

Measuring Educational Leaders' Emotions: Item Development And Scale Construction

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Abstract

Leaders' emotional well-being and its impact on their leadership performance are not extensively discussed in previous literature. Measuring the emotions of educational leaders can provide valuable insights into their emotional states and help develop strategies to improve their leadership effectiveness. This study aims to develop a set of items and construct a scale to measure the emotions of educational leaders in Pakistan. The research emphasizes the significant importance of emotions in the realm of educational leadership. It delves into the diverse strategies educational leaders employ to leverage emotions for achieving tasks within their institutions. The study's inquiries center around how the emotions of educational leaders interconnect with their objectives, interpersonal dynamics, and decision-making for their organizations. Employing a blend of research methodologies, the study gathers data from a subset of educational leaders in Pakistan. The findings of the research uncover that emotions hold a central position in the educational leadership journey, warranting a deeper investigation into their interconnectedness with institutional efficacy. The study provides valuable insights into the emotional states of educational leaders which can help in developing strategies to improve their leadership effectiveness.

Keywords: Tool Development, Leaders' Emotions, Institutional Functioning, Educational Leadership.

Introduction

Educational leaders play a critical role in shaping the educational landscape of a country. However, their emotional well-being and its impact on educational leaders' performance are often overlooked. Measuring the emotions of educational leaders can provide valuable insights into their emotional states which can help to develop strategies to improve leadership effectiveness. Therefore, this study aims to

develop a set of items and construct a scale to measure the emotions of educational leaders.

Leadership is often viewed as a rational process, and educational leaders are expected to perform their duties in a dispassionate manner, disregarding their emotions. Nevertheless, across all dimensions of institutional operation, educational leaders employ their emotions to effectively accomplish tasks, foster cooperation, facilitate transformation, and cultivate favorable interactions among coworkers (Noorani &

Lashari, 2023). Although educational leaders might not openly acknowledge the utilization and potentially harmful manipulation of emotions in their leadership approaches, there exists limited literature that examines this facet of educational leadership. This gap in understanding how leaders' emotions, both constructive and detrimental, influence the objective-driven focus, interpersonal connections, and decision-making within Pakistan's educational framework is addressed by scant research (Ashkanasey, 2011).

Educational leaders' emotions play a vital role in institutional functioning. Positive emotions that educational leaders usually exhibit include: joy, pride, affection and contentment whereas negative emotions include: anger, aggression, sadness, envy, guilt and shame. Research shows that positive emotions displayed by educational leaders are positively related to improved work performance of their colleagues. Conversely, colleagues led by educational leaders who display negative emotions tend to have higher turnover rates. Positive emotions among employees lead to favourable outcomes, while negative emotions increase the chances of conflicts within institutions. On the other hand, negative emotions foster systematic and careful information processing, which can be advantageous when leaders are dealing with complex problems. Leaders who exhibit negative emotions frequently, may have a difficult time building good relationships with colleagues and gaining their trust. At the same time, leaders who frequently demonstrate positive emotions may fail to notice and attend to performance shortfalls that are less than apparent (Levine et al., 2011; Ilyas & Elahi, 2013; Sahahab & Imran, 2018; Murad & Gill, 2016; Maxwell & Riley, 2017; Hashmi, Saad, & Madden, 2018; Crawford, 2018; Zehra, Lashari & Naz, 2023).

Positive use and misuse of emotions are common within the educational institutions of Pakistan.

Comprehending others at a profound level stem from possessing a keen awareness of one's own emotions and sentiments. In order to excel as a capable leader, it is imperative to possess self-awareness concerning personal shortcomings, as well as an understanding of how one's emotional state and actions can impact others' feelings (Khokhar, Nayab., Ahmed, Baloch, Bashir, & Mirwani, 2023; Reheman, Lashari & Abbas, 2023).

