

RESEARCH ARTICLE		Emotional stability among Primary School Teachers	
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Abstract			
This study sought to determine the degree of emotional stability among primary school teachers in the city of Constantine and to investigate the gender variable's (Male/Female) differences. Relying on the descriptive approach and applying the SPSS statistical software package, a sample of 135 male and female primary school teachers was surveyed using the questionnaire tool. The study found no statistically significant differences between men and women in emotional stability and that the degree of emotional stability among the sample individuals was high.			
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Introduction

One of the major themes discussed in psychological sciences is emotional stability since it is a fundamental process reflecting a person's ownership of sound mental health. A rational, mature person aims for this to prevent frustration, psychological conflicts, and the anxiety resulting from different emotions depending on the circumstances they face. Life is not constant; it is characterized by difficulties that disrupt a person's happiness and make them live in a state of worry for a time that could be long or short.

Particularly in work settings that demand continuous interaction with people, as is the case for primary school teachers, Emotional stability is seen as one of the key signs of emotional maturity and mental health.

The function of the teacher goes beyond just sharing information; it also includes shaping and guiding students' emotions and behaviors. This calls for the teacher to have a great emotional equilibrium in relation to different educational contexts. Any little imbalance in this respect could compromise the educational environment, which then influences the standard of the educational process.

Studying the emotional stability of teachers at the primary education level has turned both a scientific and professional need given the specificity of the teaching profession and the requirement for daily and direct interaction with students. Moreover, investigating the variations in this balance depending on gender could help to clarify the psychological mechanisms separating the reactions of both genders' teachers in classroom environments.

Methodological Framework of the Study

Emotional stability is one of the most notable features of emotional intelligence, which has attracted more and more attention in the education sector because of its fundamental importance in helping educators control their emotions, handle stress, and make wise decisions in difficult classroom environments. Many studies have demonstrated that better emotional stability among teachers leads to better interaction with students and better quality of educational performance (Salovey & Mayer, 1990) (Goleman, 1995).

Regarding the effect of gender on affective balance, a study by (Legewie & DiPrete, 2012) found that gender differences in emotional stability are usually statistically insignificant since both sexes are affected by environmental and functional elements they encounter. (Bar-On, 2006) backed this perspective by stressing that people, both men and women, acquire emotional control tools via their experiences and the social surroundings they inhabit. In this regard, (Bandura, 1986) social-cognitive theory supports this viewpoint by implying that emotional behaviors arise from learning from the surrounding environment rather than only from biological influences. Conversely, (Goleman, 1995) points out that emotional intelligence grows with experience and education, therefore clarifying how educators of both sexes can acquire emotional control abilities despite gender disparities.

Based on this theoretical and empirical variation, the following issue arises:

Study Problem:

- What is the level of emotional stability among primary school teachers?
- Are there statistically sig differences in its dimensions attributable to the gender variable (Male/Female)?
- What degree of emotional stability does primary school teachers in the city of Constantine exhibit?
- Do primary school teachers in the city of Constantine show different emotional stability levels depending on gender?

Study Hypotheses:

- The level of emotional stability among primary school teachers in the city of Constantine is average.
- Gender does not affect emotional stability levels among primary school teachers in the city of Constantine.

Study Objectives:

- To assess the degree of emotional stability among primary school teachers in the city of Constantine.
- To determine the gender-based disparities in emotional equilibrium among Constantine's primary school teachers.

Study Importance:

The significance of this study stems from both theoretical and practical considerations:

- The study adds to the body of knowledge on the idea of emotional stability among teachers by means of theoretical significance, especially in the primary education stage, which is marked by a high sensitivity in the emotional interaction between the teacher and the student. It identifies its levels and psychological and professional dimensions. Examining the association between gender and emotional stability in light of the different outcomes in prior studies adds to the psychological and educational literature.
- By means of their emotional skills, it offers educational planners and designers of continuous training programs important signs on the relevance of supporting teachers both psychologically and professionally. By enabling educational institutions to recognize the psychological and emotional needs of teachers early, it helps to prevent burnout and enhance the standard of education.

