

Relationship between Management Skills and Emotional Stability of Middle-Level Managers in Public Sector Universities of Khyber Pakhtunkhwa

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Abstract



The purpose of this study was to explore the relationship between management skills and the emotional stability of heads of teaching departments in public sector universities of Khyber Pakhtunkhwa province. By using the stratified random sampling method 122 heads of teaching departments were selected as the sample of the study from six public sector universities of the province. For data collection, a questionnaire was developed after reviewing related literature from the previous studies comprising seven management skills and emotional stability. The questionnaire was validated through a panel of experts. The reliability of the questionnaire was established through inter inter-item consistency method (Cronbach's alpha) which was found to be 0.880 and 0.804 for management skills and emotional stability respectively. The findings revealed that heads of teaching departments had above-average levels of managerial skills and emotional stability respectively. The results also revealed that a positive moderate significant relationship was found between management skills and emotional stability of heads of teaching at public sector universities of Khyber Pakhtunkhwa province. It was recommended that continuous in-service training in the area of managerial skills be provided to heads of teaching departments so that they may be able to utilize physical, human, and capital resources for the achievement of departmental goals. Furthermore, they may also be provided ample chances of training opportunities to maintain emotional balance under stressful situations and respond accordingly.

Keywords: Middle-Level Managers, Management Skills, Emotional Stability, Departmental Goals, Teaching Departments

Introduction

Management is primarily composed of basic four functions i.e. planning, organizing, directing, and controlling (Griffin, 2021). To carry out these four basic management functions, managers rely on several different management skills. Different authors proposed different management skills to effectively and efficiently run the institution. These managerial skills may include technical, conceptual, interpersonal, decisional, problem-solving, strategic planning, diagnostic, time management, communication, and political skills (Griffin, 2021; Kalargyrou, Pescosolido, & Kalargiros, 2012; Katz, 1955; Mintzberg, 1973; Northhouse, 2018; Peterson & Van Fleet, 2004; Schor, Selzer & Smither, 1995; Whetten & Cameron, 1983; Williams van Rooij, 2013; Yukl, 2012). All these management skills are equally useful for an effective and efficient manager; however, it is not easy for managers to grasp all these skills at once.

The managerial skills of a manager have a great impact on an organization's image-building and sustainability (Porter & Kramer, 2006; Wikström, 2010). In Pakistani universities, heads of teaching departments are considered to be the managers of all curricular and co-curricular activities at the departmental level. A good manager is expected for transparency, strong team building, appreciation for recognition, accountability, fear as a result of experience, solutions for political pressure, mafia, effective handling of pressure groups, and nepotism in universities (Khan, Shayan, & Zeb, 2023; Prastiawan et al., 2020). Managerial skills are the expertise of the managers that ensure the achievement of organizational goals through the effective and efficient use of organizational resources

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(Pulmones, 2022). Managerial skills to Hoff (1999) are the motivations and behaviors, that managers and administrators must have to carry out effective and successful managerial responsibilities.

The head is the leader or administrator or manager who is responsible for the survival of the organization for managing the operation and administration of the organization, guiding and educating colleagues, and maintaining facilities and infrastructure (Akpan, 2012; Northhouse, 2018; Laud, Arevalo, & Johnson, 2016). In teaching departments at universities, the head/chairman is the most important person in improving the quality of education (Bukhari et al., 2023). Because the head acts as a leader, manager, and administrator who influences subordinates to work to achieve organizational goals and set precedents for others (Yukl, 2012). The manager/head must have good behavior and managerial styles, which are consistent, effective, and visible when giving orders, assigning tasks, communicating, and encouraging subordinates (Williams, 2013). As middle-level manager acts as a bridge between top-level management and lower-level management, therefore, their role is crucial in achieving institutional goals (Bukhari et al., 2023).

Along with effective management skills, a head must show emotionally stable behavior in all academic and non-academic matters. Abdel-Fattah (2020) stated that “emotional stability is the capacity to maintain one’s emotional balance under stressful circumstances” (p.58). Successful managers show emotional stability in all stressful and frustrating situations. Effective management skills enable managers to face challenges gracefully in all frustrating situations. Managers successfully get rid of the problematic situation by using their managerial skills effectively and efficiently.

