

**EVALUATION OF THE LEVEL OF EMOTIONAL BALANCE
AMONG PRINCIPALS AND TEACHERS BY EDUCATIONAL
COUNSELORS**

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Abstract

Feeling emotionally balanced is the basis of a person's success, creativity and innovations at work. It is represented by the feeling of emotional balance towards society. It is also considered a necessity of the product of human thought for any person in society, and at any age of his life. This always leads him to creative work and positive evaluation of the person by those around him. A person's feeling of emotional instability pushes the society around him to raise the person's awareness of himself and develop it in an ascending manner, which provides the person with a feeling of security and reassurance. However, if a person is unable to not feel balanced, this feeling increases through the fear that lies within the person's soul. A person who loses his sense of emotional stability will certainly tend to not feel secure in all aspects of his life. Problems will begin to appear, mistakes and ramifications will increase, and therefore this leads him to start thinking about destroying himself.

INTRODUCTION

Contrary to the studies reflecting the pessimistic view of schools achieving their expected goals and functions, the effective school movement and numerous studies conducted in line with it attempt to show that schools can be made effective for all students, in other words, that all students can learn and be successful, and that certain factors will ensure this in every school. When the researcher's organizational effectiveness model is taken into consideration, it can be said that schools that produce more and higher quality products than other similar schools, that adapt more effectively to environmental and internal problems, and that achieve the highest output with the least input are effective schools.

The importance of the leadership of school principals in creating effective schools is a subject that many researchers agree on.. So much so that the experienced researcher used a very ambitious statement such as "If you see an effective school without an effective principal, please let me know so I can add it to my collection" Many characteristics of school administrators, along with other factors, play a determining role in the formation of effective schools. It is thought that the locus of control and personality of school principals are among these characteristics. Because the concept of locus of control has important effects on administrators The locus of control belief is a concept put forward by Rotter regarding the belief of individuals regarding how much of their own influence they have on the emergence of results.

The fact that school administrators, who are primarily responsible for the school's achievement of its goals and effectiveness, have internal or external locus of control may lead them to hold themselves responsible for certain outcomes at work or to put the responsibility on others. It is expected that a school administrator who thinks that positive or negative outcomes at school are the result of their own behaviors will have an internal locus of control, while a school administrator who constantly blames elements outside of themselves such as teachers, parents, the school's physical facilities, students, senior management, the school environment, etc. for outcomes at school and who constantly complains about them will have an external locus of control. states that administrators with an internal locus of control exhibit a participatory and persuasive management approach, have high performance, motivation, and commitment to work, are more likely to do their jobs better than those with external locus of control, have low anxiety levels and job stress, and that administrators with an external locus of control exhibit a management approach based on fear and coercion. In addition, Johnson et determined a significant relationship between the productivity of subordinates and managers' internal locus of control. In this case, it is expected that there will be a relationship between the locus of control of school principals and the effectiveness of schools.

Another variable worth examining the results on effective schools is the personality traits of school principals. Personality traits generally affect how we think, feel and behave.

Although some individuals have some management skills, they lack leadership skills. It may be very difficult to say that every appointed manager has leadership qualities, but it is possible to say that every manager has a personality trait, that is, a relatively consistent and permanent characteristic that distinguishes them from others.

Leaders of formal organizations such as schools use the authority given to them by the Ministry of National Education without receiving any authority from the group they are in. In such a case, the personality traits of the manager begin to gain importance.

It is difficult for a manager to be successful at the expected level in motivating employees with only the formal authority given to him. Therefore, the personality traits of managers gain more importance. The level of acceptance of the formal organization manager by the group is also accepted as an indicator of his/her success. The acceptance of the manager depends on his/her establishing relationships with employees outside of formal authorities, depending on his/her personality, and transforming intra-organizational relationships beyond authoritarian patterns into social relationships. The way for managers to have such an image is to have positive personality traits that are adopted by employees.

argued that how a leader fulfills his/her roles is largely a function of his/her personality. According to him, the personality of the manager can affect the type of behavior he/she engages in and how well he/she performs, which will have effects on the overall performance of the work group he/she manages. According to many of the reasons why inadequate managers cannot form a team stem from fundamental deficiencies in the manager's personality. they suggested that there are important relationships between the personality traits of leaders and organizational commitment.

The personality and motivational characteristics of school principals are effective on student performance, which is one of the most important criteria in school effectiveness. They stated that managerial actions make a significant difference on employee performance in some cases. According to every aspect of organizational behavior and dynamics is related to personality, the main subject in organizational theory is related to organizational effectiveness. Organizational effectiveness is a function of leadership, and leadership is a function of personality.