Scope of the Study:

The study is defined by the following domains:

- Temporal Scope: This study was conducted during the period from November 9, 2024, to December 20, 2025.
- Spatial Scope: The study was conducted in the city of Constantine.
- Human Scope: The study was applied to a sample of primary school teachers in Constantine Governorate.

Operational Definition of the Study Variables:

- Affective balance: In this study, it refers to the teacher's capacity to control their feelings and manage emotional reactions in different professional and classroom contexts. This covers the capacity to handle stress, interact constructively with students, and make fair choices. The Emotional stability Questionnaire, which has five dimensions emotional regulation, psychological flexibility, balance between reason and emotion, professional stability, and the capacity to control stress was used to assess this variable.
- primary school teachers: In this study, primary school teachers are male and female teachers are responsible for instructing the first to fifth grade levels in particular schools in the city of Constantine. They are the target group the Emotional stability Questionnaire was used on.
- Gender is the categorical variable indicating a person's biological sex male or female which this study used as an independent variable to investigate its effect on the degree of affective balance.

Theoretical Framework and Previous Studies

Theoretical Framework:

Emotional stability is the capacity of a person to identify, comprehend, and control their feelings, therefore expressing them appropriately for various circumstances. This enables people to adjust to the pressures of life, keep good social connections, and make sensible choices. One of the fundamental components of mental health is affective balance, which helps people to handle daily obstacles and supports their general well-being (Goleman, 1995) (Salovey & Mayer, 1990).

Emotional intelligence is fundamentally the capacity to manage emotions; research has indicated that people with better emotional stability perform better in social situations and show more flexibility in professional settings and personal associations (Bar-On, 2006).

Emotional stability is the capacity of a person to control their emotions and emotional reactions in a fair way suitable for the kind of circumstances they face. This enables people to interact constructively with others and to make sensible choices free from excessive emotional sway. Aids in handling daily pressures and attaining psychological and social harmony; thus, this kind of balance is seen as a sign of psychological maturity and emotional health (Qatami & Qatami, 2003).

Emotional stability is a basic component in the social and emotional development of people, as (Al-Zghoul, 2005) stresses, and it also helps to build stress management techniques and problem-solving abilities. According to (Jaber, 2001), emotional stability is a sign of mental health since it shows a person's capacity to manage their emotions without either extreme expression or suppression.

Characteristics of Emotionally Balanced Individuals:

- The person's capacity to manage their feelings and self-control in circumstances that arouse emotional reactions.
- The capacity to stay calm and clear-headed in the midst of crises and challenges and to be strong.
- Emotional stability is a consistent emotional life unaffected by minor events or stimuli.
- The capacity to be accountable, carry out duties, stay consistent in them, and last for as long as feasible.
- The equilibrium of all the person's feelings in a psychological integration linking the facets of the scenario with their motives and experiences.
- The person's capacity to live in social harmony, adjust to the surrounding environment, and actively participate in its activities, which gives them a sense of fulfillment and happiness.
- A lack of inclination towards aggression.
- The ability to develop consistent moral habits through emotional control and focusing on specific moral topics.
- A feeling of suitable psychological security that lets the person experience stability and peace of mind, so enabling them to confront the challenges and issues of life with rational behavior reflecting their emotional, mental, and emotional stability in several domains and under different conditions.

Literary Review

Study by Siham, Fatima, and Safaa (2013): This study sought to investigate the link between positive parenting practices and emotional stability among October 6 University students. Eighty university students of both genders made up the sample.

The findings were based on the Positive Parenting Scale and the Psychological Balance Scale, which the researchers used:

- Among the sample members, the students' scores on the Positive Parenting Scale and the Emotional stability Scale show a statistically significant positive correlation.