Review of Related Literature

Management is defined by Griffin (2021) as “A set of activities (including planning and decision making, organizing, leading, and controlling) directed at an organization’s resources (human, financial, physical, and information), to achieve organizational goals efficiently and effectively” (p. 4). In this context a manager is a person “whose primary responsibility is to carry out the management process (planning, organizing, directing and controlling)” (Griffin, 2021. p. 4). According to Steers, Osland, and Szkudlarek (2023), a manager has to keep his head cool, focus strong, and distractions minimum while being available most of the time and has to considerate the team. A good manager is expected for; transparency, a strong team culture, appreciation, and recognition. The hanging sword of accountability from stakeholders, fear as a result of experience, nepotism, and political and mafia pressure are the threats to professional careers.

Abdel-Fattah (2020) stated that “emotional stability is the capacity to maintain one’s emotional balance under stressful circumstances” (p.58). Emotional stability means, control over the senses in case of abrupt occurrence. All sorts of emotional occurrences may appear slowly or abruptly but the root cause behind them is the environmental effects on personality. Mirza and Redzua (2012), indicated a higher level of principals’ emotions are linked with their transformational leadership style while those with lower levels are linked with a laissez-fair leadership style.

Managerial skills strengthen emotional stability. Emotional intelligence to Fattah (2020) is maintaining one’s emotions in control in stressful circumstances. Motivation for a great cause, targets in the form of objectives, financial outcomes, exposure to the newer environment, training in managerial skills, appreciation, and recognition of services are the sources that help in strengthening emotional stability. Effective and efficient use of management skills develops a feeling of being part of the whole and as a result, contributes his/her services accordingly to the whole and at the same time recognizes the contributions of other fellows in the organization (Bush, 2003). Technical skills are the abilities used in specific activities in the form of processes, techniques, and procedures to allow the implementation of mechanisms needed for carrying out certain tasks (Mukarromah, Mudjito, & Purbaningrum, 2019). Jenkins-Guarnieri, Wright, and Johnson (2013) stated that interpersonal competence means deriving satisfaction from social relationships.

Interpersonal skills are the ability to use feelings, thoughts, and social behavior while performing social tasks like initiating and sustaining relationships (Topping, Bremner, & Holmes, 2000). Mallinckrodt (2000) declared that interpersonal skills are necessary for building and maintaining supportive relationships within the organization. Emotional stability comes with strong interpersonal skills. Hofmann (2014) stated that developing emotional stability plays an important role in expressing and experiencing emotions. Social processes are related to interpersonal skills. Higgins and Pittman (2008) opined that emotion regulation is critical for the process of human socialization.

Similarly, Eisenberg, Fabes, Guthrie, and Reiser (2000) posit that emotion regulation is essay social process through interpersonal skills by which people influence other's reactions.

Conceptual skills are the ability to think and plan in mind. The conceptual skills of Bindra, Sharma, Bhardwaj, Dhir, and Srivastava (2023) are thinking in the abstract and applying according to the situation. Similarly, conceptual skills to Lussier and Kimball (2023) are the personal potentials of a head of knowing various theories in the field of his/her service and organizing thought based on the new trends. Conceptual skills comprise on mind map based on logical and critical thinking to solve the problems of time management, interpersonal conflicts, decision-making, and persuasion of the plan. Diagnosing is analyzing the situation to reach the facts and find the solution in light of that.

Diagnostic skills to Troyer (2022) are the ability to assess the situation from multiple perspectives and gather information concerned for the identification of key issues that need addressing. A story is made in mind after the collection of data about the issue and is told to oneself how to solve the issue. The dispersed mind cannot think properly. Emotional stability and diagnostic skills are interrelated. In education management diagnostic skills to Bimrose, Barnes, Brown, Hasluck, and Behle (2007) are firstly used to measure basic adult education, secondary special education, and second language programs and vocational education systems. Secondly, diagnostic skill has been a guiding principle in higher education, a diagnostic tool for graduates that the system should provide self-evaluation as a learning opportunity in itself. Thirdly, diagnostic skills are supportive as an online assessment tool for communication, numeracy, and IT (information Technology for adults returning to learning.

