



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

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ABSTRACT

A sense of emotional balance is a basis for success, creativity and innovation at work, as it is a necessity of intellectual production for any individual in society, and at any age, always to creative work, and the positive evaluation of the individual by his sense of emotional stability pushes him to others to make the person aware of himself and evaluate it is a positive way, which makes him feel a sense of reassurance and security, but in the case of a lack of a sense of balance, and the feeling of fear increases in the human psyche, and the person who loses the sense of emotional stability, will tend to be insecure in all his other life matters, problems appear, troubles and mistakes abound, and therefore he works to destroy himself.

KEYWORDS

Introduction

Therefore, the current research aims to:

1. Evaluation of the level of emotional balance among principals and teachers by educational counselors.
2. Detection of the level of emotional stability among the members of the basic research sample. .
3. To identify that there are statistically significant differences in the average response of the members of the basic research sample in the level of emotional stability among the members of the basic research sample according to the gender variable (male, female).

For the purpose of achieving the objectives of the current research, it was required that the researcher build a tool to measure the level of emotional balance, and the scale consists of (20) paragraphs formulated in a way that suits the subject of the study, as it consists of (5) alternatives and the degree of correction for the positive paragraphs (1,2,3,4,5). The weights are reversed on the negative paragraphs (1,2,3,4,5) and the alternatives that represent the positive paragraphs are (never, rarely, sometimes, often, always). The alternatives that represent the negative paragraphs are (always, often, sometimes, rarely, never). The tool was applied to a sample of educational counselors working in schools, whose number reached (181) male and female counselors of both sexes, where the number of males was (80). The number of females was (101). Where they were chosen randomly. The results

showed that there were no statistically significant differences between males and females in the level of emotional balance among principals and teachers by educational counselors.

In light of this result, the researcher recommends the following:

1. Providing scientific, educational and recreational programmes, activities and events that contribute to achieving emotional balance and training in self-control.
2. Paying attention to educational and psychological counseling, especially educational institutions, following up on the various problems facing it and using the simplest solutions to overcome them.
3. The study concluded the issue of emotional balance in various fields, especially since the Arab studies that dealt with it were few compared to the actual history of the emergence of the concept and the amount of interest it received in foreign research.
4. Studying the emotional stability of principals and teachers in various educational situations, searching for the factors that lead to its increase in the field of education, and exploring them in the field.

Chapter One:

The problem of study:

Emotional balance is a clear turn in the human psyche and therefore you find some have the skill of mastering it and others can not master it and endowed with a mind and emotion that is not dictated by passions and is not based on the ground of its reality of imaginations (Al-Otaibi, 1999, p. 3).

That moderate emotions activate thinking and mental and motor processes and increase the tendency to continue to work The intense emotions paralyze the control of the will, and affect all mental processes negatively make the principal and teacher in a state of lack of control over his emotions, which results in behaviors and actions reduce his efficiency in the performance of the role entrusted to him (Al-Radadi, 1997, p. 2).

Emotional balance is one of the characteristics of a compatible personality that is characterized by courage in facing challenges, decisiveness in making important decisions, the ability to control, and control in expressing love and interacting with others based on his emotion and possession of an existence that does not cancel his privacy and uniqueness, and on his integration with others (CHRYSTAL, 2012, P:20).

The sense of emotional stability is the basis for success, creativity and innovation at work, as it is a necessity of intellectual production does not make a person realize himself and evaluate it positively, which makes him feel a sense of tranquility and security, but in the case of lack of sense of emotional balance and growing in the human psyche feeling of fear, and the person who loses the sense of emotional stability will work to be insecure in all other life matters, and problems appear and inconveniences and errors abound, and therefore he works to destroy himself (Jaber, 1986, p. 7).

Belonging to the working group provides its members with protection against negative administrative practices that occur in many educational institutions and organizations, and the same applies to members of the educational staff, as they join schools in order to achieve these needs and achieve themselves through work and teaching, and serving the school environment and society (Reitz, 1981, P: 7).

