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Effects of Emotional Literacy on Students' Emotional Intelligence in Azad Jammu and Kashmir

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ABSTRACT

Emotional literacy is critical to the development of emotional intelligence. The main purpose of the study was to find out the effect of emotional literacy on emotional intelligence of the students. The study was descriptive in nature, and it was carried out using the survey approach. Five hundred students of 10th grade from government schools were selected as sample of the study by using stratified random sampling technique. The researcher employed a five-point Likert scale questionnaire to obtain students' perceptions of emotional literacy and emotional intelligence. Data were analyzed using the Statistical Package for Social Sciences (SPSS). Regression analysis was used to determine the effect of emotional literacy on students' emotional intelligence, while descriptive statistics were used to investigate students' perceptions of emotional literacy, emotional intelligence. On the basis of findings of the study it was concluded that emotional literacy improve the quality of students' life and they brought improvement in study. Students become highly motivated and emotionally intelligent. Emotional literacy of the students is kept in mind during teaching and learning process. Students' difficult behaviour in class can be resolved with the help of emotional literacy.

Introduction

The academic progress of students in our school system has been a significant worry for teachers and the general public for several years. Several factors that affect students' academic achievement are often overlooked, with emotional development and growth being the most neglected in our system. Saying that sadness in children is directly connected to problems and difficulties are too

simplistic. Parents and educators are very worried about their children's struggles with learning, which can also cause tension and anxiety for them (Ozcan, 2021).

In addition, current research has linked emotional intelligence to mental health outcomes. Schutte and Malouff (2019) found that self-esteem and emotional intelligence (EI) modify the relationship between adult happiness and perceived early parental affection, highlighting the long-term benefits of EI. The ability model of emotional intelligence was enhanced by Mayer, Salovey, and Caruso (2021), who reinforced its fundamental tenets and adjusted it to take into account new research. These studies underscore the importance of emotional intelligence (EI) in both private and public contexts, highlighting its numerous benefits in all facets of life. The increasing incorporation of Emotional Intelligence (EI) measurement and development into educational and organizational processes is indicative of its crucial role in promoting success and well-being in general (Miezah, *et al.,* 2025).

The difficulty in gaining fulfilment in relationships with others may pose the greatest threat to their happiness. Children are often harsh towards children who are markedly different from the norm, and it has long been recognized that relationships between students with developmental problems and other children can be stressful. There is as well proof that a few of them could struggle with taking on the emotions and sentiments of others. Steiner divided emotional literacy into five separate components, recognizing your emotions, the capacity for empathy, learning to control our feelings, addressing emotional issues, combining everything, also known as emotional interaction (Eaude, 2009).

The term "Emotional Intelligence" was first used in 1990 by Salovey and Mayer. It was described as a part of "social intelligence" that comprises identifying and differentiating one's own emotions from those of others, then applying this understanding to direct one's thoughts and behaviour (Dhani & Sharma, 2016). Emotional intelligence, according to Goleman, is the capacity to inspire oneself, comprehend the feelings of others, and effectively manage interpersonal interactions. The ability to identify, engage with, and elicit emotions in order to understand them is known as emotional intelligence. Controlling one's emotions helps to enhance both intellectual and emotional development. Emotional literacy is associated with the 1960s affective education movement. Combining the principles of education and operational requirements was believed to improve the teaching of psychological and inspiring lessons (Fianko, *et al.,* 2020).

It has been demonstrated that EI training programs improve productivity and dynamics in the workplace. According to Singling and Petrides (2020), trait EI acting a major functions into predicting leadership performance and is hence important in professional settings. Furthermore, it emphasized the necessity for focused development in these areas by identifying 12 components of EI that are essential for both professional and personal success. The study of EI has also been beneficial in educational contexts. An analysis of meta- analyses showed that improved academic achievement is predicted by higher EI. This is especially true for secondary school pupils, where better social relations and lower behavioural issues are correlated with higher EI. Kids in developing their emotional intelligence (EI) competencies can facilitate their transition from elementary to secondary school by helping them deal with emotional and social difficulties (MacCann, *et al.,* 2020).

Furthermore, it was demonstrated that students' academic performance and social-emotional abilities are improved by the RULER program, an EI curriculum. This emphasizes how important emotional intelligence (EI) is becoming to academic success and wellbeing. The contextual mold of emotional intelligence (EI) over the lifetime, adolescence is the time when EI development is most important (Poveda-Brotons, *et al.,* 2024).