Communication is sharing information of common interest among the concerns. It is the process of transformation of information from one person to another. Strong communication skills are paramount for today's managers (Barrett, 2006). Communication is the sharing of information and ideas through verbal instructions, nonverbal cues sounds, gestures, body language, and writing messages. Communication does not care for likes and dislikes because information about a system is the equal asset of stakeholders. Effective communication is key to success for it takes the stakeholder in confidence before a step. The decisions go in success and encourage everyone in the system and failure does not cause tension and worries (Beesley, Watts, & Harlow, 2023). The head remains emotionally sound. Effective communication touches employees' souls and engages them in work to work hard for the achievement of objectives (Raeissi et al., 2023). The impact of a good manager's communication is not limited to his/her team but also aids in making him a brand.

Steps taken for the solution of a situation faced other than the normal in the setup is decision making. Decision-making is the process of taking action in uncertain situations. Decision-making power must be one of the qualities of a head for safeguarding the organizational goals in the best possible way. Decision-making largely depends upon emotional stability because a sound mind makes sound decisions. Decision-making is not a single order, rather the decision-maker has to study first the consequences of a decision on the organization, on the accused, and himself (Cuppello, Treglown, & Furnham, 2023; Hamour et al., 2023; Xu et al., 2023).

Time management is one of the most stressful challenges of management especially in educational management. Time is one of the most important commodities in life its proper use makes investment valuable. Behavior of time management to Marquis and Huston (2012) was first defined in the late 1950s means of optimally using the available time for planning, goal setting, and prioritized activities. According to Khalifa et al. (2021) punctuality to the work point, completing the tasks in demanded time, and adjustment of job disturbing appointments in our sphere are extremely stressful and make the organizational culture pressure. According to Mullakanda and Dissanayake (2015), in the recent era of industrialization and competition both young and old are facing psychosomatic problems like stress, anxiety, tension, mental upsets, and frustration. To avoid psycho problems, Pehlivan (2013) opines that reaching success in life depends upon effective time management. Time management to Nasri et al. (2013) helps individuals carry out several tasks and limit their responsibilities in a single time through such behavior.

The aforementioned literature shows that management skills have a great effect on the emotional stability of middle-level managers. A manager who possesses effective management skills can easily cope with frustrating situations and can effectively convert unpleasant situations into pleasant ones. Therefore, a study must be conducted to explore the relationship between management

skills and the emotional stability of middle-level managers in public sector universities of Khyber Pakhtunkhwa universities.

Objectives of the Study

The study was based on the following objectives:

1. To investigate the managerial skills level of middle-level managers of public sector universities of Khyber Pakhtunkhwa province.
2. To investigate the emotional stability level of middle-level managers of public sector universities of Khyber Pakhtunkhwa province.
3. To explore the relationship between management skills and emotional stability of middle-level managers of public sector universities of Khyber Pakhtunkhwa province.

Research Questions

1. What is the managerial skills level of middle-level managers of public sector universities of Khyber Pakhtunkhwa province?
2. What is the emotional stability level of middle-level managers of public sector universities of Khyber Pakhtunkhwa province?
3. Is there any significant relationship between management skills and emotional stability of middle-level managers of public sector universities of Khyber Pakhtunkhwa province

Research Methodology

The quantitative method was used to obtain the answers to research questions. A descriptive (survey) design was used to collect and analyze the data. The population of the study consisted of 262 middle-level managers of six public sector universities in Khyber Pakhtunkhwa province. By using cluster sampling method 122 middle-level managers were selected as a sample of the study. The researcher used a self-constructed questionnaire for data collection. The questionnaire was composed of 72 Likert-type items which ranged from "strongly disagree" to "strongly agree" with point values 1 to 5. The variable "management skills" consisted of 67 items while the emotional stability variable consisted of 15 items. The management skills consisted of seven management skills including conceptual, interpersonal, technical, diagnostic, communication, decision-making, and time management. The items related to conceptual, interpersonal, and technical skills consisted of eight items each. Diagnostic skills consisted of six items; communication skills consisted of seven items; decision-making skills consisted of nine items; and time management skills consisted of twenty-one items. The variable "emotional stability" consisted of fifteen items. The content and face validity of the questionnaire were established through a panel of experts who had enough teaching and research experience in the field of administration, leadership, and management at the university level. The reliability of the questionnaire was established through the inter-item consistency method (Cronbach's alpha). The values of alpha were found to be .90, .89, .90, .88, .90, .90, .91, and .88 for technical, interpersonal, conceptual, diagnostic, communication, decision-making, and time management respectively. The reliability for the overall management skills was found to be .88. The reliability for emotional stability was found to be .91. All the values of Cronbach's alpha were found to be greater than that of the threshold value.