Iraqi society is witnessing an increase in the number of public schools. In achieving their goals, these schools depend mainly on qualified educational staff members. Attracting, maintaining, and developing scientific competencies in these schools is a matter that requires effort, time, and money. Competition is a situation represented by the transfer of some scientific competencies from one school

to another. Universities in general were created for various reasons, including the lack of a faculty member's sense of security, achieving emotional stability in his or her workplace, and the ability to control emotions within the classroom environment. This matter was reflected in the level of his job performance, despite the attempt of some schools to create and prepare the appropriate climate for an effective faculty member. In performing his teaching work, as it is at the forefront of the main jobs in educational institutions (Al-Zubaidi, 1997, p. 11).

What prompted me to research this topic is based on the importance of the role of the teaching staff member, and in order to raise the level of educational staff in schools and serve the community, it is necessary to pay attention to the safety and psychological health of teaching staff members; To perform the job tasks assigned to them with excellence and competence.

Due to the importance of the topic, the researcher was motivated to raise these questions:

- 1 . What is the level of emotional balance of principals and teachers by educational counselors?
2. Are there statistically significant differences in the average response of the members of the basic research sample in the level of emotional balance according to the gender variable (males, females)?

The importance of study:

The importance of studies can be summarized as follows:

First: Theoretical importance:

1. The study is an extension of the research of some previous researchers who studied emotional balance and deepened it.
2. This study is an enrichment of theoretical knowledge in the subject of emotional balance, because the research sample are educational counselors who attach a lot of hopes to them in their communities.
3. It will shed light on the difficulties faced by some principals and teachers in order to detect weaknesses and work to remove them by specialists in the psychological and educational field.
4. The importance of the study lies in surveying the opinions of educational counselors and taking their suggestions and benefiting from their experiences as they are basic members and active participants in educational work.
5. Encouraging the establishment of similar research in the departments and directorates of education because of the clear impact of these researches for the purpose of concerted efforts to solve problems and obstacles.
6. Providing information to those concerned with this category and drawing their attention to study all the circumstances surrounding the principals and teachers in order to overcome the obstacles that stand in their way and that prevent them from performing their work well.

Second: Applied importance:

1. It refers to an aspect that can not be neglected in the analysis of the elements of the educational process, which is the emotional aspect as the sender is a human being and the receiver is another human being and the message as well can carry an emotional formula that may affect the way it reaches and receives.
2. The study hopes to draw the attention of educational and psychological specialists in the field of exploiting human energies and developing educational and guidance programs.
3. The results of the study can be used to develop appropriate criteria for the selection of principals and teachers entrusted with the task of preparing generations.

4. Trying to apply the abstract of research that dealt with emotional balance in the field of education in order to promote it in various fields after it proved successful in developed countries.

The Objectives:

The aims of study:

1. Evaluation of the level of emotional stability among principals and teachers by educational counselors.
2. Detecting the level of emotional stability among principals and teachers by educational counselors.
3. Identify whether there are statistically significant differences in the average response of members of the basic research sample to the level of emotional balance according to the gender variable (males, females).

study limits:

The current research is determined by the following:

1. The human field: A selected sample of educational counselors working in middle and middle schools of both genders.
2. Spatial area: Misan Governorate / middle schools.
3. Time field: for the academic year (2020-2021).

Definition of terms:

First: evaluation

- Abu Al-Haja, 2001 defined it: It is a process carried out by a person or group to determine the extent of his success or failure when he does something (Abu Al-Haja, 2001, p. 169).
- Al-Janabi, 2002 defined it: as making judgments and decisions about the validity and suitability of information to reach conclusions and decisions according to the quality, validity, and suitability of what we know and remember and what our thinking produces (Al-Janabi, 2002, p. 26).