Indeed, in many studies, relationships have been found between the personality traits of administrators and important managerial behaviors. Relationships have been found between the personality traits of administrators and teachers and variables such as job stress, job performance, discipline styles, decision making, burnout, leadership. Studies conducted on this subject show that a number of skills and characteristics possessed by the educational leader, namely the school principal, are one of the important factors that play a role in the effectiveness of the school. The discovery of school principals' personality traits and locus of control beliefs and the relationships between these variables and school effectiveness is considered important in terms of contributing to the elimination of the deficiency in the literature, providing new perspectives on school management, and providing clues for the selection and training of administrators.

With this motivation, the aim of the study was to reveal the relationships between school principals' personality traits and locus of control and the school effectiveness perceived by teachers. In line with the stated purpose, answers were sought to the following sub-problems;

- a) What are the perceptions of school principals regarding their personality traits?
- b) What are the perceptions of school principals regarding their locus of control?
- c) What is the level of teachers' perceptions of school effectiveness?
- d) Is there a significant relationship between school principals' perceptions of their personality traits and teachers' perceptions of school effectiveness?
- e) Is there a significant relationship between school principals' perceptions of their locus of control and teachers' perceptions of school effectiveness?
- f) Is school principals' locus of control a significant predictor of school effectiveness?

METHODOLOGY

In this study, the quantitative research method, which is a research approach based on the collection of numerical data and their analysis with statistical analysis. In the study, as in the screening model, an ongoing situation was defined without intervention and the relationships between variables were tried to be determined.

Drawing a map of professional competences in the workplace is not an easy task, as it is a complex, multidisciplinary and multifaceted field of study. On the other hand, facing the demands of work in optimal conditions is one of the great challenges of today's society. And, as it could not be otherwise, school counselors also have to overcome extraordinary professional demands every day. In any case, a good professional, as to know how to manage and handle a complex professional situation, reacting appropriately, combining and mobilizing resources in a context, committing to tasks. In the particular case of counselors, tasks are very important as concluded in all study, especially those aimed at building an inclusive climate that avoids situations of exclusion as explained and that accepts diversity as a value. Let us not forget that interest in inclusive education has been growing progressively in recent times, given the need to seek effective strategies to address the problem of diversity through the active participation and consensus of the entire educational community and thus promote more equitable learning opportunities we have the impression like that policies and practices seem to go in different directions. Emotional competencies, in our opinion, have enormous potential to promote well-being and deal with diverse situations in a systematic way in the school context.

The guidance profession, in general terms, can be a source of tension and emotional distress, taking into account the changes derived from the social, cultural, technological, economic and work fabric, the relationship established with families, the variation in the profile of the students, the multiple tasks assigned, etc. Certainly, as some point out in the guidance intervention we are witnessing unprecedented levels of complexity. We are aware that schools increasingly require guidance professionals with a wide variety of skills, among which those that are not limited exclusively to the technical content of their work, but which refer, above all, to the way of working, the attitude towards work and others, constant adaptation to change, the quality of relationships.

Therefore, we must be able to integrate not only appropriate knowledge (knowledge) and skills and abilities (know-how) but also manage complex, uncertain and authentic situations (knowing how to be and behave), school counselors, in order to adequately perform their functions, must not only master or possess knowledge and skills specific to their profession, but also have a series of attitudes in the personal/professional and participatory sphere that allow them to cope with the accelerated and constant changes in the educational

system, as well as possible eventualities that may arise in the performance of their work.

In our view, and following an emotionally intelligent professional is able to perceive, understand, regulate and apply adequately his or her emotions and those of others, minimizing the negative effect of some and enhancing the positive results of others. That emotional empowerment represents a great leap towards success in the counseling profession, allowing one to experience professional work in a more satisfactory way. Therefore, we consider it extremely important for the performance of the counselling role to have training in the emotional field that could well be acquired in the work of teamwork

The conceptual and procedural skills of counsellors have been the subject of evaluation in numerous studies. However, the evaluation of skills of an emotional nature has been left rather in the background. For us, like Le Bofert (2001), evaluating this type of skills largely involves knowing our capacity to take initiative, react to something unexpected, undertake, innovate, lead, energize, help, reach consensus, research, etc. Consequently, this work, framed in a broader research, has the purpose of offering a unique, valid and reliable evaluation tool with which to exclusively evaluate the emotional competences of school counselors, thus shedding light on the competency model required for more effective and inclusive guidance practices.