The truth is that emotional competence is acquired through emotional literacy, and as Goleman puts it, "Emotional Literacy" essentially involves "Educating the Emotions." The heading of chapter sixteen in Goleman's popular book "Emotional Intelligence" referred to the social skill of managing emotions through formal education as 'emotional literacy.' Emotional literacy entails developing kids' emotional intelligence through learning. The concept of emotional literacy is not a new one. It was once known by several titles, including "self- science" and "effective and useful education." Emotional literacy evolved from earlier ideas about "self-science" and the "science of emotions." This concept has been conveyed in many different ways over the years. It is also referred to as "social growth," "life abilities," and "societal and emotional training" (Romaniello, 2014).

Emotional literacy is the term used to describe the skill of expressing our emotions and feelings through various forms of communication, such as speech. Learning to manage their emotions at a young age is crucial for kids to develop a strong emotional foundation. Emotional literacy is a vital feature of emotional intelligence that pertains to our overall capacity to handle emotions. Emotional literacy involves the way we communicate our opinion and our aptitude to understand emotions of other people. Some children may feel comfortable with this naturally, while others may need extra motivation and assistance. Kids who do not have emotional awareness may find it difficult to convey their feelings correctly and could be puzzled or frightened by other people's emotions (Brackett & Katulak, 2013).

The rapid progress of the century brings challenges, especially for students and the general population who are facing globalization and secular values along with other obstacles. Hence, it is important to have the ability to regulate emotions in order to prevent being influenced by negative and harmful forces. Having high emotional intelligence makes it simpler to keep inner peace and deal with challenges in educational settings with more self-confidence. Someone with strong emotional intelligence can reap rewards from gaining knowledge (Malik, 2018).

It was discovered that emotional literacy was more effective in improving students' academic success because it helped them become emotionally resilient, maintained and boosted their enthusiasm for learning, and elevated their motivation. Emotional literacy had an encouraging force on the student’s emotional and personality growth, and was just as successful in enhancing their emotional intelligence. Given that emotional intelligence has been proven to greatly influence students' academic achievements, it is crucial for schools and colleges to mandate its inclusion in the curriculum, particularly at the secondary level, where students' emotional and cognitive growth is at a pivotal stage (Yang & Duan, 2023).

Material and Method

The current study was quantitative and descriptive in nature. In order to gather data survey was conducted and quantitative approach was utilized. As the survey method is very commonly used in educational studies to get data. The study's population includes all participants the researchers planned to collect data from, as well as the target population they aim to draw conclusions from. In the population being researched, all individuals are considered relevant for the outcome (Khan, 2021). The current study took place in Mirpur Division of AJ&K. There are three districts of Mirpur Division Kotli, Mirpur and Bhimbher. The targeted population is all male and female secondary level students of 10^{th} class studying in Government schools of Mirpur Division. To obtain results from the population for the present research, the stratified random sampling with proportional allocation technique was employed. The sample for this study was chosen based on Krejcie and Morgan’s (1970) guidelines, to ensure greater precision, reliability, and representativeness of the findings, a larger sample size of 500 was selected, exceeding the minimum requirement suggested by Krejcie and Morgan. As highlighted by Cohen (1992),

increasing the sample size enhances statistical power and reliability, ensuring that the results more accurately reflect the characteristics of the overall population. For this study, a developed questionnaire was adapted, consisting of a five- point Likert scale divided into three sections. The first section included 24 items to measure various aspects of emotional literacy. The second section, based on the work of Petrides and Konstantinos, also contains 24 items focused on dimensions of emotional intelligence. The instruments used in this study were validated by experts from the University of Kotli, AJ&K, to ensure their accuracy and relevance to the research objectives. The experts reviewed the questionnaire for content validity, focusing on the clarity and appropriateness of the items in measuring the constructs of emotional literacy, emotional intelligence, and academic success. Minor changes were made in response to their input to improve the items' clarity, symmetry, and relevance with the study's setting. This process ensured that the tools were well- suited for collecting reliable and meaningful data from the targeted population.

A pilot test was carried out with a small sample of 60 secondary school students from the three districts of the Mirpur division in order to guarantee the efficacy and clarity of the questionnaires. This pilot test aimed to identify any doubts in the questions and assess the overall functionality of the instruments. Feedback from participants led to minor adjustments in the wording of some items to enhance clarity. The pilot test confirmed that both the Emotional Literacy Questionnaire and the Emotional Intelligence Questionnaire were appropriate and relevant for the research. The researcher personally gathered the data from the respondents of approachable area, whereas researcher collected the data by using field assistants from distinct areas of Mirpur Division. Data were collected on five-point Likert scale questionnaire for current study. The data was analyzed using Statistical Packages for Social Sciences (SPSS). Descriptive statistics were used to look into how students perceived emotional intelligence, and emotional literacy, while regression analysis was utilized to find out how emotional literacy affected academic performance and emotional intelligence.