Second: Emotional balance:

- Defined by Daoud and others, 1992: It is the individual's ability to deal with matters patiently and patiently, without being provoked or aroused by trivial events, and characterized by calm and sobriety, rational in confronting matters, and controlling his emotions (Daoud et al., 1992, p. 278).
- Arafa Kazem, 1994: It is the emotional characteristic that makes the individual able to deal with matters calmly, patiently, and rationally, not getting excited by trivial events, controlling emotions, and behaving well in stressful situations (Kazem, 1994, p. 33).
- Arafa Al-Zubaidi, 1997: It is a relatively stable emotional trait that represents the individual's control over his emotions, feelings, and motivations, controlling them, and his ability to deal with matters patiently, patiently, and rationally, and to face life with vitality, activity, and good conduct (Al-Zubaidi, 1997, p. 28).
- Arafa Al-Tamimi, 1999: It is a state of development and physical, intellectual, and emotional harmony of the individual with himself and the environment in which he lives, leading to enjoying a life relatively free of intense emotions (Al-Tamimi, 1999, p. 12).
- Arafa Al-Masoudi, 2002: It is one of the characteristics of a balanced person who is characterized by courage in facing the future, determination to make important decisions, his ability to control and control the authentic expression of his emotions, and his possession of an existence based on love and interaction with others, and this does not negate his privacy and uniqueness with them (Al-Masoudi, 2002), (p. 16).

- Yunus, 2004 defined it: It is the individual's ability to control and control his emotions, not to be excessively emotional, and not to be carried away by the influence of transient, emergency, and social external events, and by creating internal adaptation that enables him to face the circumstances without it costing effort (Yunes, 2004, p. 36).

- The procedural definition of emotional balance: It is the total score that the respondent obtains through the response of individuals from the basic research sample to the items of the scale prepared for this purpose.

Third: School Director:

- A person whose job is to supervise one or more employees, departments, or volunteers to ensure that certain duties are performed or that the goals of a specific group are met. Managers can be formal or informal. They are most common within companies, but can also be found when there is a need for a leader to head up individual projects (www.arabiainc.com).

Fourth: The teacher:

- He is the person responsible for distributing knowledge, providing students with it, and facilitating and simplifying information for them. The role of teachers is not limited to providing students with knowledge, but rather they are intellectual leaders who create opportunities for students to consolidate what they have learned and apply it in their practical lives.

Fifth: Educational advisors:

- Defined by Al-Hayali, 1990: They are one of the faculty members qualified to study students' educational, health, social, and behavioral problems, through information related to this problem, whether this information is related to the student himself, or to the environment surrounding him, for the purpose of enlightening him about his problem, and helping him to think. In the appropriate solutions to this problem or problems that he suffers from, in order to choose the appropriate solution that he accepts for himself (Al-Hayali, 1990, p. 10).

Chapter two

First: The theoretical background.

1. The concept of emotional balance:

- Rageh 1961 believes: Emotional balance is the individual's ability to control his emotions and express them in a mature, balanced way, far from childhood expressions and recklessness and impulsiveness. The individual's behavior is not characterized as panicked or under intense pressure, and his emotional life is calm and does not fluctuate or fluctuate for trivial reasons between joy and joy, and contraction, and between sadness and joy, and between laughter and crying, and between pride and submission, and between sensitivity and bullying (Rajeh, 1961, p. 101).

- Al-Hafni, 1975 sees: It is emotional stability or emotional stability and freedom from sharp changes or fluctuations in mood, which indicates that the individual's emotional control is excellent (Al-Hafni, 1975, p. 265).

- Al-Masa'id, 1977, believes: Emotional balance is the calmness of an individual's disposition, his control over his emotions and himself, the difficulty of arousing him, and his not suffering from various types of obsessions and anxieties (Al-Masa'id, 1977, p. 7).

- Camellia 1984 believes: It is the state in which a person is able to perceive the different aspects of the situations facing him, then link these aspects with his motivations, experiences, and previous experiences of success and failure that help him determine and determine the type and nature of the response that is consistent with the requirements of the current situation and allows for the

manifestation of an appropriate response that ends with the individual, to be compatible with the environment and contribute positively to its activity and at the same time give the individual a state of satisfaction and happiness (Camellia, 1984, p. 77).

