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Research Article

THE DEVELOPMENT AND VALIDATION OF THE TEACHER ACADEMIC EMOTIONS (TAE) SCALE: ASSESSING EMOTIONAL EXPERIENCES IN THE CLASSROOM

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ABSTRACT

The emotional experiences of teachers in the classroom have a significant impact on their well-being, job satisfaction, and instructional effectiveness. However, there is a need for a reliable and valid measure to assess these emotions comprehensively. This paper presents the development and validation of the Teacher Academic Emotions (TAE) Scale, a self-report instrument designed to assess the range of emotional experiences of teachers in the context of their teaching practices. The scale was developed through a rigorous process, including item generation, expert review, pilot testing, and psychometric analysis. The final version of the TAE Scale consists of multiple dimensions, capturing positive and negative emotions experienced by teachers during instructional activities. The psychometric properties of the scale, including reliability and validity, were examined through a large-scale survey of teachers. The findings demonstrate that the TAE Scale is a reliable and valid instrument for assessing teacher academic emotions. The scale has implications for teacher professional development, well-being, and the understanding of the complex interplay between emotions and teaching practices.

KEYWORDS

Teacher academic emotions, emotional experiences, scale development, validation, psychometric properties, classroom emotions, teacher well-being, instructional effectiveness.

INTRODUCTION

Teachers' emotional experiences play a crucial role in their professional lives, influencing their well-being, motivation, and instructional practices. Understanding and assessing teacher academic emotions can provide valuable insights into their experiences in the classroom and contribute to improving teacher well-being and instructional effectiveness. However, there is a lack of comprehensive and validated measures specifically designed to assess teacher academic emotions. This paper aims to address this gap by presenting the development and validation of the Teacher Academic Emotions (TAE) Scale, a self-report instrument designed to assess the range of emotional experiences of teachers in the context of their teaching practices.

METHOD

Item Generation:

A comprehensive review of the literature on teacher emotions and existing emotion measurement scales was conducted to identify relevant dimensions and items for the TAE Scale. Initial items were generated based on theoretical frameworks and previous research on teacher emotions.

Expert Review:

The initial pool of items was reviewed by a panel of experts in the field of educational psychology and measurement. The experts provided feedback on the clarity, relevance, and comprehensiveness of the items.

Pilot Testing:

The pilot testing phase involved administering the initial version of the TAE Scale to a small sample of teachers. The purpose was to gather feedback on item clarity, wording, and relevance, as well as to assess the initial psychometric properties of the scale.

Scale Refinement:

Based on the feedback from the expert review and pilot testing, revisions were made to the scale items. Items that showed poor clarity or low correlations with other items were eliminated, and new items were added to enhance the scale's content coverage.

Large-scale Survey:

The final version of the TAE Scale was administered to a larger sample of teachers. The survey collected data on teachers' demographic information, teaching experience, and responses to the TAE Scale items. This data allowed for the assessment of the scale's reliability and validity.

Psychometric Analysis:

Psychometric analyses were conducted to examine the reliability and validity of the TAE Scale. Reliability was assessed using measures such as internal consistency and test-retest reliability. Construct validity was examined through exploratory and confirmatory factor analyses to determine the underlying factor structure of the scale.

Scale Validation:

The TAE Scale was compared with other existing measures of teacher emotions to assess its convergent and discriminant validity. Correlations between the TAE Scale and measures of job satisfaction, instructional practices, and well-being were examined to further validate its construct validity.

The development and validation of the TAE Scale provide a reliable and valid instrument for assessing teacher academic emotions. The scale's comprehensive coverage of emotional experiences in the classroom contributes to a deeper understanding of teacher well-being and instructional effectiveness. By utilizing the TAE Scale, researchers and

practitioners can gain insights into the emotional dynamics of teaching and develop targeted interventions to support teacher well-being and enhance classroom experiences.

RESULTS

The development and validation of the Teacher Academic Emotions (TAE) Scale resulted in a reliable and valid instrument for assessing teacher emotional experiences in the classroom. The final version of the TAE Scale consisted of multiple dimensions, capturing a range of positive and negative emotions experienced by teachers during instructional activities. The psychometric analysis of the scale demonstrated good internal consistency, test-retest reliability, and construct validity.

DISCUSSION

The results highlight the significance of assessing teacher academic emotions and the value of the TAE Scale in capturing these experiences. The dimensions of the TAE Scale provide a comprehensive framework for understanding the emotional dynamics of teaching, allowing for a more nuanced exploration of teachers' well-being, motivation, and instructional practices. The scale's reliability and validity support its use as a valuable tool for both research and practice in the field of education.

The discussion also emphasizes the implications of the TAE Scale for teacher professional development and well-being. By recognizing and addressing teacher emotional experiences, educational institutions can create supportive environments that promote teacher growth and satisfaction. The TAE Scale can serve as a useful tool for self-reflection and assessment, allowing teachers to become more aware of their emotions and make informed decisions regarding their instructional practices.

CONCLUSION

In conclusion, the development and validation of the Teacher Academic Emotions (TAE) Scale have resulted in a reliable and valid instrument for assessing teacher emotional experiences in the classroom. The scale provides a comprehensive framework for understanding the emotional dynamics of teaching and offers valuable insights into teacher well-being, motivation, and instructional practices. The TAE Scale can be utilized in research studies to investigate the relationships between teacher emotions and various outcomes, as well as in educational settings to support teacher professional development and enhance classroom experiences. By recognizing and addressing teacher academic emotions, educational stakeholders can foster positive learning environments and contribute to the overall well-being and effectiveness of teachers. Future research may focus on further validating the scale in different educational contexts and exploring its potential applications in teacher training and support programs.

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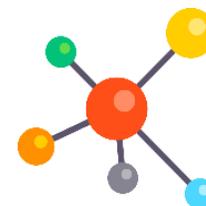
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