Objectives

The core of our study is based on the emotional competency profile of the guidance practice, understood as a key condition for improving the quality of the centers and, therefore, of the educational inclusion processes. We assume, therefore, that the socio-emotional competences of counsellors constitute an element on which the effectiveness of their educational work pivots, which finds correlations in various factors in both the school and personal environment and which, consequently, justifies an empirical approach. Specifically, in this work which is part of a broader research, with a dual methodological design that combines quantitative techniques (Likert-type assessment scale) and qualitative (focus group), we present a psychometric study with the aim of having a unique, valid and reliable tool with which to evaluate the emotional competences of school counsellors.

Population and Sample

The reference population is made up of the group of secondary education counselors who carry out their professional work in public secondary education centers in the Galician community. The population of counsellors is large (approximate $N = 323$), of which 253 correspond to IES and 70 to CPI. Given that the initial intention was to be able to access the entire available population, no sampling strategy was used, but contact was established with all the centres and professionals, requesting their participation in the study. Although, at first, more than 200 professionals agreed to participate in the study, only 184 completed and returned the requested questionnaire. This represents an effective response rate of 57%, a more than reasonable figure for this type of study.

As regards age, the majority of participants, 53.80%, are in an age range ranging from 36 to 50 years. It can be said that this is a relatively young population, since 69.56% are under 50 years old and only 30.44% are over 50 years old. Of the 184 counsellors who responded to the questionnaire, 27.72% are men and the remaining 72.28% are women. These data reveal that the counselling profession is characterised by feminisation, as there is a significant weight of the female gender compared to the male. This characteristic does not particularly attract our attention, since it seems to be due to the high rate of feminisation that seems to define the teaching activity.

Research sample

Since the current study aim to build a tool to assess the stage of emotional balance among manager and teacher by education counselor, the study procedures required selecting a model of education counselor, at a rate of (53%) from the original community to be researched, which amounted to (340) males and females counselors, where (181) males and females counselor were selected, (101) female counselors and (80) males counselor were selected random, as shown in Table (1).

Table (1) shows the study community and model

Number of female mentors	Number of mentors	Sample of study	Community of study
101	80	181	340

Displaying and interpreting the results

First: Detecting the stage of emotional balance among manager and teachers by education counselors.

To identify the stage of emotional balance among manager and teachers by education counselors, the researcher extracted the weighted mean and percentage weight for each paragraph of the tool, where the average scores of the five-point scale of (3) were calculated as a criterion for separating the unachieved with achieved paragraphs, as shown in Table (2).

Table (2) shows the weighted mean, percentage weight and rank for each paragraph of this scale

Percentage weight	Weighted mean	Paragraphs	Rank within the questionnaire	s
87,2	4,36	They feel calm and inner reassurance	1	1
80,6	4,03	They continue their work actively despite the obstacles	2	2
78,8	3,94	They do not feel shy when talking to others	17	3

87,4	3,92	They very much welcome interactive discussions and dialogues	4	4
78,2	3,91	They behave positively and naturally with strangers	18	5
74,8	3,74	If there is a problem they have that does not have a clear solution, they can find a solution for it	11	6
74,6	3,73	They can carry out their work under all circumstances	5	7
74,2	3,71	They are able to accomplish any work they aspire to	16	8
73,2	3,66	They are coherent when they are exposed to emotional shocks of what is around them	7	9
69	3,45	They arrange their work in an organized manner in terms of the plan and do not deviate from it	6	10
68,2	3,41	They are completely satisfied with their lives and themselves	3	11
66,2	3,31	They do not feel stressed when they are unable to face any problem they have	8	12
65,6	3,28	They admit the mistakes they make, regardless of the circumstances	19	13

65,2	3,26	They accept criticism, even if it is inappropriate	9	14
64,2	3,21	They feel afraid of imaginary things that have no truth in reality	15	15
62,4	3,12	They can easily ignore painful news	10	16
62	3,10	They easily deal with anyone who needs help	14	17
61,4	3,07	They have the ability to persuade and influence	12	18
60,2	3,01	They always seem to reconcile with their opponents	13	19
57,2	2,86	They take revenge on those who wrong them, no matter what the cost	20	20

To identify whether there are statistically significant differences in the average response of the individuals of the basic research sample in the level of emotional balance according to the gender variable (males, females).

To verify the validity of the hypothesis, the researcher used the (t-test) for two unequal samples, between the gender variables (males and females), where the arithmetic mean value for the male variable was (352.43) with a standard deviation of (49.81), while the arithmetic mean for the female variable was (346.62) with a standard deviation of (46.52), and the calculated (t) value was (0.76), which is less than the (t) value of the table of (1.960) at the significance level (0.05) and with a degree of freedom (179), and this result indicates that there are no differences between males and females in the level of emotional balance according to the gender variable (males, females), as shown in Table (3).