2. Classification of emotions in terms of their resulting impact on the individual's personality:

- Emotions differ in terms of the feelings that accompany them, some of which are pleasant emotions accompanied by feelings of relief, such as emotions of joy and pride, and some of which are painful emotions accompanied by feelings of discomfort because they are linked to obstructing the basic needs of the individual, such as anger and rage.
- Emotions also vary in terms of the effect they produce. Some are tonic, such as joy and anger, and others are inhibitory, such as sadness or depression.
- In terms of the degree of clarity, we find some prominent emotions with clear signs and features, such as laughter and disgust, while we find other emotions whose meanings are unclear and blurred, such as the love of possession.
- The emotions may be occasional and temporary, such as rage, that is, they go away when their triggers disappear, or they may be chronic, for which the person does not realize the cause, such as anxiety and feelings of guilt, both of which are due to subconscious causes, or the result of traumas that befall the individual during his childhood.
- Emotions are either simple and primary and cannot be analyzed into simpler ones, such as fear and anger. Emotions may be derivative, and they are the ones that follow simple, primary emotions, such as despair or hope that follows fear, for example (Al-Meligy, 1982, p. 157).

3. Types of emotions and the impact of the environment and genetics on the personality of the individual:

The emotions are many and varied so that they can not be counted and they vary according to the individuals and the environment and the situations faced by these individuals and there are many divisions of emotions, for example divided (McDougall) emotions into three sections:

- Primary emotions: are related to instincts and appear in human life before others.
- Composite emotions: It arises from the mixing of two or more primary emotions as a result of the excitement of one or more instincts that do not oppose each other.
- Derivative emotions: emanate from a special desire (Hamdan, 2010, p. 92).

Some see their classification as follows:

- Emotions of an aggressive nature such as anger and hatred.
- Emotions with a blocking or disruptive character, such as fear and anxiety.
- Sarah emotions such as love and tenderness (Younes, 1978, p. 148).

Some of them are classified as follows:

- Initial or simple emotions: such as fear and anxiety.
- Complex emotions in their composition: It is based on the mixing of two or more emotions, such as jealousy and surprise (Al-Kinani et al., 2002, p. 409).

4. Benefits of emotions:

Moderate degrees of emotion achieve many benefits for the individual, including the following:

- The emotional charge associated with the emotion increases the individual's endurance and pushes him to continue working and achieve his goals.

- The emotion social value, in the expressions accompanying the emotion as we have already explained the value of linking the individual and increase their understanding of each other.
- Emotion is a source of pleasure, each individual needs a certain degree of them if increased affected his behavior and thinking, and if less bored .
- Emotions prepare the individual to resist autonomic nervous system stimulation defect (El-Sayed et al., 1992, p. 692).
- The balance of all the emotions of the individual in psychological integration linking the aspects of the situation and the motives of the person and his experience.
- The ability of the individual to live in social harmony and adapt to the surrounding environment and contribute positively to its activity in a way that gives him a sense of satisfaction and happiness.
- The ability of the individual to form fixed moral habits thanks to his control of his emotions and grouping them around certain moral topics (Abu Zayd, 1987, p. 227).

5. Disadvantages of emotions:

- Emotion affects the individual's thinking, preventing him from continuing as in the case of anger or making thinking slow, as in the case of sadness and depression.
- Emotion reduces a person's ability to criticize and make correct judgments.
- It also affects memory in relation to events that occur during the emotional period.
- In the event that emotions occur permanently and continuously, they result in many physiological variables, which leads to organic changes in the tissues and in this case arises the so-called psychosomatic or psychosomatic diseases (Al-Muzaini, 2001, p. 46).