Patting on the shoulder of colleagues to motivate them, and passing a smile to show support indicates positive emotions of Pakistani educational leaders whereas shouting, using demeaning and daunting language to suppress colleague is an exhibition of misuse of emotions. However, when asked about their use of emotions, leaders negate it and interpret their activities as either as traditional approaches to leadership such as mechanical leadership that entails routine duties of a leader or rationale leadership which involves decision making based on logical thinking and available evidence. Denial of the use emotions by educational leaders is the result of educational institutes' assertion for using cognition-based or logical-based actions rather than emotional stances as elements of educational leaders' effective functioning. Nevertheless, considering the importance of leaders' emotions, growing literature suggests that emotions play a pivotal role in the educational leadership process, and the relationship between educational leaders' emotions and their institutions' functioning needs to be explored (Zulfiqar et al., 2016; Veinhardt & Kuklyte, 2017; Blair & Watton, 2017; Bashir & Khalil, 2017; Lashari, Umrani & Buriro, 2021).

This study aimed to develop a survey tool explore the role of educational leaders' emotions in institutional functioning, determine the different ways in which educational leaders use emotions to get the work done within their institutions, and

identify the relationship between educational leaders' emotions and institutional functioning. The study was guided by the following research question (RQ₁):

RQ₁: How do educational leaders' emotions, either positive or negative, enable goal orientation, human relations, and decision making for their institutions?

Literature Review

Theoretical Framework

The theoretical framework for this study draws on several key theories that shed light on the role of emotions in educational leadership. Fredrickson's Broaden-and-Build Theory of Positive Emotions (2001) suggests that positive emotions broaden individuals' cognitive and behavioral repertoires, fostering goal-oriented behavior, enhanced social connections, and cognitive flexibility. Social Exchange Theory (Blau, 1964) underscores the significance of positive emotional exchanges in promoting trust, collaboration, and positive human relations among educational leaders and their colleagues. Conversely, negative emotional exchanges can lead to conflict and strained relationships. Affective Events Theory (Weiss & Cropanzano, 1996) highlights the impact of affective events, including positive and negative emotions, on individuals' attitudes, behaviors, and decision making. Educational leaders' appraisal and interpretation of these emotions influence their goal orientation, human relations, and decision making. Finally, Appraisal Theory (Roseman, 1996) explores how individuals' appraisals of positive and negative emotions shape subsequent responses and behaviors. Positive emotions are associated with facilitating goal attainment and positive interactions, while negative emotions may trigger avoidance behaviors or cautious decision making. Integrating these theories

provides a comprehensive understanding of the complex interplay between emotions and various aspects of educational leadership, guiding the exploration of the relationships between educational leaders' emotions, goal orientation, human relations, and decision making within educational institutions.

Emotional well-being of educational leaders plays a crucial role in shaping the educational landscape of a country. While educational leadership is often viewed as a rational process, the role of emotions in this context is frequently overlooked (Ashkanasy, 2011). Ashkanasy's Multilevel model of Emotions in Organizations provides a comprehensive framework for understanding the interplay between emotions, cognition, and behavior within organizations. This model recognizes that emotions are multifaceted and can manifest in various ways, including positive and negative emotional states (Ashkanasy, 2011). The multilevel model of emotion in organizations by Ashkanasy (2003, 2011) offers a comprehensive framework to understand emotions in the workplace. It consists of five levels of analysis:

1. Level 1: Within-person variability focuses on real-time variations in affect, affecting creativity, decision making, and job satisfaction.
2. Level 2: Between-person variability examines emotional intelligence, which predicts job performance and conflict resolution skills.
3. Level 3: Interpersonal level explores emotional perception, emotional labor, and strategies for emotional regulation.
4. Level 4: Group level emphasizes the impact of leadership on team dynamics and the spread of emotions through emotional contagion.
5. Level 5: Organizational level examines the creation of a healthy emotional climate

influenced by group norms, culture, and history.