Study by Zahra Brouhahas (2023): The aim of the study was to look at primary school teachers' degrees of emotional stability and life satisfaction as well as to explore how emotional stability forecasts life satisfaction. The study also sought to investigate the relevance of gender differences in the association between emotional stability and life satisfaction. Randomly chosen from Met Lili, Ghardaia, during the 2019/2020 academic year, the sample comprised 107 teachers 20 male and 87 female.

Using a descriptive method, the researcher applied two scales: the Life Satisfaction Scale and the Emotional stability Scale. The outcomes were processed using statistical analysis techniques.

The research yielded the following outcomes:

- Both emotional stability and life satisfaction were above average among primary school teachers.
- Emotional stability contributed to predicting life satisfaction among the study sample.
- Gender-based studies revealed no statistically significant variations in the correlation between emotional stability and life satisfaction.

Hana's Study (2023): The study sought to investigate the association between scientific alertness and emotional stability among students at Sidi Bel Abbes University, as well as to find out how much emotional stability helps to forecast life satisfaction. The study also sought to explore the relevance of gender differences in the association between emotional stability and life satisfaction. Ranging from 20 male teachers to 87 female teachers, the 107 both genders teachers included in the sample were randomly chosen from Met Lili, Ghardaia schools during the 2019/2020 academic year.

Using a statistical analysis package to examine the findings, the researcher applied the descriptive method and two scales: the emotional stability scale and the life satisfaction scale. The results that followed were obtained:

- The levels of both emotional stability and life satisfaction were above average among primary school teachers.
- Emotional stability contributed to predicting life satisfaction among the study sample.
- The gender variable did not reveal any statistically significant variations in the correlation between emotional stability and life satisfaction.

Abdel Malik, Bahi, and Ali's Study (2019): The study sought to evaluate the degree of emotional stability among primary school teachers and to investigate variations in emotional stability based on gender, academic credentials, and experience. Randomly drawn from several El Oued city schools during the 2019/2020 academic year, 100 male and female teachers made up the sample.

Using Abdel Hamid Issa's emotional stability scale, the researcher took a descriptive approach.

The following results were concluded:

- Primary school teachers exhibit a low level of affective balance.
- Emotional stability contributes to predicting life satisfaction among the study sample.
- No statistically significant differences were found in the emotional stability of primary school teachers related to gender, educational qualifications, or experience.

Study by Lamia (2023): The study sought to determine the degree of emotional stability in a sample of Jeddah volunteers and investigate the connection between emotional stability and happiness. It also aimed to find the gender and marital status-related variations in emotional stability as well as happiness.

The study sample was 277 of both genders' volunteers. The Happiness Scale (developed by Abdel Khalek, 2018) and the Emotional stability Scale (developed by Bakhit & Ibrahim, 2016) were used.

The researcher concluded the following results:

- A high level of emotional stability was observed among the sample, with their happiness level also above average and trending upward.
- A significant positive correlation was found between emotional stability and happiness.
- No differences in emotional stability and happiness were found according to gender or marital status.

Commentary on Previous Studies and Identification of Research Gaps:

The review of prior research makes it obvious that the subject of emotional stability has attracted great interest in academic and professional settings since it has been approached from many angles. For example, the research by (Sihem et al., 2013) connected positive parenting practices to emotional stability among university students; the studies by (Zahra Boomerism, 2023), (Abdel Malek et al., 2019), and (Lamia, 2023) linked emotional stability to factors including life satisfaction and happiness, emphasizing adult populations including teachers and volunteers.

Theoretical Framework and Previous Studies:

Study Methodology

The descriptive method, which focuses on characterizing the phenomenon being studied through the analysis and interpretation of the obtained results, was employed by the researchers.

Sample Size and Characteristics:

Using a straightforward random sampling method, 135 of both genders primary school teachers from the city of Constantine made up the study sample.