6. The most important physical and physiological symptoms associated with emotions:

- Blood pressure and distribution: It usually occurs in the case of emotion high blood pressure and a change in its distribution between the surface of the body and inside.
- Rapid heartbeat: The heartbeat increases in the case of emotion and this is a general phenomenon experienced by the majority of people (dilated pupils: which is noted that the pupil narrows in the case of pain and turbulence, while widening in the case of calm and pleasure).
- Dry throat and mouth: affects the emotional disorder and drooling flows, as the amount decreases and dry throat and mouth in case of panic and anger in particular.
- Bowel and stomach movement: In the case of fear, the stomach is paralyzed from moving, and it is possible to observe this by examining with x-rays, and it happens in many cases that the individual is infected with the intensity of emotion with diarrhea or constipation.
- Change in blood chemistry: The analysis of blood in emotional states proves a chemical change. The level of sugar changes, as does the adrenaline and other elements.
- Change in the system of breathing (Zeidan, 1984, p. 85).

7. The characteristics of emotional balance in the individual are as follows:

- The ability of the individual to control his emotions and control himself in situations that provoke emotion and his ability to withstand and maintain calm neurosis and safety thinking about crises and adversity.
- That his emotional life is fixed and sober does not fluctuate or fluctuate for trivial reasons and stimuli.
- The individual should not be inclined to aggression and be able to take responsibility, carry out work, settle in it and persevere in it.
- As long as possible balance all the emotions of the individual in psychological integration links between the aspects of the situation and the motives of the person and his experience.

- The ability of the individual to live in social harmony and adapt to the surrounding environment and contribute positively to its activity in a way that gives him a sense of satisfaction and happiness (Abu Zeid, 1987, p. 227).

8. Theories that explained emotional balance:

- Ganet's theorem:

His theory is based on the assumption that the decomposition of the nervous system and weak communication leads to the separation of emotional activities and the separation of emotional activities results in isolation from each other, so it remains an excluded aspect of emotional life and becomes locked in the individual because the nervous system cannot carry out its task, forcing it to take wrong paths that appear in the form of turbulent emotion, and the disadvantages of this theory are that it is just an assumption of the decomposition of the nervous system lacks stability, as the human being is prone to emotion in special circumstances in which it seems the decomposition of the nervous system is far from explaining to us the phenomenon, as well as there may be evidence of a malfunction in the nervous system without the consequent emotional disorder of great significance (Faeq and Abdul Qadir, 1992, p. 222).

- WALLOON THEOREM:

This theory sees that the human being at the beginning of his life responds according to a primitive neural circuit, which is when the newborn since birth, which characterizes his emotion, but the growth of the upper levels of the nervous system and its control over the lower activities enters the human being in a higher nervous cycle. Valemotion is a regression in response under certain conditions of the nervous cycle to the primitive nervous cycle becomes an emotional response. However, one of the criticisms of this theory is that it has not shown us how and why emotionally provoking apostasy occurs (Faeq and Abdelkader, 1992, p. 223).

- Freud's traditional psychoanalytic theory:

Some psychoanalysts are interested in emotions on concepts such as anxiety, and aggression, although Freud has been interested in his writings anxiety and unconscious processes, but he neglected emotions and considered it a response process, in an article (1916) on the unconscious wrote: There is confidence that emotions fall within the feeling or consciousness (Mr. et al., 1992, p. 686).

Where Freud considered that sexual energy (Lapido) when hindered to reach its goal turns into an emotional charge that wants to discharge and wait for opportunities to take off, and in the first stage of life where awareness of the world has not grown characterized by the focus of the appearance on the body, which is what: Freud called it the stage (narcissistic Alliseed) and as a result of the child's friction with the world and increasing awareness of it launches a measure of this to appear on its subjects is constantly increasing Launch this Lyseeb expression (Layseem objective) and as a result of suppression of the objective Lyseeed becomes a starting Emotion is an expression of the narcissistic appearance in a hidden way and satisfying it in an imaginary way and depicting the old state of deprivation in a sudden and mysterious way (Faeq and Abdelkader, 1992, p. 19).

- Behavioral Theory:

This theory sees that emotion arises from the point of view of some behaviorists as a result of conflict provoked in the organism, which leads him to make inconsistent responses, as others explain emotions in the light of behavior disorder. Watson treated emotion as a genotype of response involving physical changes in the organism's body as a whole, Watson treated emotions in the same way he dealt with

unconditional responses that occur consistently to certain stimuli, and did not care about the physiological analysis of emotion, or the role of the nervous system (El-Sayed et al., 1992, p. 683).