In summary, Ashkanasy's Multimodal Emotions in Organizations model provides a theoretical foundation for understanding the role of emotions in educational leadership. Positive emotions have been found to enhance goal orientation, human relations, and decision making among educational leaders. Conversely, negative emotions can impact goal orientation, human relations, and decision making, albeit in different ways. It is crucial to recognize and address the emotional well-being of educational leaders, as it has significant implications for their performance and the overall functioning of educational institutions.

Educational Leaders' Emotions and Institutional Functions

Leaders in educational institutions are responsible not only for managing resources and achieving organizational goals but also for establishing and maintaining effective human relationships. Leaders' emotions play a critical role in their ability to make decisions, set goals, and develop relationships in educational institutions. This literature review examines the relationship between leaders' emotions and their impact on human relations, decision-making, and goal orientation in educational institutions.

Leaders' Emotions and Human Relations Leaders who display positive emotions, such as empathy, kindness, and compassion, can create a positive work environment and build trust with their staff (Dutton & Ragins, 2007). Positive emotions can also enhance communication and collaboration among staff, resulting in better teamwork and improved student outcomes (Bono & Ilies, 2006). Conversely, negative emotions such as anger, frustration, and disappointment can create a toxic work environment and undermine staff morale

and motivation (Ashkanasy & Daus, 2002). Negative emotions can also impair communication and collaboration among staff, resulting in conflicts and reduced productivity (Grandey, Fisk, & Steiner, 2005; Noorani & Lashari, 2023).

Positive emotions and goal orientation

Positive emotions play a significant role in fostering goal orientation among individuals. According to Fredrickson (2001), positive emotions broaden individuals' thought-action repertoires, leading to an expanded focus on opportunities, resources, and possibilities. This broadening effect enables individuals to approach goals with enthusiasm, optimism, and a proactive mindset. Furthermore, Lopes, Salovey, and Straus (2003) found that individuals experiencing positive emotions tend to perceive a higher quality of social relationships, which can contribute to the development of a supportive network and access to valuable resources. This, in turn, enhances goal-oriented behavior as individuals feel more encouraged and supported in their pursuit of goals. Thus the following hypothesis was formulated from the literature:

H₁: Educational leaders' positive emotions have a significant positive effect on their institutional goal orientation

Positive emotions and human relations:

Positive emotions have a profound impact on human relations within organizations. Barsade, Ward, Turner, and Sonnenfeld (2002) proposed the concept of emotional contagion, which suggests that positive emotions can spread from one individual to another, leading to a positive emotional climate within a group or team. This emotional contagion process fosters high-quality connections and strengthens social bonds among individuals (Dutton & Heaphy, 2003). When

leaders and colleagues display positive emotions such as empathy, enthusiasm, and support, it creates a positive social atmosphere, promoting trust, collaboration, and teamwork (Barsade et al., 2002; Dutton & Heaphy, 2003; Reheman, Lashari & Abbas, 2023, Salman et al., 2023). These positive emotional exchanges contribute to the development of harmonious and effective human relations within educational institutions.

H₂: Educational leaders' positive emotions have a significant positive effect on their human relations within the institution

Positive emotions and decision making

Positive emotions have been shown to have a significant impact on decision-making processes. Estrada, Isen, and Young (1997) found that individuals experiencing positive affect demonstrated more integrative thinking, incorporating a wider range of information and perspectives into their decision-making process. Positive emotions broaden cognitive scope and facilitate creative problem-solving, leading to innovative and effective decisions (Estrada et al., 1997). Furthermore, Isen, Daubman, and Nowicki (1987) showed that positive affect enhances individuals' ability to generate flexible and original solutions. This positive affective state enables leaders to approach decision making with openness, optimism, and a willingness to consider diverse alternatives.

H₃: Educational leaders' positive emotions have a significant positive effect on their institutional decision making.

Negative emotions and goal orientation:

Negative emotions can significantly impact individuals' goal orientation. According to Higgins (1997), negative emotions, particularly fear and anxiety, can activate a prevention focus.