Table N°01: presents the distribution of the study sample by gender

Sample	Frequency	Percentage
Males	42	0.31
Females	93	0.69
Total	135	1

With a total of 135 participants (teachers), this table presents the study sample members' gender variable numerical and percentage distribution as follows:

- Males: 42 teachers, representing approximately 31% of the total sample.
- Females: 93 teachers, accounting for about 69% of the total sample.

These findings suggest that the sample is mostly female, which could be related to the professional reality in many educational systems, where women are increasingly represented in primary education, as several studies have noted.

- (Legewie & DiPrete, 2012), In their research on gender in education, showed that social and cultural structural factors cause women to make up a greater proportion in primary education.
- Similarly, the (OECD, 2021) study underlined the greater proportion of female teachers in primary education relative to males in most global educational systems.

Study Tool and Its Psychometric Properties:

The researchers examined the current body of work on the topic of the study as well as the results of prior studies and research addressing this issue. They investigated scales and studies on emotional stability to find the most crucial dimensions the tool should address and the areas to be covered. The aim was to offer a tool with psychometric qualities appropriate for the Algerian context and able to assess emotional stability among primary school teachers.

The initial version of the questionnaire consisted of 25 items, distributed across five dimensions.

Table N°02: Dimensions of the Questionnaire and the Number of Items in Each Dimension

No.	Survey Dimensions	Number of Items
1	Emotional Organization in Professional Situations	5
2	Psychological Flexibility and Adaptation to Work Challenges	5
3	Balance Between Reason and Emotion in Decision Making	5
4	Professional Stability and Sense of Belonging	5
5	Ability to Deal with Stress and Intense Emotional Situations	5
Total Survey	25	

Validity of the Questionnaire:

To confirm its internal consistency, the researchers gave a pilot sample of 40 of both genders primary school teachers in Constantine the questionnaire. The total score was used to compute the correlation coefficients of the items on the Emotional stability Questionnaire using SPSS. The outcomes were as follows:

Table N°03: Pearson Correlation Coefficients for Each Item of the Emotional stability Questionnaire with the Total Score

Statement Number	Coefficient	SIG
1	** 0,748	0,00
2	**0,689	0,00
3	**0,622	0,00
4	**0,842	0,00
5	**0,558	0,00
6	**0,538	0,00
7	**0,635	0,00
8	*0,315	0,48
9	**0,489	0,01
10	**0,622	0,00
11	**0,692	0,00
12	**0,686	0,00
13	**0,657	0,00
14	**0,748	0,00
15	**0,785	0,00
16	*0,353	0,25
17	*0,361	0,22
18	**0,742	0,00
19	0,01-	0,996
20	106	0,515
21	**0,722	0,00
22	**0,920	0,00
23	*0,391	0,01
24	**0,569	0,00
25	*0,312	0,50

The table verifies the internal consistency validity of the questionnaire by showing the PCCs between every item of the questionnaire 25 items and the total score of the test.

- Very strong correlation coefficients were found between items 1, 4, 14, 15, 18, 21, and 22 and the overall score, demonstrating that they accurately reflect the general dimension of emotional stability ($r > 0.70$).
- Items with moderate correlation ($0.50 < r < 0.70$): Items (2, 3, 7, 10, 11, 12, 13, 24) are also good indicators of the validity of the items.
- Items 19 and 20 showed weak correlation:
- Item 19 had a correlation coefficient of ($r = -0.01$, $\text{sig} = 0.996$), indicating no correlation at all.
- Item 20 had a correlation coefficient of ($r = 0.106$, $\text{sig} = 0.515$), indicating a very weak and statistically insignificant correlation.

An essential metric for confirming the questionnaire's internal structure validity is the PCC. The tool's validity is increased by the findings, which show that the majority of the items have a statistically sig correlation with the overall score. This aligns with the recommendations made by:

- (Bar-On, 2006), who emphasized the importance of the correlation between the subcomponents of emotional intelligence and the overall structure of the concept.
- These findings also confirm (Goleman, 1995) theory, which holds that the aspects of emotional intelligence such as self-regulation, self-awareness, adaptation, stress management, etc. should be internally consistent and strongly related.

