools, 9*(3), 241–260.

Corcoran, R. P., & Tormey, R. (2012). Assessing emotional intelligence and its impact in higher education. *Educational Research and Reviews, 7*(7), 178–184.

Creswell, J. W., & Plano-Clark, V. L. (2023). Revisiting mixed methods research designs twenty years later. *Handbook of mixed methods research designs*, *1*(1), 21-36.

Dolev, N., & Leshem, S. (2017). Developing emotional intelligence competence among teachers. *International Journal of Emotional Education, 9*(1), 75–85.

Eisenberg, N., Spinrad, T. L., & Valiente, C. (2016). Emotion-related self-regulation, and children's social, psychological, and academic functioning. *Child Psychology*, 219-244.

Fernández-Berrocal, P., Vilca-Pareja, V., Rojas Zegarra, M. E., Hillpa-Zuñiga, M. E., Yana-Calla, V. R., & Cabello, R. (2025). Psychometric properties of the TMMS-24 emotional intelligence scale in Peruvian university students. *Frontiers in Psychology*, *16*, 1611923.

George, D., & Mallery, P. (2019). IBM SPSS Statistics 26 Step by Step: A simple guide and reference (16th ed.). Routledge.

Goleman, D. (1998). *Working with Emotional Intelligence.* Bantam Books.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed.). Cengage Learning.

Holmbeck, G. N., & Devine, K. A. (2009). An author's checklist for measure development and validation manuscripts. *Journal of pediatric psychology*, *34*(7), 691-696.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence. *Review of Educational Research, 79*(1), 491–525.

Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, *39*(1), 31-36.

Kovalchuk, V., Prylepa, I., Marynchenko, I., Opanasenko, V., & Marynchenko, Y. (2022). Development of emotional intelligence of future teachers of professional training. *International Journal of Early Childhood Special Education (INT-JECSE), 14*(1): 39-51.

Matsumoto, D., Yoo, S. H., & Fontaine, J. (2009). Hypocrisy or maturity? Culture and context differentiation. *European Journal of Personality: Published for the European Association of Personality Psychology*, *23*(3), 251-264.

Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion review*, *8*(4), 290-300.

Mérida-López, S., & Extremera, N. (2021). Emotional intelligence and teacher burnout: A meta-analytic study. Educational Psychology Review, 33(1), 1–27.

Molina, M. F., Castillo, A. B., & Berrocal, P. F. (2019). Profiles of perceived emotional intelligence in future preschool teachers: Implications for teacher education. *Revista electrónica interuniversitaria de formación del profesorado: REIFOP*, *22*(1), 209-223.

Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory (3rd ed.). McGraw-Hill.

Palomera, R., Fernández-Berrocal, P., & Brackett, M. A. (2008). Emotional intelligence as a basic competency in teacher training. Teaching and Teacher Education, 24(2), 455–461.

Petrides, K. V., & Furnham, A. (2006). The role of trait emotional intelligence in a gender-specific model of organizational variables. Journal of Applied Social Psychology, 36(2), 552–569.

Rafeeq, K., Ali, M. Q., and Zainab, N. (2021). Teachers' Mindful Conception about the use of STEM Education at Secondary School Level. Global Educational Studies Review VI (IV), 111-120.

Saidi, S. S., & Siew, N. M. (2019). Investigating the validity and reliability of survey attitude towards statistics instrument among rural secondary school students. *International journal of educational methodology*, *5*(4), 651-661.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, *9*(3), 185-211.

Shahzad, M. A., Zainab, N., and Ali, M. Q. (2022). Students Social Development Through Peer Interaction at Early Childhood Level. Journal of Policy Research 8 (4), 8-13.

Soares, I., Belsky, J., Mesquita, A. R., Osório, A., & Sampaio, A. (2013). Why do only some institutionalized children become indiscriminately friendly? Insights from the study of Williams Syndrome. *Child Development Perspectives*, *7*(3), 187-192.

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International journal of medical education*, *2*, 53.

Vesely-Maillefer, A. K. (2015). *Striving for teaching success: Enhancing emotional intelligence in pre-service teachers*. The University of Western Ontario (Canada).

Worthington, R. L., & Whittaker, T. A. (2006). Scale development research: A content analysis and recommendations for best practices. *The Counseling Psychologist*, *34*(6), 806–838.

Yin, H., Huang, S., & Wang, W. (2016). Work environment characteristics and teacher well-being: The mediation of emotion regulation strategies. International Journal of Environmental Research and Public Health, 13(9), 907.

Zaheer, S., Minas, R., Aqiq, S., and Ali, M. Q. (2020). Identifying Socio-Emotional Learning Strategies for Peace through Education: A Qualitative Analysis. Jahan-e-Tahqeeq, 3 (4), 1-14.

Zimmerman, B. J., & Schunk, D. H. (2004). Self-regulating intellectual processes and outcomes: A social cognitive perspective. In *Motivation, emotion, and cognition* (pp. 337-364). Routledge.