This prevention focus directs individuals' attention toward avoiding negative outcomes, protecting against losses, and maintaining stability. In the context of goal orientation, individuals experiencing negative emotions tend to adopt a cautious approach, focusing on preventing failures and avoiding risks (Higgins, 1997). This prevention focus can lead to more conservative goal setting and a tendency to prioritize security over growth. Individuals may become more risk-averse and less willing to pursue ambitious goals due to the influence of negative emotions and the associated prevention focus.

H₄: Educational leaders' negative emotions have a significant negative effect on their organizational goal orientation

Negative emotions and human relations:

Negative emotions can significantly impact human relations within educational institutions. Research by Sy, Côté, and Saavedra (2005) revealed that negative emotions, such as anger or frustration, can impair individuals' social interactions and relationships. Negative emotions tend to hinder effective communication, impair cooperation, and increase the likelihood of conflicts and misunderstandings among colleagues (Sy et al., 2005; Noorani & Lashari, 2023). Furthermore, individuals experiencing negative emotions may exhibit less empathy and support toward others, leading to strained relationships and a decline in the overall quality of human interactions. Therefore, the presence of negative emotions within educational institutions can undermine harmonious and positive human relations.

H₅: Educational leaders' negative emotions have a significant negative effect on their human relations within the institution.

Negative emotions and decision making:

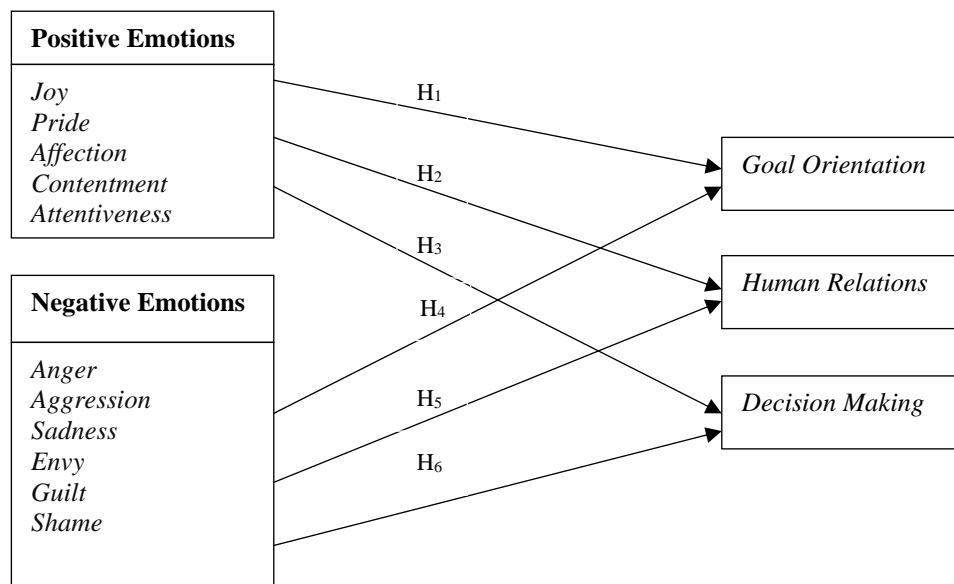
Negative emotions can have significant effects on decision making. Lerner and Keltner (2000) conducted experiments and demonstrated that negative emotions, particularly fear and anger, can lead to more cautious and risk-averse decision-making behavior. When individuals experience negative emotions, they tend to focus on potential losses, prioritize self-protection, and avoid risky or uncertain choices (Lerner & Keltner, 2000). Moreover, research by Schwarz and Clore (1983) indicated that negative affective

states can lead to biased information processing and judgment, potentially resulting in suboptimal decision making. Negative emotions can cloud individuals' judgment, limit their cognitive flexibility, and hinder their ability to consider a wide range of alternatives or objectively evaluate options.

H₆: Educational leaders' negative emotions have a significant negative effect on their institutional decision making.

Conceptual Framework

The review of literature has guided the following conceptual framework to conduct the current research.