Table (3) shows the t-value calculated according to the gender variable (males - females)

Statistical significance level: 0.05	Tabular t value	t value Calculated	standard deviation	SMS	Gender variable
Not sign	1,960	0,76	49,81	352,43	males
			46,52	346,62	females

The researcher attributes this to the fact that male and female educational counselors believe in the importance of equal conditions between the principals and teachers they go through and the social and economic situation they live in within one country in which values, principles and morals prevail, which makes there be no differences between them in terms of their emotional balance towards all the conditions, situations and problems they go through, whether positive or negative.

Discussion and conclusions

Given the crossroads of their professional role and the challenges arising from the new paradigm of inclusive education, guidance professionals must, more than ever, possess emotional skills that must be addressed without fail from initial training, as some researchers suggest, and also from the field of continuing education. To do so, it is important to have an evaluation tool such as the one we present, valid and reliable, that allows a first-hand examination of the level of competency training, as well as its degree of applicability and relevance, so that the group of guidance counselors can assume their task with the expected responsibility and energy and, ultimately, can face different situations with guarantees of quality and success. We understand that skills such as respect, tolerance, confidentiality, commitment, etc. can prevent discrimination and guarantee democratic principles based on equity and equal opportunities. Let us not forget that to create effective and inclusive schools, we have to be able to promote a school culture in which all students feel valued and not excluded. Therefore, guidance specialists have to work with the school community to promote real inclusive processes in educational centers that truly generate less segregating and more humanizing practices as suggested and despite the fact that there is currently an increasing interest in inclusion as reflected in the study carried such as stress management, is essential in the guidance profession, since we note that it is characterized by excessive requirements, by a high level of demands, by the ambiguity of the functions to be performed, etc.

Without a doubt, a severe lack of training at this level ends up minimizing the presence of other relevant competences such as initiative, leadership, autonomy, motivation, innovation, creativity, entrepreneurial spirit, self-control, resilience, etc.

Communication with others (teachers, family, students, etc.) becomes the driving force that makes the development of the guidance activity possible, so interpersonal relationships are of great interest since, after all, they generate problems, dilemmas, dissatisfaction, etc. Thus, competences such as empathy, assertiveness, etc. greatly facilitate the guidance task. The ethical component also ends up conditioning the guidance practice, so that skills such as discretion, professional responsibility, integrity, etc. are a priority.

Skills such as self-criticism, reflection, introspection, self-knowledge, etc. help to recognize and regulate our own feelings, to adequately manage the relationships we have with others, etc. This leads us to the emotional skills of school counselors from the inclusive education paradigm think that these types of emotional skills are fundamental to understanding the configuration and meaning of guidance as a profession.

Optimism, enthusiasm, perseverance, enthusiasm, cordiality, etc. help to optimally develop the guidance work, configuring a productive framework for action. In short, we need to break with the culture of continuous training that is disconnected from work performance. In this sense, it should be stressed that the counselor not only needs to activate knowledge but must also cope with relationships with others (negatives, value judgments, disagreements, gaps, etc.). Here the “Self-regulation” factor is essential to be able to manage emotions appropriately and thus be able to neutralize negative situations. The assessment tool we offer can be extremely revealing for a guidance practice based on inclusion and, at the same time, can constitute a true reference for future research work, given that:

1. The psychometric study carried out enables us to have a unique, valid and reliable tool with which to assess the emotional competencies of guidance counsellors, integrating various theoretical contributions and having adequate psychometric properties, thus enabling its regular use by professionals and researchers in the educational field and a rapid transfer of the results to management level.
2. The performance of different factor analyses, of an exploratory and confirmatory nature, made it possible to identify 10 major competency factors, closely related to each other. These are: factor 1 “Self-knowledge”; factor 2 “Entrepreneurial attitude”; factor 3 “Dynamism and collaboration”; factor 4 “Pragmatic and decisive attitude”; factor 5 “Integrity and human values”; factor

6 “Ethics”; factor 7 “Tolerance”; factor 8 “Self-regulation”; factor 9, “Communication and personal relationships” and factor 10 “Socialization and commitment”. These competency factors can constitute a magnificent platform for the evaluation and monitoring of the training of school counselors.

3. The evaluation of emotional competencies can show significant results in some of the factors inherent to the exercise of guidance and determinants to develop it successfully, both from the point of view of applicability and relevance.

4. The results of the evaluation can help to draw a competency profile of the counsellors that is more in line with the socio-educational reality and with more efficient and quality guidance, seeking in any case good guidance practices supported by effective inclusion.

5. The tool in question, in some way, facilitates the path towards a guidance system that responds more to a comprehensive model, leaving behind the clinical model. That is, a model that understands guidance not as a one-off intervention but as a process and development (Planas, 2009), placing special emphasis on the need for close collaboration with the educational community and the different social agents.

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