

## Impact of Emotional Stability on Work Performance of School Heads in KP, Pakistan

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### Abstract

This study examines the domains of emotional stability among 153 school heads in five southern districts of KP, focusing on emotional awareness, emotional regulation, emotional expressivity, social competence, and stress coping. A researcher-made questionnaire was used to assess their perception levels for the above-mentioned domains of emotional stability. The questionnaire was properly validated and its reliability was recorded as 0.82. The population of the study comprised 572 school heads. The questionnaire was distributed among 235 school heads among which 153 responded properly. Most school heads (64%) responded to the high impact of stress-coping skills on their work performance. The lowest impact domain was considered emotional awareness (39%). These results highlight the need for training programs and skill development practices to enhance stress-coping capabilities in school heads. Moreover, encouraging discussion forums for emotional awareness among school heads, and creating a supportive environment for expression, feedback, and emotion management is highly recommended.

**Keywords:** Emotional stability, awareness, regulation, social competence, expressivity, stress coping, work performance School heads

### Introduction

The impact of emotional stability on work performance is a subject of increasing curiosity, especially from the perspective of school administration. Emotional stability refers to the ability of a person to maintain a consistent emotional state and display resilience in the face of adversities and obstacles (Costa 1992)<sup>1</sup>. This study aims to contribute to the existing body of knowledge by exploring the intricate relationship between emotional stability and the work performance of school heads. The basic concept behind this study originates from the recognition of emotional stability as a key determinant of work performance for school heads. According to (Collie 2012)<sup>2</sup> the core of emotional stability is the ability to recognize, understand, and effectively manage one's emotions. In the context of school leadership, emotional stability has been found to have a profound impact on various aspects of participation, collaboration, and decision-making. This study specifically addresses the need to bridge the gap in the literature and understand the underlying dynamics and domains that measure the impact of emotional stability on work performance. The research also aims to provide some practical associations that can assist school heads in optimizing their emotional energy and creating a productive and supportive environment in schools. To establish a comprehensive foundation for investigation, we conducted a historical review and analysis of existing empirical research on the relationship between emotional stability and work performance. Firstly, emotional stability enhances empathy and understanding among school heads. By regulating their emotions, leaders can better empathize with the perspectives and emotions of stakeholders, which facilitates effective communication, active listening, and consideration of diverse viewpoints. This understanding promotes meaningful participation (K. Riley 2000)<sup>3</sup>. Secondly, emotional stability contributes to the creation of a psychologically safe environment. When school heads effectively regulate their emotions, they foster a supportive climate where stakeholders feel comfortable expressing their opinions, ideas, and concerns without fear of judgment or negative repercussions. This psychological safety enhances participation and fosters open dialogue (H. & Sun 2021, L. & Sun 2015)<sup>5</sup>. Thirdly, emotional stability plays a significant role in building trust

and rapport with stakeholders. When school heads can regulate their emotions, they are perceived as trustworthy, approachable, and responsive. This trust fosters positive relationships and encourages stakeholders to actively engage in decision-making processes, leading to increased participation (Van der Vegt 2005)<sup>6</sup> (Walker 2002)<sup>7</sup>. In addition, emotional stability facilitates conflict resolution and collaboration among stakeholders. School heads who can regulate their emotions are better equipped to handle conflicts constructively, manage disagreements, and promote collaborative problem-solving. By regulating their own emotions and guiding stakeholders in regulating their emotions, school heads create an environment conducive to participation and collaboration (Nias 1996)<sup>8</sup> (Uchida 2009)<sup>9</sup>. Moreover, emotional stability enhances shared leadership and decision-making processes. School heads who can regulate their emotions effectively involve stakeholders in decision-making, valuing their input and perspectives. Emotional stability enables leaders to maintain composure, consider multiple viewpoints, and engage stakeholders in meaningful participation, leading to shared ownership and more inclusive decision-making (P. &.F. Riley 2017)<sup>10</sup>. Furthermore, some other studies have also shed light on the relationship between emotional stability and work performance in school heads. For instance, (Kuo 2018)<sup>11</sup> found that school heads who were better able to regulate their emotions demonstrated higher levels of job satisfaction and performance. All these findings suggest that emotional stability allows school heads to better manage the stress and challenges associated with their role, leading to better outcomes for themselves and their school communities. Ultimately it can be concluded that, previous research highlights the significant impact of emotional stability on the participation and work performance of school heads. Emotional stability enhances empathy, promotes psychological safety, builds trust, facilitates conflict resolution, and supports shared leadership. Understanding the importance of emotional stability in promoting participation can inform leadership practices and strategies for fostering effective stakeholder engagement. Further research is necessary to explore the specific mechanisms through which emotional stability influences participation and to identify effective interventions for developing emotional stability skills among school heads. Some key findings and trends from all these former studies highlight