Results

Table 1: Descriptive Analysis of Emotional Literacy

Statements	N	Mean	Std. Deviation
1. I believe I have to work hard to achieve a quality life	500	3.97	1.239
2. Many things I do is waste of time	500	2.82	1.545
3. I duly perform my duties and responsibilities	500	3.94	1.376
4. I easily get bored while completing a certain task	500	3.49	1.033
5. I do everything with a thought that it contributes to me	500	3.97	1.173
6. I believe each new day is a new a new opportunity to improve myself	500	4.28	1.023
7. I easily realize when someone is hiding true feelings	500	3.89	1.302
8. I have the ability to articulate the feelings of the people around me	500	4.01	1.160
9. I leave the things to the last minute	500	2.92	1.590
10. In an argument, I pay careful attention to listening to other people's opinions	500	3.75	1.381
11. When I break someone's heart, I can express my sadness	500	3.89	1.301
12. I am aware how my behaviors affect others	500	4.03	1.144
13. I know the difference between my feelings and behaviors	500	3.72	1.128
14. When I lose a game or race, I question the underlying reasons	500	3.71	1.387
15. I listen attentively to others when they share their feelings or problems	500	3.94	1.213
16. I often take action to support and help others in need	500	4.24	1.072

17. Even when I am angry, I think before doing something	500	2.66	1.609
18. It is hard for me to identify my feelings	500	3.47	1.582
19. I have difficulty expressing my worries	500	4.22	1.070
20. I can express my feelings clearly	500	3.81	1.337
21. I consider people around me have difficulty in understanding me	500	3.91	1.283
22. I can plainly say sorry why I am sorry	500	3.99	1.184
23. I enjoy having time with a circle of friends	500	4.25	1.031
24. I pay ultimate attention to the way I communicate with my friends	500	3.78	1.357

The table shows that most respondents have positive attitudes toward personal growth, responsibility, and social awareness. The high means on statements like "each new day is a new opportunity to improve myself" (M=4.28), "I enjoy having time with friends" (M=4.25), and "I often take action to support and help others in need" (M=4.24) reflect strong motivation, optimism, and pro-social behavior. Respondents also indicated good emotional awareness, such as being aware of how their behaviors affect others (M=4.03) and expressing feelings clearly (M=3.81). However, moderate means on items like "I easily get bored while completing tasks" (M=3.49) and "I leave things to the last minute" (M=2.92) suggest some challenges in self-discipline and time management. The lowest mean was on "Even when I am angry, I think before doing something" (M=2.66), indicating difficulty in controlling emotions during anger. Overall, the results suggest that while students demonstrate strong motivation, empathy, and social connections, they need improvement in managing emotions and avoiding procrastination.

Table 2: Descriptive Analysis of Emotional Intelligence.

Statements	**N**	**Mean**	**Std. Deviation**
25. Expressing my emotions with words is not a problem for me	500	3.92	1.276
26. I often find it difficult to see things from another person's viewpoint	500	4.03	1.141
27. On the whole, I'm a highly motivated person	500	4.29	1.015
28. I usually find it difficult to regulate my emotions	500	3.78	1.331
29. I generally don't find life enjoyable	500	2.74	1.540
30. I can deal effectively with people	500	4.28	1.023
31. I tend to change my mind frequently	500	3.90	1.289
32. Many times, I can't figure out what emotion I'm feeling	500	2.50	1.590
33. I feel that I have a number of good qualities	500	4.23	1.060
34. I often find it difficult to stand up for my rights	500	2.53	1.593
35. I'm usually able to influence the way other people feel	500	3.98	1.225
36. On the whole, I have a gloomy perspective on most things	500	4.08	1.081
37. Those close to me often complain that I don't treat them right	500	4.32	.949
38. I often find it difficult to adjust my life according to the circumstances	500	3.78	1.331
39. On the whole, I'm able to deal with stress	500	4.01	1.129
40. I often find it difficult to show my affection to those close to me	500	4.28	1.023
41. I'm normally able to "get into someone's shoes" and experience their emotions.	500	3.91	1.275
42. I normally find it difficult to keep myself motivated	500	4.01	1.160
43. I'm usually able to find ways to control my emotions when I want to	500	4.25	1.031
44. On the whole, I'm pleased with my life	500	3.78	1.357
45. I would describe myself as a good negotiator	500	3.90	1.281
46. I tend to get involved in things I later with I could get out of	500	4.00	1.174

47. I often pause and think about my feelings	500	4.23	1.069
48. I believe I'm full of personal strengths	500	3.80	1.340

The table shows that most respondents demonstrated positive emotional and social skills. For example, the highest mean score was found in the statement "Those close to me often complain that I don't treat them right" (M = 4.32, SD = 0.949), which indicates that a large percentage of participants strongly agreed, reflecting challenges in maintaining close relationships. Similarly, statements like "I'm a highly motivated person" (M = 4.29, SD = 1.015) and "I can deal effectively with people" (M = 4.28, SD = 1.023) suggest that over 80% of respondents showed strong motivation and interpersonal skills. On the other hand, low mean values such as "Many times, I can't figure out what emotion I'm feeling" (M = 2.50, SD = 1.590) and "I often find it difficult to stand up for my rights" (M = 2.53, SD = 1.593) reveal that only around 25–30% faced these difficulties, while the majority disagreed. Overall, the results show that participants generally have high self-motivation, emotional regulation, and positive self-perception, though some reported challenges in expressing emotions and maintaining relationships.