Methodology

The study employed a mixed-methods approach, involving a qualitative study to identify the key emotions experienced by educational leaders and a quantitative study to develop and validate the scale. In the qualitative study, two rounds of semi-structured interviews were conducted with a sample of educational leaders. Using a purposive sampling technique, 20 educational leaders who had experienced using emotions at their workplaces were selected. The results of the

qualitative study identified six key emotions experienced by educational leaders, including joy, anger, sadness, fear, surprise, and disgust. Finally, a pool of items for the required tools were developed and categorized under six themes. After developing items, the tool was sent to seven experts to check content validity, that is, whether or not the items are fully representatives of what they aim to measure, as well as face validity, that is, whether or not overall content of the tool appears to be suitable to its aim. Considering feedback back from the experts, the tool was

further improved and then pilot tested with 102 valid cases (Refer to Table 1.1) to obtain the final version of the required tool.

Table 1.1: Details of the Sample for Pilot Testing

Category	Characteristic	Number
Age	Less than 40 years	41
	More than 40 years	61
Gender	Male	66
	Female	36
	Other	0
Position	Executive	34
	Administrative	34
	Operative	34
Title	Assistant Professor	24
	Associate Professor	35
	Professor	43
Type of institute	Public	24
	Private	78
Highest Qualification	PhD	102
	MPhil	0
	Masters	0
Years of Service in the current institute	Less than 5 years	44
	More than 5 years	58

Process of Tool Development

The tool measuring relationship between educational leaders' emotions and institutional functions was developed using Zula's model of tool construction (Zula, 2008) and was validated

by using subject panel expert method, item analysis and exploratory factor analysis (EFA) method (Kumar,2005).

Designing of the individual themes and items

Using the literature and semi-structure interviews with 20 educational leaders, an initial pool of 135 items were generated. The next step involved content validity, that is, whether or not the items are fully representatives of what they aim to measure, as well as face validity, that is, whether or not overall content of the tool appears to be suitable to its aim. The Content Specialist Panel (CSP) consisted of seven researchers from international community working on emotions in organizational studies through Emonet. Four of these specialists were from Australia, Norway, Germany and Egypt and three were from Pakistan. Out of the three Pakistani experts, one was from Islamabad, one from Lahore and one from Karachi. Five of these experts were PhD in Organizational Behavior and have done tremendous work in the field of emotions and organizations. Two of the panelist were PhD in Institutional Psychology and also contributed a lot in the same field. One limitation of the panel was that there was no panelist from educational leadership background. Thus educational inputs were generated using research supervisor's, co-supervisor's and lead researcher's own experiences.

The CSP was provided with definitions of all the construct selected as themes of educational leaders' emotions and were requested to sort the questions accordingly, and align them with the basic conceptualization of psychodynamics of educational leaders. The CSP was then requested to review the tool and limit preliminary responses to one brief sentence or phrase. The CPS's feedback enabled to produce a set of 102 relevant items.

Step 3: Assessing Validity and Reliability

The supervisors provided feedback on the items of the tool by categorizing them in essential,

useful and unnecessary items. The supervisors' feedback was used establish content validity of the tool. The items marked as essential and useful were retained whereas items marked as unnecessary were discarded. The reliability analysis was ensured through Cronbach Alpha. To determine appropriate inquiry content of each item of the tool, response time, and statistical analysis, a pilot study (n=10) was led with participants outside the original study but having similar attributes of the study sample. Additional to the questions generated by the CSP, the tool also had a section on the demographic information of the participants representing different institutions. This pilot study was conducted using a convenient sampling technique. However, overall reliability of 87 questions came out to be high that is, .97.