Results

Table 1

Demographic Information of HoDs

Variables	Frequency	Percentage
Gender		
Male	76	62.3
Female	46	37.7
Administrative Experience		
Less than a year	19	15.6
1-5 years	63	51.6
6-10 years	20	16.4
More than ten years	20	16.4
Teaching Experience Before HOD		
Less than a year	9	7.4
1-5 years	10	8.2
6-10 years	27	22.1
Greater than 10 years	76	62.3

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Formal Training in Management Skills		
Yes	48	39.4
No	74	60.6
Number of teachers in the Department		
1-5	47	38.5
6-10	48	39.3
More than 10	27	22.2
Number of writings ACR of staff last year		
0	8	6.6
Less than 10	85	69.7
11-15	23	18.9
16-20	1	0.8
More than 20	5	4.1

Demographic information on HoDs shows that male HoDs participated more than that of female HoDs in the study. The greater number of participants had 1-5 years of administrative experience. This shows that mostly newly appointed HoDs participated in the study. More than 50 percent of participants had more than 10 years of teaching experience before becoming HoDs. Sixty percent of HoDs had not attended any type of training related to managerial skills. In most of the department's number of working teachers ranged from 5 to 10. Near to 70 percent of HoDs had written 1 to 10 working teachers' Annual Confidential Reports (ACR) in the last year.

Table 2

Perceptions of HOD about management skills

Management Skills	n	Mean	Std. Deviation
Technical Skill	122	4.32	.494
Interpersonal Skill	122	4.36	.473
Conceptual Skill	122	4.20	.513
Diagnostic Skill	122	4.40	.469
Communication Skill	122	4.40	.441
Decision-Making Skill	122	4.15	.404
Time Management Skill	122	3.85	.459
Grand mean and standard deviation scores		4.24	.355

The above table shows the perceptions of heads of teaching departments about management skills. The mean scores of all the items in the variable "management skills" have a maximum above-average level of observance. The maximum mean score among the eight items was found to be 4.40 for the item "communication skills" which shows the maximum above-average level of observance. On the other hand, the minimum mean score among the eight items was found to be 3.85 for the item "time management skills" which shows above average level of observance among the eight items.

Table 3

Perceptions of HoD about emotional stability

Items	n	Mean	Std. Deviation
I remain in a sense of the emotion-evoking situation.	122	4.11	.730
I carefully respond to emotionally provoking news.	122	4.31	.728
I know the fact that some worst situations are created for taking advantage.	122	4.30	.556
Greed stimulates the head negatively towards the time being personal benefit.	122	4.11	.780
I have not been blackmailed by my staff members to accept their illegal demands.	122	4.33	.776
Nepotism in official dealing causes emotional pressure.	122	4.39	.675
I adjust myself in any situation because of have control over my senses.	122	4.11	.736
The secret of my success in my professional career is that I respond positively.	122	4.30	.528
I am equally acceptable both to my officers and subordinates because of my emotional affiliation with them	122	4.19	.731
I maintain the sustainability of my department/position due to a principle, "think before you speak"	122	4.03	.586
My official dealing is based on listening to the heads attentively and responding according to avoid clashes.	122	4.25	.611
I let my subordinate express myself by saying "More, any more, and	122	3.81	.684

anything else?"			
In case of external complaints, objections, and blame, I try to listen to the complainant fully and sometimes suggest for provision of solid evidence.	122	4.40	.525
My social dealing greatly keeps me emotionally stable in my official work.	122	4.31	.516
I listen to others in official meetings because it helps me to make the right decision.	122	4.43	.575
Grand mean and standard deviation scores		4.23	.341

The above table 3 shows the perceptions of departmental heads about emotional stability. The maximum mean score among the fifteen items was found to be 4.33 for the item "I have not been blackmailed by my staff members to accept their illegal demands" which shows the maximum above-average level of observance. On the other hand, the minimum mean score among the eight items was found to be 3.81 for the item "I let my subordinate express by saying "more, any more and anything else?" which shows above average level of observance among the eight items. The overall mean and standard deviation score for the construct emotional stability were found to be (4.23 & .341) respectively, which shows the maximum above-average level of observance for the construct emotional stability.