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the inconsistencies and gaps that need to be furtherly investigated. This narrative sets the stage for a more inclusive and logical approach to realizing the relationship between emotional stability and work performance. The study aimed to develop both theoretical understanding and practical applications in the field of educational psychology. By exploring the underlying emotional aspects and their repercussions for enhancing the professionalism of school heads, this research strives for the improvement of school heads' work performance in educational institutions. Finally, this study aimed to discover the impact of emotional stability on the work performance of school heads. Because emotional stability is considered critical in facing the challenges and demands of school administration (Johnson 2017)<sup>12</sup>. By investigating the relationship between emotional stability and work performance, this study aims to provide valuable insights and practical implications for enhancing the effectiveness of school heads in their roles.

### **Rationale of the study**

This study aims to investigate the impact of emotional stability on the work performance of school heads. The rationale behind the study is rooted in the recognition of emotional stability as a significant factor in determining the professional effectiveness of school heads. A thorough examination of existing literature reveals gaps and discrepancies, emphasizing the necessity for a holistic comprehension of the correlation between emotional stability and work performance (Brown 2018)<sup>13</sup>. Moreover, this study aimed to offer practical implications that school heads can exploit to optimize their emotional energy and foster a productive and supportive environment for students. The anticipated contributions of this research include advancing theoretical understanding and offering practical applications in the field of emotional psychology. Ultimately, the research also aimed to highlight the main factors of emotional stability that can support school heads' work performance, leading to the enhanced effectiveness of educational institutions.

### **Statement of the Problem**

The existing literature recognizes the crucial role of school heads in ensuring educational quality (Brackett 2010)<sup>14</sup>. Various factors can influence the effectiveness of school heads in performing their duties, including their ability to respond to different situations. Emotional stability, characterized by the

skill to manage emotions, cope with stress, and remain composed in challenging situations, is a significant personality trait (Smith 2019)<sup>15</sup>. Therefore, it is essential to investigate the impact of emotional stability on the work performance of school heads in Khyber Pakhtunkhwa, Pakistan. However, empirical research is scarce on the relationship between emotional stability and the work performance of school heads in Khyber Pakhtunkhwa. Most of the existing research primarily focuses on developed countries, and there is a need to investigate the unique emotional challenges faced by school heads in developing countries like Pakistan. Moreover, the limited research conducted in Pakistan has primarily centered on the relationship between emotional intelligence and work satisfaction, rather than specifically examining the impact of emotional stability on work performance.

### **Objectives of the Study**

The objectives of this study are as follows:

1. To examine the correlation between emotional stability and the work performance of school heads.
2. To compare the levels of emotional stability and work performance among school heads based on specific demographic characteristics.

### **Significance of the study**

The significance of the study lies in its contribution to the existing knowledge and literature on emotional stability and its impact on the work performance of school heads (L. & Sun 2015)<sup>16</sup>. By focusing on the specific context of Khyber Pakhtunkhwa, Pakistan, the study addressed the recurrent challenges faced by school heads in this region and the significance of emotional stability in effectively managing these challenges. The findings of this study provide valuable insights for school heads and teachers in terms of understanding the role of emotional stability in their professional work. It will help them regulate and utilize their emotions effectively to enhance student motivation and improve learning outcomes. The study also has implications for education policymakers and administrators, enabling them to develop strategies for promoting emotional well-being among school heads, leading to improved work performance and better outcomes for students. Moreover, this study has broader implications beyond the field of education. The findings can help structure various leadership training programs

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(Skaalvik 2018)<sup>17</sup> across different sectors. This can help prepare future leaders to effectively handle the demands and stresses of their positions. Additionally, this research contributes to the understanding of the relationship between emotional stability and work performance in developing countries, providing insights into factors that influence the performance of school heads in similar contexts. It also serves as a basis for further research and innovations in the field of emotional stability at national and international levels (Smith 2019)<sup>18</sup> . Overall, this study is significant in improving workplace environments, enhancing the quality of school administration, and contributing to the broader understanding of emotional stability's impact on work performance in diverse settings.