Second: Previous studies.

1. Arab studies.

• Yunis 2004 study:

Titled “The relationship of emotional stability to levels of self-affirmation among a sample of University of Jordan students”

A- The study aimed to: reveal all levels of emotional balance and levels of self-affirmation, and find the relationship between them, among a sample of University of Jordan students.

B- Study sample: The sample consisted of (136) male and female students from the University of Jordan who were registered in the second semester of the academic year (2033-2004).

C- Study tools: The researcher used the emotional stability scale that he used (Al-Obaidi, 1992). To detect levels of self-affirmation, he used the Walbe scale.

D- Study results:

1. That there is a statistically significant difference at the significance level (0.05) or less in the level of emotional balance attributed to the gender variable.

2. There is a statistically significant difference at the significance level (0.05 or less) in the level of self-affirmation due to the gender variable, in favor of males in both cases.

3. The results of the statistical analysis, using the correlation coefficient to reveal the relationship between the level of self-affirmation and the level of emotional balance in the research sample, showed that the average level of self-affirmation clearly intersected with both the medium and high levels of emotional balance, and that there was a statistically significant relationship at the level of (0.05) or less) between levels of self-affirmation and levels of emotional balance, as the correlation coefficient reached (0.314) (Younis, 2004, p. 82).

• Ryan 2006 study:

Titled “Emotional balance and its relationship to both cognitive speed and innovative thinking among eleventh grade students in the Gaza governorates.”

A- The study aimed to: reveal the relationship between emotional balance and both cognitive speed and innovative thinking among eleventh grade students in the Gaza governorates.

B - Study sample: (530) male and female students from the eleventh grade in the Gaza governorates were selected from the scientific and literary specializations.

C - Study results:

1. There is no statistically significant correlation between emotional balance and cognitive speed among the sample members.

2. There is no statistically significant correlation between emotional balance and the ability to think innovatively among the sample members.

3. There are no statistically significant differences at a significance level of less than “0.05” between the average scores of those with low and high emotional balance on the cognitive speed test among sample members.

4. There are no statistically significant differences at a significance level of less than “0.05” between the average scores of those with low and high emotional stability on the test of the ability to think innovatively among the sample members.

5. There is no statistically significant effect of the interaction between emotional stability and student type on the cognitive speed test among sample members (Rayan, 2006, p. 81).

• Muhammad's 2006 study:

Titled "Measuring the emotional stability of students in teacher training institutes, male and female, whose families were subjected to raids, searches, and arrests by the American occupation forces, and their peers who were not exposed to them."

A- The study aimed to:

1. Measuring the level of emotional stability among students of teacher training institutes in general, whose families were subjected to raids, searches, and arrests by the American occupation forces, and also those whose families were not exposed to raids, searches, and arrests by the American occupation forces.
2. Identifying the differences in the level of emotional balance between those who were exposed and those who were not.

B- Study sample: (762) male and female students were selected from the Institute for Preparing Male and Female Teachers in the city of Mosul.

C- Tools: The researcher used the emotional stability scale that he used (Al-Masoudi, 2002, p. 34).

D- Study results:

1. The level of emotional balance among the sample members in general was high.
2. The level of emotional stability among students of teacher training institutes whose families were subjected to raids, searches, and arrest by the American occupation forces is lower than their peers who were not exposed to it, and that there are statistically significant differences between them (Muhammad, 2006, p. 64).

1. Foreign studies.

• Albright study 2008:

A - The study aimed to reveal stress and emotional balance among adult students. It also aimed to reveal the relationship between stress and emotional balance and their impact on the student's personality.

B - Study sample: (133) university students in the United States of America were selected.

T - Tools: The researcher relied on the experimental method, and the researcher built an emotional balance scale and carried out validity and reliability measures for the scale.

D - Statistical methods: including (correlation coefficient, t-test, Copy square, analysis of variance)...