Table 3: Model Summary of Emotional Literacy and Emotional Intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852[a]	.725	.723	2.107

a. Predictors: (Constant), emotional literacy.

Table 3 displays the model summary for the regression analysis of emotional literacy and emotional intelligence. Per model summary, the correlation coefficient R is .852 and the coefficient of determination R-Square is .725. The table indicated a positive correlation between emotional literacy and emotional intelligence.

Table 4: ANOVA summary of emotional literacy and emotional intelligence

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1384.271	1	1384.271	311.693	.000
	Residual	524.054	499	4.441		
	Total	1908.325	500			

a. Predictors: (Constant), emotional literacy
b. Dependent Variable: emotional intelligence.

Table 4 display the ANOVA Summary of emotional literacy and emotional intelligence. This table shown that the regression equation is significant F (1,499) =311.693 p=.000< .05 so, emotional literacy has positive effect on emotional intelligence.

Table 5. The Coefficient Summary of Emotional Literacy and Emotional Intelligence

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.742	1.538		1.133	.260
Emotional literacy	.920	.052	.852	17.655	.000

a. Dependent Variable: emotional intelligence

In Table 5, the summary of coefficients for emotional literacy and emotional intelligence is presented. The table demonstrated a coefficient value of .852 for emotional literacy and emotional intelligence, with a t value of 17.655 that was significant at the .05 level since p=.000. This indicates a considerable impact of emotional literacy and emotional intelligence.

Discussion

The findings of the current study revealed that emotional literacy plays a vital role in shaping students' emotional intelligence at the secondary level. Results showed that most students considered themselves capable of working hard, managing their emotions, and maintaining a positive outlook on life, which reflects a strong sense of emotional literacy. These findings are in line with the studies of Syakinah Azira and Ward AtulHayani Wahab (2022) and Ramirez, Griffin, and Sherbert (2016), who also found a significant relationship between emotional intelligence, positive emotional expression, and academic achievement. The results indicate that when students are emotionally literate, they not only understand their own feelings but also use them productively to stay motivated, make better decisions, and succeed academically. Thus, the study emphasizes that emotional literacy is not just a personal skill but a powerful academic asset.

Furthermore, the results showed that students' emotional intelligence improved as a direct outcome of emotional literacy, which in turn contributed positively to their academic progress. This is consistent with Sadoughi's (2011) and Suleman et al.'s (2019) studies, which highlighted the positive association between emotional intelligence and academic achievement in different contexts. The present study also found that emotional stability, self-development, and relationship management key components of emotional intelligence help students perform better in their studies. Supporting Daulay's (2022) findings, the study concludes that emotional literacy strengthens students' ability to regulate emotions, manage stress, and remain motivated, which collectively enhance their learning outcomes. Overall, the discussion confirms that emotional literacy significantly shapes emotional intelligence and academic achievement, making it an essential factor to be promoted in educational settings.

Conclusions

The findings of the study clearly show that emotional literacy has a strong and positive impact on students' personal, emotional, and academic lives. Most students agreed that they work hard to achieve their goals, value each new day as an opportunity, and perform their responsibilities with seriousness. They also showed awareness of their emotions and how their behavior affects others. These responses highlight that emotional literacy plays an important role in shaping students' motivation, confidence, and responsibility, which are essential qualities for academic and personal success. The results also revealed that students with higher emotional literacy are better at managing relationships, expressing emotions, and supporting others in need. Many respondents agreed that they listen carefully to others, express their feelings clearly, and take action to help people around them. These qualities reflect strong social and emotional skills, which not only strengthen relationships but also contribute positively to classroom learning. On the other hand, some students admitted difficulties in regulating emotions, staying motivated, or showing affection, which points to areas where guidance and support are needed. Importantly, the statistical findings confirmed that emotional literacy has a significant effect on both academic success and emotional intelligence. The correlation between emotional literacy and academic achievement was very high ($R = .842$) with an R-squared value of .710, meaning that 71% of the variation in academic success can be explained by emotional literacy. Similarly, the relationship between emotional literacy and emotional intelligence was also strong ($R = .852$, $R^2 = .725$). These results prove that emotional literacy not only boosts academic performance but also strengthens emotional

intelligence among students.

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