Step 4: Item Analysis

Item analysis was applied to improve the quality and accuracy of the questions constructed in the tool. While analyzing the questions of the tool using item analysis, item difficulty was considered by the respondents' rates on the Likert scale. The item means and standard deviations values which were zero or nearly zero variance were eliminated from the tool. To make the tool more reliable with questions that proportionately measure true scores, item-total correlation was computed. The case summary highlights that out of 102 items 87 were valid and their Cronbach's alpha values were above 0.970, which is higher than 0.70 values (See Table 1.2). Out of these 87 items, 19 items had less than 0.4 corrected items-total correlations thus items having less than 0.4 were discarded and item analysis test was run repeatedly unless each item has more than 0.4 corrected item-total correlations values

Table 1.2: Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
J-1	266.39	3354.988	.660	.969
J-2	266.53	3327.585	.831	.969
J-3	266.78	3370.577	.672	.969
J-4	266.55	3340.735	.761	.969
J-5	266.69	3385.873	.502	.970
J-6	266.81	3385.105	.582	.970
J-7	266.70	3410.960	.356	.970
J-8	266.91	3402.648	.400	.970
Ax-1	266.56	3500.976	-.214	.971
Ax-2	266.70	3478.919	-.061	.971
Ax-3	266.65	3474.775	-.036	.971
Ax-4	266.32	3464.866	.026	.971
Ax-5	266.52	3443.929	.184	.970
Ax-6	266.37	3428.215	.310	.970
Ax-7	266.59	3444.164	.172	.970
Ax-8	267.14	3386.223	.528	.970
Ax-9	266.65	3381.543	.492	.970
Pr-1	266.85	3408.533	.384	.970
P-2	266.77	3371.593	.614	.969
P-3	266.56	3346.835	.689	.969
P-4	266.60	3371.414	.606	.969
P-5	266.56	3350.390	.750	.969
P-6	266.45	3352.977	.691	.969
P-7	266.83	3346.749	.726	.969
Pr-8	266.54	3355.140	.734	.969
Ag-1	266.79	3404.269	.483	.970
Ag-2	266.85	3423.886	.346	.970

Ag-3	266.76	3418.164	.411	.970
Ag-4	266.40	3397.737	.549	.970
Ag-5	266.86	3376.869	.639	.969
Ag-6	266.95	3391.806	.516	.970
Ag-7	266.83	3394.910	.548	.970
Ag-8	266.55	3389.745	.604	.969
An-9	266.79	3416.208	.400	.970
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At-1	266.56	3363.784	.742	.969
At-2	266.86	3338.748	.766	.969
At-3	266.76	3362.629	.705	.969
At-4	266.46	3359.402	.699	.969
At-5	266.85	3389.765	.591	.970
At-6	266.93	3381.763	.694	.969
At-7	266.99	3350.010	.807	.969
At-8	266.60	3351.677	.751	.969
At-9	266.69	3345.549	.840	.969
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Af-1	266.57	3342.389	.777	.969
Af-2	266.56	3353.421	.722	.969
Af-3	266.50	3358.192	.698	.969
Af-4	266.59	3342.951	.776	.969
Af-5	266.50	3339.566	.792	.969
Af-6	266.55	3327.361	.777	.969
Af-7.	266.49	3334.616	.786	.969
Af-8	266.50	3324.434	.792	.969
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Sd-1	266.58	3432.307	.272	.970
Sd-2	266.49	3435.646	.282	.970
Sd-3	266.60	3459.131	.069	.970
Sd-4	266.64	3399.768	.499	.970

Sd-5	266.91	3406.164	.491	.970
Sd-6	266.86	3401.394	.453	.970
Sd-7	266.88	3380.895	.603	.969
Sd-8	266.93	3410.470	.417	.970
Sd-9	266.95	3411.240	.435	.970
En-1	266.70	3412.657	.366	.970
En-2	266.89	3424.806	.334	.970
En-3	266.70	3434.071	.266	.970
En-4	266.84	3464.843	.036	.970
En-5	267.06	3463.916	.044	.970
En-6	267.17	3442.425	.179	.970
En-7	267.01	3412.192	.372	.970
En-8	267.00	3449.313	.174	.970
En-9	266.79	3406.854	.446	.970
Cn-1	266.51	3343.081	.805	.969
Cn-2	266.38	3343.753	.855	.969
Cn-3	266.28	3366.911	.771	.969
Cn-4	266.28	3355.315	.704	.969
Cn-5	266.72	3346.143	.767	.969
Cn-6	266.73	3387.351	.511	.970
Cn-7	266.55	3375.684	.675	.969
Cn-8	266.39	3361.230	.811	.969
Cn-9	266.47	3382.959	.642	.969
Gs-1	266.88	3430.450	.286	.970
Gs-2	266.39	3433.432	.285	.970
Gs-3	266.66	3423.520	.375	.970
Gs-4	266.80	3437.657	.261	.970
Gs-5	266.80	3420.667	.368	.970