Table 4

Relationship between Management Skills and Emotional Stability

<i>Variables</i>	<i>Co-efficient of correlation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
Technical skill	r	1	.579**	.662**	.521**	.416**	.291**	.410**	.740**	.386**
	Sig. (2-tailed)		.000	.000	.000	.000	.001	.000	.000	.000
	n	122	122	122	122	122	122	122	122	117
Interpersonal Skill	r	.579**	1	.619**	.720**	.609**	.570**	.441**	.850**	.664**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
	n	122	122	122	122	122	122	122	122	122
Conceptual Skill	r	.662**	.619**	1	.632**	.471**	.525**	.247**	.789**	.648**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.006	.000	.000
	n	122	122	122	122	122	122	122	122	122
Diagnostic Skill	r	.521**	.720**	.632**	1	.768**	.617**	.612**	.909**	.777**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
	n	122	122	122	122	122	122	122	122	122
Communication Skill	r	.416**	.609**	.471**	.768**	1	.293**	.295**	.720**	.535**
	Sig. (2-tailed)	.000	.000	.000	.000		.001	.001	.000	.000
	n	122	122	122	122	122	122	122	122	122
Decision-making skill	r	.291**	.570**	.525**	.617**	.293**	1	.444**	.687**	.756**
	Sig. (2-tailed)	.001	.000	.000	.000	.001		.000	.000	.000
	n	122	122	122	122	122	122	122	122	122
Time management skill	r	.410**	.441**	.247**	.612**	.295**	.444**	1	.640**	.478**
	Sig. (2-tailed)	.000	.000	.006	.000	.001	.000		.000	.000
	n	122	122	122	122	122	122	122	122	122
Overall Management Skills	r	.740**	.850**	.789**	.909**	.720**	.687**	.640**	1	.783**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	n	122	122	122	122	122	122	122	122	122
Emotional Stability	r	.386**	.664**	.648**	.777**	.535**	.756**	.478**	.783**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	n	117	117	117	117	117	117	117	117	117

The above table shows the relationship matrix of management skills. It also shows the relationship between various management skills and the emotional stability of heads of teaching departments. The coefficient of Pearson's correlation shows a positive moderate significant relationship between technical skill and emotional stability. The value of "r" shows a positive strong significant relationship between interpersonal skill and emotional stability. The coefficient of correlation shows a positive moderate significant relationship between conceptual skill and emotional stability. The relationship between diagnostic and emotional stability was found to be significantly positive and strong. The coefficient of Pearson's correlation shows a positive moderate significant relationship between communication skills and emotional stability. A positive strong significant relationship between decision-making skills and emotional stability was found. A positive moderate significant relationship between time management skills and emotional stability was found. A positive

strong significant relationship between overall management skills and emotional stability of heads of teaching departments was found.

Discussion

The results of the study depicted that managerial skills are obligatory for the emotional stability of middle-level managers at universities for achieving departmental and institutional goals. Emotional stability helps the heads of teaching departments to cope with the stressful situation. The study found above average level of observance of managerial skills of heads of teaching departments and also shows an above-average level of emotional stability. The technical, conceptual, interpersonal, diagnostic, effective communication, right decision-making, and efficient time management skills enable ahead to deal with a hectic situation in a very cool and calm manner. These management skills assist the heads to remain in their senses and maintain balance in emotions under stressful situations.

Study results revealed that middle-level managers had above average level of management skills. They believed that they had good technical skills and had knowledge and understanding of the roles and responsibilities of their job. They had very good conceptual skills and could play with abstract ideas very well. They could transfer abstract ideas into practical situations. They could achieve the vision of the department. They try their best to maintain good relationships with their subordinates and with high-ups. They also try to maintain good relationships both inside and outside the department. They diagnose the situation very carefully and then make the right decision on a rational basis. They had efficient and effective communication skills both in oral and written form. They communicate well both inside and outside the department. They had good decision-making skills and made the right decision at the right time. They manage their time efficiently and effectively and strive for the achievement of the organizational goals (Aghenta, & Omoregie, 2006; Bukhari et al., 2023; Cuppello et al., 2023; Hoff, 1999; Katz, 1955; Khan et al., 2023; Kalargyrou et al., 2012; Rue et al., 2012).