Regarding the goods with low or insignificant correlations especially items 19 and 20 they should be discarded. The questionnaire shows generally good construct validity, particularly given that most of the items are strongly and significantly related to the total score.

After removing items 19 and 20, the revised questionnaire now contains 23 items, distributed as follows:

Table N°04: Questionnaire Dimensions and the Number of Items in Each Dimension (After Modification)

No.	Emotional stability Survey Dimensions	Statements
1	Emotional Organization in Professional Situations	1, 2, 3, 4, 5
2	Psychological Flexibility and Adaptation to Work Challenges	6, 7, 8, 9, 10
3	Balance Between Reason and Emotion in Decision Making	11, 12, 13, 14, 15
4	Professional Stability and Sense of Belonging	16, 17, 18
5	Ability to Deal with Stress and Intense Emotional Situations	19, 20, 21, 22, 23
Total	23	

Each response is given one of the following values on a five-point rating system: Never, Rarely, Sometimes, Often, always:

Alternatives	1	2	3	4	5
Degree	Does not apply at all	Does not apply	Neutral	Applies to me mostly	Always applies to me

Questionnaire Reliability:

Using Cronbach's Alpha, reliability was determined to be 0.917, which is quite high and shows a great degree of dependability and internal consistency among the questionnaire items.

- DeVellis (2016) claims that in psychological and educational research, the appropriate value for Cronbach's Alpha should be more than 0.80; values above 0.90 are preferred when the questionnaire is applied for individual or diagnostic reasons.
- Gliem & Gliem (2003) emphasized that high Cronbach's Alpha values indicate the homogeneity of the items in measuring the targeted dimension or trait.

This finding shows that the Emotional stability Questionnaire is a valid and dependable instrument, therefore suggesting its appropriateness for application in the present study as well as in future investigations.

Statistical Methods Used:

The following statistical methods were employed:

Pearson correlation coefficient (PCC), Cronbach's alpha (CA), mean (M), standard deviation (SD), and t-test.

Presentation of Study Results and Discussion

Presentation and Discussion of Results for the First Hypothesis:

Hypothesis: The emotional equilibrium of Constantine's primary school teachers is mediocre. We used the mean and SD of the teachers' answers to the Emotional stability Questionnaire to confirm the validity of this hypothesis. The results for this hypothesis are displayed in the following table:

Theoretical Mean = Number of Items * Mean Score of the Questionnaire

Theoretical Mean = $23 * 3 = 69$

- Null Hypothesis: Primary school teachers in the city of Constantine show no variation in emotional stability from the mean at the significance level of 0.05.
- Alternative Hypothesis: At the significance level of 0.05, primary school teachers' emotional stability is average.

Table N°04: Presents the Results of the T-Test

T	SIG	Sig. Level	Hypothetical Mean	Arithmetic Mean	SD	Degrees of Freedom
33119	0	0.05	69	898806	729821	133

The table shows the findings of the (T) test run to assess the degree of emotional stability among a sample of primary school teachers (N = 135) in relation to the presumed hypothetical mean (69).

- The sample's mean score was (89.8806), which is significantly higher than the hypothetical mean.
- The SD was (7.29821), indicating variability in emotional stability scores among the sample members.
- The calculated T value was = 33.119, which is very high.
- The statistical significance value (Sig = 0.000) was less than the accepted significance level (0.05).

The null hypothesis is rejected and the alternative hypothesis accepted since the significance value is under 0.05; this alternative hypothesis claims a statistically sig difference between the hypothetical mean and the actual mean of the sample.

These findings show that primary school instructors are more emotionally balanced than theoretically predicted. Their professional experience, previous training, or their measured reactions to work-related stress in the primary education setting could explain this.

The outcome implies that the examined sample shows a good capacity to control their emotions and handle pressure in the workplace, which is a good sign of the emotional competence required for positive associations with students.