Gs-6.	266.83	3395.153	.588	.970
Gs-7	266.93	3420.046	.360	.970
Gs-8	266.81	3433.953	.259	.970
GS-9.	266.77	3418.623	.365	.970

Step 5: Factor Analysis

Following the assessment of individual items, the process of conducting exploratory factor analysis (EFA) was initiated. Before conducting the EFA test, the appropriateness of the sample was evaluated using the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity. The data reveals that KMO was high (.902) and Sphericity was significant

(Table 1.3). This implied that the number of sample cases included in the test was adequate and the items included in the test were significantly associated with each other. After several iterations, the desired set of factors was found which consisted of six factors with an average of 5 items per theme (Table 1.4). These factors were categorized under six themes (Table 1.5).

Table 1.3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.902
Approx. Chi-Square	2851.34
Df	300
Sig.	0

Table 1.4: Rotated Component Matrix(a)

	1	2	3	4	5	6
J-8	.628					
Pr-8	.728					
Cn-8	.644					
Gs-5	.701					
GS-9	.716					
J-5			.632			
J-8			.611			
P-3			.831			
At-1			.802			
Ag-1				.799		
Gs-1				.602		
En-8				.803		

Sd-4	.791
Ag-2	.628
Ag-6	.728
Ag-7	.816
Ag-8	.620
Gs-8	.612
Ax-6	.619
Ax-9	.702
Ag-5	.899
Gs-1	.671
Gs-3	.802
Cn-6	.612
	.731

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 6 iterations.

Table 1.5: Themes Identified and Items Loaded

S#	Theme 1: Positive emotions and goal orientation
1	I receive recognition for ideas for institution's future.
2	The higher authorities have implemented upgrades for my department/institution.
3	I successfully navigate difficult circumstances that emerge while putting into action decisions made by those in higher positions.
4	My institutions' results are not according to my expectations.
5	I do not achieve the intended result from a choice I made that went against the preferences of my colleagues.
S#	Theme 2: Positive emotions and human relations
6	I receive recognition for my valuable input in various committees, including those focused on fundraising, administration, curriculum development, and the academic council.
7	I provide guidance to my colleagues for their professional demeanor and behavior.
8	I take the lead in fostering and valuing a productive and collaborative work atmosphere within my institution.
9	My colleagues experience an encouraging environment in our institution.
S#	Theme 3: Positive emotions and decision making
10	I am provided with chances to participate in the decision-making procedures that concern the institution.
11	I am acknowledged or receive a positive acknowledgment for our joint efforts on a decision made to improve the institution.