An employee with good technical skills is more emotionally stable than that with less or no technical skills. Laud (2016) proposed a framework of five elements that describe emotional intelligence which is necessary for educational managers. These elements include self-awareness, self-regulation, motivation, empathy, and social skills. These elements are closely related to management skills which help the managers to deal effectively the frustrated situations in the organization.

The results showed that middle-level managers had above level of emotional stability. They respond well in the frustration situation department. They effectively and efficiently deal with stressful situations. They believed that they remained in their senses in emotion-provoking situations. They believed that they follow the principle of “think before speaking” and maintain good relationships with subordinates and students, so that they may be able to achieve the departmental goals (Abdel-Fattah, 2020; Eisenberg *et al.*, 2000; Mullakanda & Dissanayake, 2015).

The results of the study also show that there is a positive strong significant relationship between management skills and the emotional stability of heads of teaching departments. The high management skills of heads of teaching departments are accompanied by high emotional stability. Those heads who have good managerial skills tend to be more emotionally stable. For emotional stability, middle-level managers require conceptual, interpersonal, technical, diagnostic, communication, decision-making, and management skills. If the heads of departments have good managerial skills, then they would be able to remain cool and calm and effectively deal with emotions-provoking situations. Previous studies also found the positive effect of different management skills on emotional stability like, technical skills and emotional stability (Mukarromah et al., 2019) interpersonal skills and emotional regulation (Hofmann, 2014) diagnostic skills, and emotional stability (Troyer, 2022) Decision making and emotional stability (Hamour et al., 2023; Xu et al., 2023) time management and emotional stability (Nasri *et al.*, 2013) communication skills and emotional stability (Raeissi et al., 2023) time management and emotional stability (Xu et al., 2023). The results of previous research studies revealed that management skills have a positive effect on emotional stability. Those managers who have efficient and effective managerial skills tend to have high emotional stability. A positive significant relationship between managerial skills and the emotional stability of heads in South America was found (Ruiz, Wang, & Hamlin, 2013).

Conclusions

The study concluded that the level of management skills of middle-level managers at public sector universities of Khyber Pakhtunkhwa province was of above average level of observance which shows that they have a good grasp of skills like conceptual, interpersonal, technical, and diagnostic, communication, decision making and time management. The study also concluded that the level of emotional stability of middle-level managers of above average which shows that they can maintain their emotional balance under stressful circumstances in the department. The study also concluded that there is a positive strong significant relationship between management skills and emotional stability of middle-level managers. Those managers who had good management skills possessed high emotional stability. If a manager has good technical, conceptual, human, diagnostic, communication, decision-making, and time management skills can easily cope and respond to stressful and frustrating circumstances in the department. The study has depicted that middle-level managers having good management skills were found to be more emotionally stable.

Recommendations

It is recommended that middle-level managers perceive that management skills are of utmost importance to achieve departmental goals. Therefore, they are provided ample opportunities to enrich their technical, interpersonal, conceptual, diagnostic, communication, decision-making, and time management skills. Such training may be provided to middle-level managers before appointing them as head of the department and also after appointing them as head of the department in the form of refresher courses by arranging seminars and workshops for them. Efficient and effective management skills ensure to remain in the sense under stressful conditions to guard their emotional stability. Possessing management skills enables middle-level managers to provide a congenial workplace environment for the employees. Therefore, they try to avoid fear, disgust, anger, surprise, happiness, and sadness in the workplace which is responsible for physical and psychological stress. This is possible only, if middle-level managers are provided training and they may learn how to maintain emotional balance in stressful situations. As management skills have a strong relationship with the emotional stability of middle-level managers, therefore, heads of teaching departments must be sensitized to the theory and practice of core management skills and emotional stability. Without possessing management skills and showing emotional stability, middle-level managers will not be able to achieve institutional goals and objectives. Therefore, they must be eager to improve their management skills and also learn how to cope with stressful and tense situations and how to handle and act in such unfavorable circumstances.

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