This result fits the theoretical idea that emotional stability is a fundamental element of emotional intelligence according to Daniel Goleman's theory (Goleman, 1995). Especially in pressure situations or those that cause anxiety, it relates to a person's capacity to positively manage and guide their feelings. Many people view this kind of balance as a sign of emotional maturity and the capacity to function well in both social and professional settings.

This finding supports several earlier studies, including Abdel Hamid's (2017), which found that teachers with high emotional stability show calmer and tolerance in the classroom, therefore helping to create a good learning environment. Moreover, (Said et al., 2020) research revealed a correlation between emotional stability and years of experience, which could account for the excellent findings in the present study should the sample comprise seasoned instructors. Al-Yousef's study (2018) also revealed that primary school teachers create successful techniques over time to handle work-related stress, which shows in the higher degree of their emotional control.

Unlike Rabahi's study (2019), which found low emotional stability among primary school teachers, the present study Daily commuting, transportation problems, health concerns, chronic tiredness, emotional exhaustion, stress management difficulties, loss of self-confidence, parental ignorance of their children's academic challenges, a packed curriculum inappropriate for cognitive development, insufficient psychological and cognitive training for teachers, and lack of professional competence all contributed to this. Students' behavioral and emotional problems also affect teachers in many ways, including violence, obstinacy, hyperactivity, attention disorders, and lack of study motivation.

The high level of emotional stability among the teachers participating in the current study can be explained by:

- The inherent character of the primary school teaching profession calls for emotional stability, patience, and empathy.
- The accumulated knowledge teachers acquire via daily interactions with children and their emotional and behavioral circumstances.

Presentation and Discussion of the Second Hypothesis:

According to the gender variable, this hypothesis claims there are no statistically sig variations in the degree of emotional stability among primary school teachers in the city of Constantine.

Table N°05: Levene's Test for Homogeneity

SIG	F
0,270	1227

Since the SIG value is (0.270), which is greater than the significance level of 0.05, this indicates homogeneity between the groups, and thus, a T-test can be applied.

Table N°06: T-test to Find Differences in Emotional stability Dimensions by Gender

Emotional stability Survey Dimensions	Gender	Arithmetic Mean	S. D	T	SIG
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Emotional Organization in Professional Situations	Males	17.619	2.68648	-1.47	0.14
	Females	18.4516	3.1846		
Psychological Flexibility and Adaptation to Work Challenges	Males	20.1905	2.10965	1.759	0.08
	Females	19.4624	2.27729		
Balance Between Reason and Emotion in Decision Making	Males	20.0238	2.57083	-0.9	0.37
	Females	20.4839	2.81538		
Professional Stability and Sense of Belonging	Males	12.381	1.43054	-0.88	0.38
	Females	12.6452	1.68526		
Ability to Deal with Stress and Intense Emotional Situations	Males	18.7381	2.88866	1.106	0.27
	Females	19.2688	2.4323		
Total	Males	88.9524	6.29344	0.995	0.32
	Females	90.3043	7.70862		