C - The results of the study: Stress has a negative impact on the student's personality, which is reflected in his emotional balance, and thus directly affects his behavior and behavior (ALBRIGHT, 2008, p: 98).

• Henley 2010 study:

A - The study aimed to: train students on emotional balance through the method of self-control and acquiring its skills.

B - Study sample: (37) male and female students were selected in a school in the United States of America.

T - Tools: The researcher used two tools, namely a questionnaire and a guidance program to increase balance in personality.

D - Results of the study: When students possess self-control skills, they become more able to deal with others, and problems related to behavior began to decline, and students indicated that they felt self-confident after possessing these skills (HENLEY, 2010, P:2 26).

• Kumar 2013 study:

A - The study aimed: to reveal the level of emotional stability and its relationship to the social and economic level of students studying in public and private secondary schools in India.

B - Study sample: (100) individuals were selected from public and private secondary schools in India (50) male and (50) female students were selected randomly.

T- Tools: A special scale was used for emotional control and interviewing

D - Results of the study: The results showed that the level of emotional balance among the members of the study sample was moderate, as it showed that there were no statistically significant differences in the level of emotional balance among students who study in public and private schools, and the presence of differences in the general average of the social status of the emotional balance that they are distinguished by. , and economic demand (KUMAR, 2013, p: 137).

Chapter three

Methodology and procedures

This chapter includes a description of the procedures undertaken by the researcher to achieve the research objectives, which are summarized in describing the research population and how to select the sample, preparing a tool to evaluate the level of emotional balance among principals and teachers by educational counselors, verifying its validity and reliability, and then determining the statistical methods that the researcher used to reach research results .

Methodology

The researcher used the descriptive approach to measure the level of emotional stability among principals and teachers by educational counselors by building its own tool. This approach is one of the most common and widespread approaches in educational research.

Community

The research community includes (educational counselors and those continuing in service who graduated from the departments of psychological counseling and educational guidance and are distributed to middle and middle schools in Misan Governorate for the academic year (2021-2022).

The sample of study:

Since the current research aims to build a tool to evaluate the level of emotional stability among principals and teachers by educational counselors, the research procedures required selecting a sample of educational counselors, with a percentage of (53%) from the original population to be researched, which is (340) male and female counselors, where they were chosen. (181) male and female mentors (101) female mentors and (80) male mentors were chosen randomly, as shown in Table (1).

Table (1)

Explains the research population and sample

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

The tool of study

The researcher used the questionnaire to evaluate the level of emotional stability among principals and teachers by educational counselors, which he built as a tool to achieve the goals of his study.

Methods for verifying validity and reliability

The researcher used face validity to ensure the validity of the research tool. As for reliability, the researcher used the retest method as a means to verify the stability of the research tool. The reliability coefficient was (0.81), which is a high reliability coefficient that is acceptable for psychological tests and measures.

The tool application

After completing the preparation of the research tool and ensuring its validity and reliability, the basic application was carried out on the basic research sample of (181) male and female counselors, with the aim of assessing the level of emotional stability among principals and teachers from the educational counselors, and identifying the significance of the differences between them in terms of gender.

Fifth: Statistical methods

The researcher used the following statistical methods:

1. Percentage for the purpose of diagnosing the opinions of the expert committee regarding the validity of the tool's items.
2. Pearson correlation coefficient to find the relationship between the first and second application of the tool to calculate the reliability coefficient.
3. The weighted mean equation to determine the likelihood of the sample members' answers to each of the paragraphs.
4. Percentage weight formula for ranking paragraphs in general.
5. T-test. test to test the significance of the differences for two unrelated means and two unequal samples.

The chapter four

Presentation and interpretation of results

First: revealing the level of emotional stability among principals and teachers by educational counselors.

To learn about the level of emotional stability among principals and teachers from the educational counselors, the researcher extracted the weighted mean and percentage weight for each item in the tool, where the average score of the five-point scale was calculated (3) as a criterion for separating between achieved and unachieved items, as shown in Table (2).