12	I offer my colleagues pragmatic and beneficial recommendations for reducing costs and generating funds.
13	I make a choice that requires me to utilize my utmost capability in order to enhance the institution.
S#	Theme 4: Negative emotions and goal orientation
14	An individual, whether a superior or a colleague, obstructs my progress in reaching the goals of the institution.
15	I deliver an ineffective presentation of the task I was assigned to authorities and colleagues.
16	I notice that my colleagues are receiving salary increases and rewards because of their capability to meet deadlines.
17	I notice that my colleagues exhibit a deficiency in enthusiasm, responsibility, and dedication when it comes to achieving the goals of the institution.
S#	Theme 5: Negative emotions and human relations
18	I sense that my colleagues are treating me unjustly because of the choices I made for the betterment of the institution.
19	I observe instances of unfair treatment towards others within my institution.
20	I witness feelings of insecurity, frustration, and anxiety among my colleagues as a result of decisions made by those in higher positions.
21	I observe negative competitiveness among my colleagues.
22	My colleagues exploit me due to my civility and gentility with them.
S#	Theme 6: Negative emotions and decision making
23	My colleagues lack adequate professional growth or information required to successfully accomplish the given task.
24	I face unnecessary external political influences during the process of making decisions within my institution.
25	I identify inconsistencies in the actions and choices made by those in positions of higher authority.
26	I deliver an ineffective presentation of the task I was assigned to both authorities and colleagues.
27	I designate individuals who are not adequately prepared to undertake a specific task.
28	Salary increases and rewards are bestowed upon other colleagues because of their capacity to meet deadlines.
29	My colleagues adhere to rules and regulations.

Discussion:

The exploratory factor analysis the presence of six themes: (1) Positive emotions and goal orientation;(2) positive emotions and human relations;(3) positive emotions and decision making; (4) negative emotions and goal orientation; (5) negative emotions and human relations; and(6) negative emotions and decision making. These factors provide insights into how

emotions may influence individuals' behavior and outcomes. Emotional experiences of educational leaders are influenced by various factors that can impact their ability to lead and manage effectively.

The first theme, positive emotions and goal orientation, highlights the importance of recognition and achievement in driving positive emotions among educational leaders. This theme

encompasses factors that emphasize the need for educational leaders to have a clear vision and goals for their institutions and to feel a sense of accomplishment when those goals are achieved. Educational leaders who receive recognition for their ideas and contributions are more likely to feel positive emotions, which can motivate them to continue to pursue their goals. The second theme, positive emotions and human relations, suggests that positive emotional experiences among educational leaders are strongly tied to positive relationships with colleagues and a supportive work environment. Educational leaders who feel appreciated and valued for their contributions, and who work in a positive and cooperative environment, are more likely to experience positive emotions and be more effective in their leadership roles. The third theme, positive emotions and decision making, highlights the importance of having a voice in decision making and feeling confident in individual's ability to make effective decisions. Educational leaders who are given opportunities to participate in the decision-making process and who receive positive feedback for their contributions are more likely to experience positive emotions and be more effective in their leadership roles.

On the negative side, the fourth and fifth themes, negative emotions and goal orientation and negative emotions and human relations, suggest that experiences of injustice, unfairness, and lack of recognition can lead to negative emotional experiences among educational leaders. These negative emotions can impact their ability to lead and manage effectively and may contribute to burnout or turnover. Finally, the sixth theme, negative emotions and decision making, highlights the challenges that educational leaders face when making difficult decisions. These challenges can include external pressures, lack of resources, and competing priorities, all of which can contribute to negative emotional experiences.

Educational leaders who are unable to make effective decisions or who assign ill-equipped individuals to important tasks may experience negative emotions that can impact their ability to lead and manage effectively.

Conclusion:

This study aimed to construct a scale to measure the emotions of educational leaders that influence organizational functioning in terms of goal orientation, human relations and decision making. Overall, the findings of this study suggest that emotional experiences play an important role in the effectiveness of educational leadership. Positive emotional experiences, including recognition, positive relationships, and confidence in decision making, contribute to effective leadership, while negative emotional experiences, including injustice, lack of recognition, and external pressures, hinder leadership effectiveness. Educational leaders who are aware of the factors that contribute to positive and negative emotional experiences can use this knowledge to improve their own emotional experiences and to create positive emotional experiences for their colleagues and institutions. It is thus recommended that educational leaders cultivate positive emotions and regulate their negative emotions to achieve positive outcomes and improve organizational functioning. The scale presented in this study may be used to identify correlation between educational positive and negative emotions with organizational functioning or to determine effect of positive and negative emotions of educational leaders on organizational functioning that comprise of educational leaders' goal orientation, human relations and decision making within their organizations.

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