- The overall questionnaire T-value was (0.995), and since SIG equals (0.322), which is greater than (0.05), there are no notable differences between men and women in affective balance. Males averaged (88.9524) with a SD of (6.29344), while females averaged (90.3043) with a SD of (7.70862).
- The T-value was (-1.473), and since SIG equals (0.143), which is more than (0.05), there are no notable differences between males and females in emotional control in professional contexts. Males averaged (17.6190) with a SD of (2.68648), while females averaged (18.4516) with a SD of (3.18460).
- There are no sig differences between males and females in terms of psychological flexibility and adaptation to work challenges, as indicated by the T-value of 1.759 and the SIG of 0.081, which is greater than 0.05. The female mean was 19.4624 with a SD of 2.27729, while the male mean was 20.1905 with a SD of 2.10965.
- There are no discernible differences between males and females in terms of psychological flexibility and adaptability to work-related challenges, as indicated by the t-value of 0.902 and the SIG value of 0.368, both of which are greater than 0.05. Males scored on average 20.0238 with a SD of 2.57083, while females scored on average 20.4839 with a SD of 2.81538.
- The t-value was 0.882 and the SIG value of 0.379, which is more than 0.05, indicates no notable differences between men and women in professional stability and sense of belonging. While the mean score for women was 12.6452, with a SD of 1.68526, the mean score for men was 12.3810, with a SD of 1.43054.
- The mean score for males was 12.3810, with a SD of 1.43054, while the mean score for females was 12.6452, with a SD of 1.68526. The t-value was 1.106 and the SIG value of 0.217, which is more than 0.05, indicates no notable differences between men and women in the capacity to handle emotional situations and pressure. While the mean score for women was 19.2688, with a SD of 2.43230, the mean score for men was 18.7381, with a SD of 2.88866.

The statistical findings show that the different aspects of emotional stability do not differ statistically significantly between males and females. This finding is consistent with a number of theoretical frameworks that contend that professional experience, emotional maturity, organizational environment, and personal coping mechanisms have a greater influence on emotional stability than gender.

According to (Goleman, 1995), emotional intelligence which includes the capacity to control emotions and manage stress is a skill that can be acquired and enhanced via practice and education. It is more closely related to the social and educational context in which a person develops and engages with their surroundings than it is to biological elements like gender.

(Bandura, 1986) social learning theory, which holds that emotional behaviors evolve and develop through modeling, reinforcement, and experience rather than just biological formation, lends more credence to this point of view. Therefore,

as this study's findings show, men and women in the same professional and educational fields may have comparable levels of affective balance.

The findings of this study correspond with those of (Olson, McKenzie, Mills, & Patulny, 2019), which suggested that female teachers frequently use "deep acting" techniques to control their emotions in the classroom, therefore increasing their vulnerability to emotional burnout. Though they can manage classroom discipline and inspire kids, male teachers often use "surface acting" techniques or emotional distancing, which could cause professional disengagement.

The study by (Demetriou, Wilson, & Winterbottom, 2009) also indicated that while male teachers tend to use more neutral approaches when confronting classroom challenges, new female teachers show a greater emphasis on the emotional components of teaching and depend on emotional strategies to re-engage students.

The study by (Amirian, Amirian, & Kouhsari, 2023), on the other hand, revealed that emotional intelligence greatly affects the performance of teachers of both sexes. In the association between emotional intelligence and teacher performance, the behaviors linked to rising work demands had a stronger mediating influence than self-well-being; gender made no major difference in this regard.

The present study also agrees with the results of the studies by Abdelmalek Bahri (2023), Lamia (2023), Hanan (2023), Brouhahas (2023), and Fouad Sabira et al. (2014), where it was determined that emotional stability lacks gender-specific traits connected to the teacher.

CONCLUSION

With a mean score of 89.88, higher than the expected mean of 69, and statistically sig at the 0.05 level, the findings of the study showed that primary school teachers exhibited high affective balance. This shows the high emotional ability of the sample individuals. Accumulated professional experience and teachers' ongoing exposure to classroom and professional situations demanding emotional control, adaptability, and self-control explain this outcome.

The findings also revealed no statistically sig variations in the aspects of emotional stability depending on gender. Both genders instructors were found to show comparable degree of emotional competence in the domains of emotional control, affective balance, psychological flexibility, professional stability, and stress management. Regardless of gender differences, this outcome can be understood in light of modern theories stressing that emotional competencies are developed via experience and professional practice (Goleman, 1995) (Bandura, 1986).

These results imply that the primary education setting offers a common framework for the growth of teachers' emotional skills, with both men and women confronting comparable difficulties and circumstances supporting the development of their affective balance. This underlines the need of emphasizing ongoing training techniques, professional support, and psychological prevention initiatives without gender bias but rather depending on shared professional requirements.

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