Table (2)

It shows the weighted mean, percentage weight, and rank for each item in 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

The scale consists of (20) items, and from observing the table we find that all of them were verified. Their weighted means ranged between (4.36) and (3.01), while their percentage weights ranged from (87.2) to (60.2), except for Paragraph (20) is not met, as it obtained a weighted mean of (2.86) and a percentage weight of (57.2).

This is what was indicated by the results of the statistical analysis, where the paragraphs were arranged as follows - They feel calm and internally reassured, and they continue their work actively despite the presence of obstacles, and they do not feel shy when talking to others, and they very much welcome discussions and interactive dialogues, and they behave in a positive and natural manner with strangers, and if there is a problem they have, it is not it has a clear solution that they can find a solution to, and

they can carry out their work in all circumstances, and they are able to accomplish any work they aspire to, and they are coherent when they are exposed to emotional shocks to what is around them, and they arrange their work in an organized manner in terms of the plan, and they do not deviate from it, and they are completely satisfied with their lives and themselves, and they do not feel they suffer from stress when they are unable to face any problem they have, admit the mistakes they make regardless of the circumstances, receive criticism even if it is misplaced, feel afraid of imaginary things that have no truth in reality, can easily ignore painful news, and deal easily with anyone who needs help. They have the ability to persuade and influence them, and they always seem to reconcile with their opponents, while paragraph (20) (they take revenge on those who harm them, no matter what it costs them) did not obtain the required significance, and the researcher attributes the reason for this to the fact that the values that were formed in the personality of the teacher and the principal are strong, so they do not they can be neglected, and they are committed to Islamic values in this particular field

Secondly. Identify whether there are statistically significant differences in the average response of members 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 a t-test for two unequal samples, between the two gender variables (male and female), where the arithmetic mean value for the male variable was (352.43) with a standard deviation of (49.81), while the average value was (352.43) with a standard deviation of (49.81). The arithmetic for the female variable is (346.62) with a standard deviation of (46.52), and the calculated (t) value was (0.76), which is less than the tabulated (t) value of (1.960) at the significance level (0.05).) 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 (t) 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 principals and teachers in which they live and the social and economic situation in which they live within one country in which values, principles and morals prevail, which makes there no differences between them in terms of their emotional balance towards all the circumstances, situations and problems that arise. They go through it, both positive and negative.

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The appendix is in its final form

University of Misan

Faculty of Education

Department of Educational and Psychological Sciences

The mentor/guide.....the respected ones

The researcher is conducting a study on (evaluating the level of emotional stability among principals and teachers by educational counselors)

You have a set of paragraphs in your hands. Please read them and answer them accurately and objectively by choosing alternatives to each paragraph by placing a mark (√) in the appropriate place for each choice in front of each paragraph, taking into account not to leave any paragraph unanswered.

Thank you for your scientific cooperation.....with appreciation

Emotional balance scale

never	scarcely	sometimes	mostly	always	paragraphs	s
					They feel calm and inner reassurance	1
					They continue their work actively despite the obstacles	2
					They do not feel shy when talking to others	3
					They very much welcome interactive discussions and dialogues	4
					They behave positively and naturally with strangers	5
					If there is a problem that does not have a clear solution, they can find a solution for it	6
					They can carry out their work under all circumstances	7

					They are able to accomplish any work they aspire to	8
					They are coherent when they are exposed to emotional shocks of what is around them	9
					They arrange their work in an organized manner in terms of the plan and do not deviate from it	10
					They are completely satisfied with their lives and themselves	11
					They do not feel stressed when they are unable to face any problem they have	12
					They admit the mistakes they make, regardless of the circumstances	13
					They accept criticism, even if it is inappropriate	14
					They feel afraid of imaginary things that have no truth in reality	15
					They can easily ignore painful news	16
					They easily deal with anyone who needs help	17
					They have the ability to persuade and influence	18

					They always seem to reconcile with their opponents	19
					They take revenge on those who wrong them, no matter what the cost	20