### **Research Methodology**

The research methodology adopted for analyzing the impact of emotional stability on the work performance of school heads is outlined as follows: The study utilized a quantitative research design to gather and analyze data. The total population in five districts of KP (D.I.Khan, Karak, Bannu, Tank, and Laki Marwat) was taken as 572 High school heads ( Annual Statistical Report of Pakistan Government Schools 2020-2021)<sup>19</sup>. A purposive stratified sampling technique was used to select school heads from different educational institutions in the target region. (Yamane 1967)<sup>20</sup> formula was used which yield 235 as the sample size.

$$S=N/I+N(e^2) = 572/I+572(0.05)^2 = 572/I+1.43 = 572/2.43 = 235$$

The information required was gathered through a questionnaire from selected school heads. Five-point Likert scale was adopted having 25 items. Standardized procedures were adopted to be validated the tool using content, face, and construct validity. For reliability, Cronbach's alpha value for the questionnaire was found to be 0.82, which is suitable as proposed by (Amirrudin (2021))<sup>21</sup>. Following is the range of scores on five different sub-scales of 'emotional stability' including emotional awareness, Emotional regulation, Acceptance of Emotions, Social competence, and Stress coping : (Association 2023)<sup>22</sup>.

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<b>Table I</b>	<b>Range of score for five domains of E.S</b>
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S#	Subscales	Range	LERL	AERL	HERL
1	Emotional awareness	1-100	38	55	60
2	Emotional regulation	1-100	36	41	76
3	Emotional expressivity	1-100	31	45	77
4	Social competence	1-100	42	49	62
5	Stress coping	1-100	21	34	98

*LERL= Low ER Level AERL= Average ER Level, HERL=High Emotional Stability Level*

### Data Collection Procedure

Data collection involved the distribution of a questionnaire to 235 school heads located in the southern districts of KP (Khyber Pakhtunkhwa). Out of the total respondents, 198 school heads completed and returned the questionnaire. Among those, 153 responses were deemed suitable for data analysis. Consequently, the analysis of the data was performed utilizing the 153 inventories that were collected.

### Results and analysis

**Table 2** Number and percentage of school heads on three ER levels

S#	ER level	N=153	%age
1	Low	38	25%
	Average	55	36%
	High	60	39%
2	Low	36	23%
	Average	41	27%
	High	76	50%
3	Low	31	20%
	Average	45	29%
	High	77	50%
4	Low	42	27%
	Average	49	32%

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	High	62	40%
5	Low	21	14%
Stress coping	Average	34	22%
	High	98	64%

The results presented in the table provide an analysis of domains of emotional stability. These are emotional awareness, emotional regulation, emotional expressivity, social competence, and stress coping among a sample of 153 school heads. Now, let's delve into the results for each category and analyze the findings:

#### Findings of the study

The research findings indicate varying levels of responses among the school heads. Among them, 25% exhibited low emotional awareness, while 39% demonstrated high emotional awareness. For emotional regulation, 23% had low levels, 50% had high levels, and 27% fell into the average range. In terms of emotional expressivity, 20% had low levels, 50% had high levels, and 29% were in the average range. Social competence showed that 27% had low levels, 40% had high levels, and 32% were in the average range. Lastly, stress coping revealed that 14% had low levels, 64% had high levels, and 22% were in the average range. These findings highlight the diverse levels of emotional stability among the school heads and emphasize the importance of addressing and improving these areas to enhance their overall well-being and work performance. Overall, the findings suggest that while a significant proportion of the school heads considered high impacts of stress-coping skills on work performance, there were notable proportions with lower impact levels in areas of emotional awareness and social competence. Additionally, emotional regulation and emotional expressivity had similar (50%) impact levels on work performance as perceived by school heads. These results highlight the need for training programs and skill development practices to enhance stress-coping capabilities in school heads. Moreover, encouraging discussion forums for emotional awareness among school heads, and creating a supportive environment for expression, feedback, and emotion management is highly recommended.

#### Conclusion



In conclusion, the study findings indicate a need for targeted interventions to improve emotional stability among school heads. Training programs aimed at enhancing stress-coping abilities are crucial, along with creating discussion forums to promote emotional awareness and a supportive environment for expression and feedback. These measures will contribute to the overall well-being and effectiveness of school heads in their roles.

### **Recommendations**

Based on the above results (Table 2), here are some recommendations to improve emotional stability among school heads.

1. Arrange training programs to enhance stress-coping skills among school heads.
2. Encourage emotional awareness through discussion forums and support systems.
3. Create a supportive environment that encourages expression, feedback, and emotion management.
4. Emphasize skill development in emotional regulation and expressivity.
5. Continuously assess and address social competence to improve work performance.

By implementing these recommendations, school heads can enhance their emotional stability skills, leading to improved work performance, along with more effective decision-making, and better interpersonal relationships within the school community.

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